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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	6:30 - 6:35 p.m.	
<b>II. BEA/OSEA COMMENTS</b>	6:35 - 6:40 p.m.	<b>2</b>
Sara Schmitt, Amy Knutson		
<b>III. BSAC REPRESENTATIVE REPORT</b>	6:40 - 6:45 p.m.	
<b>IV. PUBLIC COMMENTS</b>	6:45 - 6:50 p.m.	<b>3</b>
<b>V. REPORTS</b>	6:50 - 8:20 p.m.	
A. Superintendent Comments		12
Don Grotting		
B. Financial Update		14
Mike Schofield		
C. Proposed Name for New Middle School		23
Shellie Baily-Shah, Jill O'Neill		
D. Return To School Update		46
Ginny Hansmann, Brian Sica		
<b>VI. ACTION ITEMS</b>	8:20 - 8:30 p.m.	
A. Second Reading of PE Adoption		52
Brian Sica		
B. Consent Agenda		
Becky Tymchuk		
a. Personnel		
b. Approval of School Board Meeting Minutes		136
c. Grant Report		144
d. Public Contracts		145
<b>VII. BOARD COMMUNICATION</b>	8:30 - 8:50 p.m.	
<b>VIII. ADJOURNMENT</b>	8:50 p.m.	
<b>IX. INFORMATION ITEM</b>		
A. Bond Program Status Update		151
<b>X. EXECUTIVE SESSION - 9:00 - 9:30 p.m.</b>		<b>166</b>
Legal Counsel ORS 192.660(2)(h)		
Negotiations ORS 192.660(2)(d)		

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

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School Board Meeting, January 19, 2021

Sara Schmitt, BEA President

Good evening Supt. Grotting, Chair Tymchuk and members of the Board,

Happy New Year to everyone! The ground keeps shifting under our feet as the COVID-19 pandemic continues on. Today there were changes to the ODE guidance that will impact our work moving forward. I want to express gratitude for the district message that just went out that addressed some common misconceptions, and explanations for why we cannot immediately open our school buildings to in-person instruction. We serve students in a variety of ways, and there are MANY logistics to figure out before it will be safe to bring students and staff back in person.

Now that we have a tentative agreement on our financial reopener, we are whole-heartedly engaged in bargaining over the working conditions for a return to in-person instruction. Our members are very united behind our proposals and will absolutely need agreements for health and safety protections in place (including but not limited to access to both doses of the vaccine) *before* returning in person. Our other priorities include having ample time to plan, assess and support individual students. If anyone would like to see our proposal, it's posted to our website.

Lastly, I'd like to say thank you to the leaders at our middle schools for sending out a communication to families and staff regarding the events in Washington DC on January 6. This message spoke beautifully to the importance of teaching our students truthfully, as well as the need for the adults in our schools to constantly questioning our own bias and how we integrate on feedback from students.

Other staff members were unsure how to proceed after been cautioned to "steer clear" of political statements. I understand that we should not get into partisan politics...but what's true is that very decision about our work is political. Decisions about who is represented and what is covered in our curriculum is political. Whose voice is centered is political. What we are silent about is political.

We cannot encourage educators to be anti-racist and at the same time discourage educators from being "too political." White supremacist insurrectionists stormed the US capital to prevent a peaceful transition of power - it's our duty to talk to students truthfully about current events, as well as place them in the context of our country's history. Staying neutral is not anti-racist. To carry out our responsibilities to students, we need to do some collective work on this. Using a tool that we already have, I hope that we can move forward using the equity lens authentically, and using the answers to the questions to guide our decisions.

During this School Board Recognition Month, we are grateful for the time and energy you put into your work. It's a volunteer position and we appreciate your commitment to the Beaverton School District.

Thank you.



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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 January 19, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, January 14, 2021 through 12:00 p.m. on Monday, January 18, 2021. Comments received are below.

Jennifer Waters – Parent - "I am encouraging you to consider continuing CDL for all students with LIPI reserved for students who truly cannot access a remote instruction format due to Special Education needs. I know that CDL is a huge challenge for many, but this is a significant safety concern. Forcing teachers back into buildings while our COVID numbers & death rates are continuing to climb will create an educational crisis. Teachers can't teach when they are sick and substitute teachers aren't an option in this current situation. Teachers can, and are, doing an excellent job of providing high quality instruction remotely. The board needs to recognize the extreme learning curve that our teachers have overcome in their switch to remote instruction. It is not just Zoom, SeeSaw, and Canvas. They completely revamped their curriculum and instruction all in the name of safety. We should honor that. Keep our children and teachers home and safe until community COVID numbers show a significant decline."

Marcia Callender - Community Member - Science continues to come in that schools can safely be opened if we follow designated safety rules. 41 other states are doing this with much worse numbers than ours, we are the 4th best state in the nation in terms of cases and deaths per capita. We have been out of school for 12 months and there is irrefutable evidence that education is essential for life long health. Nov 2020 Jama published an article saying this generation of kids is going to have a shorter life expectancy due to being out of school for this long. "These findings suggest that the decision to close US public primary schools in the early months of the 2020 may be associated with a decrease in life expectancy for US children. Jama 11/12/20 Estimation of US Children's Educational Attainment and Years of Life Lost Associated with Primary School Closures During the Coronavirus Disease 2019 Pandemic. This should be required reading for all of you. Act now, open schools.

Lauren McCabe - Community Member - I am a former BSD parent. I had to move my children to private school as remote "learning" was impossible for my children, ages 10, 8, and 6. Please be courageous and keep children's needs front and center in your decision-making to reopen schools. It seems Oregon's decision-makers think we live in a bubble and are not looking to the other states and countries that have safely and successfully reopened earlier this year and maintained in-person learning when case counts were higher. I have family and friends in other parts of the country and world who are able to send their kids to school and sports. I believe our community can tackle this problem and keep students and staff safe. I can see the high adherence to masks and distancing when I work, shop, and walk through Beaverton. Please restore in-person learning as an option for those who want or need it. Our children's physical and emotional health depends on it!

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Mandi Fisher – Staff - Recent messaging from the district suggests that there is a sudden urgency to return to school regardless of plans and procedures being in place to keep school and staff safe or with any sense of how the day-to-day activities of school will go. The workload and stress this is putting on staff is immeasurable. I am not sure anyone has truly thought through what going back looks like or entails. The amount of work it will take to once again re-create a whole new system for school, mid-year, does not appear worth it from my vantage point. All this work to figure out every protocol and safety measure, and new daily procedures so that students will sit in an empty room, at a desk, with a mask, with no opportunity to interact in close proximity with classmates or staff for just a few hours a day, most likely on a screen. I invite you to consider the ramifications of this on a frustrated 5 year old, or a homesick 6 year old. Is this really the "school" experience you want to provide?

Chris Cushman – Staff - Returning in the hybrid model is a counterproductive plan that will have serious consequences. The consequences of returning will mean a loss of instructional hours. The extensive work it will take to return in hybrid is simply not worth the trouble. Most teachers agree, CDL is going well. Why make students learn a brand new, less efficient, system in the middle of the school year? Students' social wellbeing won't be helped sitting apart from others with masks on. Parents, will still have to provide childcare and transportation due to the am/pm model. Another consequence is, obviously, illness. Many people will get sick. Many people will have to go back to CDL due to quarantine. Finally, people could die. If even one person dies because of this decision; the blood is on your hands. We can avoid all of these consequence by simply being patient and starting school after vaccinations are widely given. The School Board is charged with making difficult decisions. This shouldn't be one.

Lynda Gordon - Community Member - Dear BSD, I am a former BSD parent and a current Principal's Secretary in Portland Public Schools. I urge you to open full time once your staff can receive both vaccines. I have seen firsthand how devastating it has been on student learning and mental health since schools have been closed. If you open full time after spring break you will not be able to remedy the lost months but you can give the students a chance to be assessed so next year can be successful. Hybrid learning is too much to ask of teachers after such a challenging year for them as well. Science has shown that opening full time will not contribute to the virus spreading and with the vaccinations you can feel confident that you are being safe and fair with your staff. Please have the leadership and political will to do the correct thing and open schools full time after spring break. Thank you!

Kali Nelson – Staff - BSD staff needs to have the opportunity to be fully vaccinated prior to starting in-person teaching.

Ben Nelson – Parent - BSD staff need to opportunity to be fully vaccinated prior to starting in-person teaching.

Alexandra Fisque – Staff - Please allow the schools, including elementary, to remain in CDL until the COVID cases are significantly reduced in the community and vaccinations are readily available for everyone. The school community, including both students and teachers, is currently thriving in this difficult situation. The constant uncertainty related to school is distressing and unnecessary. No one benefits from transitioning into hybrid learning, to then turn around and quarantine after a few hours, days, or weeks, which we see happening all over the country. I truly believe the back-and-forth is more disruptive to students, and it will waste learning time, while also putting students, students' families, teachers, and teachers' families at unnecessary risk of contracting COVID. At this time, we do not have enough information about vaccinated individuals being carriers. That means, even if teachers are all vaccinated, they could still bring COVID home to their families. Please let us all stay safe in CDL.

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Cari – Parent - Please open bsd schools ASAP including middle/high school. We need our kids back in the classroom

Robynn Schillace – Parent - Kids need to be back in school. CDL is barely working for the kids that care and I'm guessing it is miserably failing the kids who don't. Follow the science, schools are not spreading Covid and children do not need to be vaccinated.

Samantha Vembu More – Parent - Please consider opening the schools to ALL students. I know middle schoolers and high schoolers are depressed. CDL is not working for anyone! The real pandemic for children is depression and suicidal thoughts (CDC states 1 in 4 have contemplated suicide since schools shut down). Children are not carriers or spreaders of Covid. This is safe!

Katie Lukins – Staff - Over the past couple weeks we have received communication from the district on the plan to enter hybrid. This communication has made it clear that the district is not concerned with staff safety and wellbeing. Staff are not being appreciated as seen by the district continuing to allow the public to bash staff on district social media. When We are close to vaccinations and to throw in the towel now would be reckless. Washington County is not meeting the “advisory” metrics. When our community spread is this high we know that it will enter our schools forcing mandatory quarantine of students and staff (and the return to CDL). This lack of stability in the hybrid model (paired with empty classrooms students can't leave their desk) will do more harm than good. CDL isn't perfect but it protects us from creating a system that will lead to death in our community. Do the right thing to protect staff, students, and our community from death and long term consequences by remaining in CDL.

Alexandra Barth – Staff -Please be very cautious and thoughtful as we move forward with in-person instruction. Vaccines are a HUGE step in the right direction, but community spread should be considered. North Clackamas has stated strongly that they will not consider in-person instruction until advisory metrics are met. Districts can be liable for infection if they move forward against advisory measures. As a staff member, I find it heartbreaking that I may not be teaching my same students until the end of the year and that I may need to have a whole new set of students for only a few months. Please recognize how disruptive this will be for our students and any sort of end-of-year grading and reporting. We must look at this from every angle before approving plans and timelines.

Meera Coilparampil - Parent - I write to urge you to reopen schools for all students. CDL is not an adequate substitute for in-person learning. It is failing the students of our district. Schools in forty five other states have opened while BSD remained closed. Many studies have been done that show that schools are safe and do not contribute to community spread when appropriate safety protocols are implemented. The harm caused by closed schools greatly outweighs the benefits. Many experts have weighed in on this issue and said that we should prioritize opening schools above all else, regardless of vaccine availability or degree of community spread. Please do what is best for students and their families by opening schools now.

Ashley Marostica – Parent - My three children attend Sunset, Cedar Park and Bonny Slope in the Beaverton School District. No option for in person instruction is unacceptable! Studies and Science are in the child's favor. Even without the vaccine there is a 99.3% survival rate! Other states have been able to get children back to school safely and Oregon should too! The metrics are advisory and rather than throwing our hands up in the air and giving up let's figure out how

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we can make it work! Let's model a can do attitude for our kids. CDL is NOT a one size fits all. The lack of options for all learning abilities is extremely disappointing. I am a first hand witness to the deteriorating education my children and thousands of others are receiving. The negative impact that CDL is having physically, socially and emotionally on our children is negligent. We need to shift our focus to getting our kids back into the school! The educational fallout from our current learning options will be felt for years to come.

Kimberly Kennedy - Parent - My freshman has never met her teachers or most of her classmates. Once a top student, she now struggles to maintain interest in Zoom class where most classmates are blank screens. Her school work averages only 2.5 hours a day which leaves her with too much time on her hands. Many of her 8th & 9th grade friends spend their days at the park using drugs. My senior has been told by his teacher there is not enough time to cover the IB curriculum under 4x4 and that is jeopardizing his ability to pass his exams. His calculus class will grant half the college credits as in the past, they can not cover the curriculum. He averages only 1.5 hours of schoolwork a day. Middle & High School students are experiencing the most mental health distress and highest failure rates, yet they have been abandoned by BSD. Science shows reopening is safe even without vaccines so middle & high schools must open immediately. We will continue to rally and fight until all have a choice for in person school.

shellie ritter – Staff - Educators are the new essential workers. I am a first grade teacher. I want to do my job correctly. I understand the health risks of that. Schools must reopen for at least K-2 learners now and regardless of the vaccination rates of educators, staff, and students. Health care workers, meat packers, and countless other workers have never been able to say ""I will not return to work unless I am vaccinated."" Neither should teachers. We are fooling ourselves to consider online learning a valid substitute for in person learning. Online learning is not effective for k-2 learners. They are in a tactile and hands on stage of development. Online learning is inequitable. The most fragile families have the most difficulty navigating online learning and often lose their jobs do to lack of daycare or support with helping their kids with learning.

Audelia DeCosta – Parent - I completely support our students being back in school. As a parent to a K and 3rd grader, who have been enrolled in emergency child care at a BSD school since September, I have seen first hand that this can be done safely. As a mental health therapist, I have seen the negative impact on kids being home. I am concerned about BSDs approach of half days. I am concerned that for families that have childcare arrangements, work responsibilities, this half day schedule will make other arrangements difficult to make. I think a full day schedule would be much preferred. I am also concerned about the idea of changing teachers for young kids. At a time where so much has been changed, consistency and relationship is so important for kids adjustment. I am also concerned that changing teachers in the middle of the year will further impact learning gaps- as new teachers will need to spend more time assessing, rather than continuing with current lessons plans.

Dr. Trevor J. V. Moerkerke, MD – Parent - Gov. Brown's easing of Covid-19 school restrictions with the goal of more in-person instruction across Oregon provided welcome news for Beaverton students and parents. Despite our continued struggle with Covid-19, this move is supported by a majority of BSD parents and is in line with scientific evidence that clearly shows that with proper safety measures in place schools are not a source of major spread of Covid-19. There is increasing evidence that the stress caused by prolonged remote learning has negatively impacted students' physical and mental health, contributed to a loss of skills, and limited their

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social development. These negative effects have hit students of color the hardest. As a BSD parent and family physician committed to the health and well-being of children and families throughout our community, I implore Beaverton School District to act quickly to join neighboring districts in Clark County and Lake Oswego to implement in-person learning as soon as possible.

Brian Bertram – Staff - Hello, my name is Brian Bertram, 15 year teacher in the Beaverton School District, and I'd like to thank you for giving me time and space to speak. This year has been rough on all of us. Safety of all is a concern of mine but it is not my main concern. My main concern is for the education of our youth. Right now, I have a virtual vehicle that can reach students, thanks to all who put effort into making sure our students have the technology they need for access. If we go back in a HYBRID model, with some staying at home and some at school, that will only further reduce the amount the students will learn, and COVID and safety restrictions will not bring down the anxiety levels, they will only increase if we return before we are all safe. Many of us teachers are barely hanging on with the CDL model, and any more work on top (as with a HYBRID model) may push many of us past the precipice we already find ourselves on. Please let us return when we can all return safely in person.

Michael Humphreys – Staff - I look forward to returning to in person instruction, however I want to receive vaccinations (2 doses) to protect myself, my family and students from the corona viruses.

Stefanie Ebenal – Parent - I'm a parent of 3 children in the district and am a nurse working in the hospital environment. I strongly encourage BSD to open in person learning for ALL students. I have reviewed study after study indicating schools are not super spreaders for Covid. I am frustrated that the ODE and teacher unions continue to move the target in terms of requirements in the name of safety. As a nurse, I have been working through the entire pandemic and one thing I know is that we must BEGIN. Expecting perfection prior is absurd. Kids have lost so much in the last 10 months that I believe is detrimental to their development, and the services and structures that they need just aren't showing up for them. This community is sending a strong message to children that they are not valued. When they can't go to school or participate in sports and activities but people can visit a casino or fly in an airplane or dine out, the message is clear. My kids are your customer. Please deliver what we pay for.

Susan Anderberg – Staff - I have many concerns about the plans to return to school in a hybrid model. My first concern is the safety and health of staff, students, and families. I am not convinced that any of the plans adequately provide for this, particularly in older buildings. My second concern is the stress and emotional and logistical burdens of implementing yet another change for our families. After a very stressful spring term, students and families have now learned how to navigate this new format of school. To expect them to adapt to yet another format is asking too much, for too little benefit. Our families are working so hard: holding down jobs in or outside the home, overcoming technological and language barriers, and maintaining their health. Students have developed relationships with their classmates and teachers. We cannot uproot the consistency and community that we have built by throwing a new schedule and new teachers at them just to have them in the school buildings for a few hours each week.

Jon Albertson – Staff - Several data make it unsafe for teachers or students to return to school any time soon: new more virulent strains of the covid virus, increased infections of children, widened scope of the 1b group, and postponed delivery of vaccines to Oregon. Furthermore, as a teacher turning 60 this year who already has congenital respiratory issues and household

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members working in healthcare, it is doubly unsafe for me and for my students to return until we have received the vaccine and waited the allotted activation time after receiving it. Schools should not re-open until next fall.

Dawn Stephenson – Staff - My first concern is the students. There are so many that are struggling with the technical aspect of school that they are falling behind. Many of my students do not have the parent support needed to complete assignments or to have a space to learn and read quietly. Many are too young or immature to be motivated to work at their assignments without involved adults. I am not disparaging parents that are working hard to provide food and shelter for their families. My second concern is logistics. How can I teach in person and online at the same time? Are kids going to be shuffled to new teachers depending if they are online or in person? How am I covering the things I need to teach two days a week with a Monday/Tuesday and Thursday/Friday schedule? Lastly I'm concerned about my health and the exposure to 25 kids from different families. I think having received both doses of the vaccine has to be a priority for teachers teaching in person. Best of luck arranging this complicated issue

Noel Bergren-Dizon – Staff - I have strong concerns that the state and district plans are over-confident in the vaccine. Beyond the problem of getting people vaccinated, even 95% effectiveness leaves 5% risk of infection. More worrisome is that there has been no confirmation or proof that the vaccine prevents people from being a carrier and spreading the virus. Even if I was vaccinated, what about my family if I brought the virus home?

Ashlee Behunin - Parent - I want to thank the teachers & administrators who have spent the last year making HARD decisions. While I realize that CDL isn't the ideal way to learn, I also think it's important that we recognize that we are still in the midst of a global pandemic. I cannot imagine how we can possibly open schools with the vaccine not readily available, numbers rising, & a new strain. The loudest voices seem to be those who are demanding opening. Please know that there are others of us who are grateful that the decisions have been made with our health and safety as the primary objective. While some kids struggle with online learning, others thrive. I'm assuming from what I've heard & read online that the majority of what you're hearing are the parents who want things to go back to "normal". But opening our schools won't bring back normal. Kids sitting 6 feet apart and wearing masks all day IS NOT NORMAL. Asking teachers to risk their health and the health of their families IS NOT NORMAL.

Elizabeth Ranweiler - Parent - Please maintain consistency for students and staff without dividing resources, disrupting learning, and putting staff, students, and families at greater risk of contracting COVID-19. Stay in CDL for the rest of the school year so that hopefully staff and students can return to in-person school fully vaccinated in the fall. The pandemic is at its worst point so far. The more infectious UK variant of COVID-19 is now in Oregon. MIS-C, MIS-A, and long haul COVID-19 are not yet well understood. Many people from racial and ethnic minority groups are at increased risk of getting sick and dying from COVID-19. Changing or shrinking the class elementary students have been in since September would be extremely detrimental to students' mental health. Vaccine supply is limited and the vaccines are not yet approved for younger students. Please continue to keep staff, students, and families safe by staying in CDL. Sincerely, Elizabeth Ranweiler, parent of a Fir Grove Elementary student

Justin Marostica – Parent - I am a local dentist who owns a private practice. I have had to go back to work to support my family, employees and patients. We take all the necessary precautions to avoid the infectious Covid 19 virus. I have my hands and my face with in feet of

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another person's mouth. I and my employees have underlying health concerns but we have NEVER been fearful or let misleading information deter us from treating our patients. I ask why could or how could a teacher or anyone else in a school setting even compare to this risk, they cannot! The school, the teachers and the students can take all the necessary precautions to mitigate Covid spread and still be in school without fear. As a school district you are allowing fear to make decisions that are detrimental to our children. It is on you to do what is BEST for the student, is that NOT the reason you took on this responsibility? Our children need to be in school NOW more than ever. Thank you.

Andy Thompson - Staff - I am writing to you today to express my concern with reopening schools for in person instruction. The governor recently announced that educators and school staff would part of the group that is next in line to receive vaccinations for COVID-19. This announcement made me feel much more comfortable about returning to in-person instruction, however, the most recent news from the governor has erased any such feelings. Now that we know Oregon will not be receiving enough doses of the vaccine to fully vaccinate teachers and other school staff, I do not feel safe returning to the classroom. I think the best course of action is to wait until all teachers and school staff can be vaccinated before returning to in-person instruction.

Jessica Ekegren - Staff - I am writing in regards to the school reopening plans. A recent survey through the BEA showed that 93% of members surveyed agree that educators should be allowed to continue working remotely until a vaccine is made available to them. I am one of these educators and hope that you consider schools continuing in CDL until all school staff have access to both doses of vaccines and time to allow them to become effective. Like some other districts in the Portland Metro area, this means that schools remain in CDL until Spring Break. This not only allows all school personnel time to get the vaccine but it also gives other populations such as elderly community members a chance to either get fully vaccinated or begin the process. Many educators either take care of older family members or rely on the family members to help with child care. Additionally, many students in our district live in multigenerational homes. I strongly believe you will loose many teachers if asked to return early.

Viktoria - Parent - I am in no hurry to get my kids in the classroom, especially with rules that would require a mask or limit play/interaction. I am very impressed with our teachers abilities this year and I would prefer to return when more teachers and parents feel comfortable.

John Rector - Parent - Please move forward as quickly as possible to open in-person learning for all students who want to be in person, especially as the secondary level. The governor has discussed the mental health issues that have become more evident over the past 10 months. Our children and youth need to be able to interact with their peers and teachers. Our 7th grader asked why she would be treated differently than her 4th grade sister in regards to schools opening. BSD had a plan in the summer for a hybrid system. Please return to that. Also, please return to the 2 full day plan - four half days are not tenable for many families to manage. Many have said that they would not be able to return in-person for 1/2 days. Please do not tie school openings to vaccines, either for staff or students. Schools have been open around the world and around the US for the duration of the pandemic with no increase in community spread tied to schools being open.

Janelle Mitchell – Parent - I implore the board to focus on the new data/studies showing that

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open schools are not causing the spread of covid-19; with safety measures in place, schools can safely reopen. As with most things, there is a risk benefit ratio. The risk of covid-19 in schools (staff and students) is quite low. The risk to the students social and emotional well being with schools closed is tremendous. Not to mention the absolutely unacceptable rates of students in the "yellow" and "red" with distance learning. Every day that goes by in this current model we are harming children more and more. Staff can take measures now for a safe return to the classroom. ALL grades need to be back in the classroom now. Is keeping schools closed in the best interest of the students? It seems to me it is only in the interest of the teachers. Sacrificing children due to the fear of some is unacceptable to me. Please consider taking whatever steps are necessary to prioritize returning ALL grades to school. Thank you

Laurie Mala – Staff - I am writing to express my concerns about reopening schools for in person instruction. I will not feel safe returning to my old, poorly ventilated Kindergarten classroom until we are all vaccinated, including my students. I do not understand the rush to return to in person learning when the reality is it will look nothing like it used to. Students will not be working near each other or playing together, and we will all have to wear masks all day. At least online they can see my smiling face and they are attending over 3 hours of in person learning. I teach at a Title1 school and I have days with 100% attendance. My students are happy and they are learning! They attend playgroups online and have adapted amazingly well. If the concern is mental health then it makes no sense to start with the youngest learners who are germly on a good day. Online learning is not ideal but it's working so please don't make me choose between keeping my family safe or doing the job I love.

Wendy Evans – Staff - Dear School Board, I look forward to getting both doses of the vaccine! I believe the elderly should simultaneously get the vaccine because many of our students live in multigenerational homes. During this crazy year, I have missed being in the classroom and I can't wait to see students in person. That said, I absolutely do not want a return to buildings until staff have received two doses, and waited the recommended two weeks for full efficacy. Thus, returning to classrooms after spring break has several advantages: Continuity is important for students and staying in CDL until the break, without switching back and forth, will allow instruction to continue uninterrupted. This timeline will also allow for a week or two delay of vaccine availability. Please help keep staff, families, and the community safe and don't rush into returning to buildings until the vaccine efficacy timeline has been reached. Thank you.

Chris McCourt – Staff - By the time staff can find a place to get vaccinated and receive BOTH doses and wait for them to be effective it will be quite close to the end of the year. I do NOT want to jump ahead of senior citizens and then find that schools, in fact, do not open until the fall. It will be MORE bad publicity for schools and put senior citizens at risk. Keep the plan we have already sent to our community members. This constant change creates MORE stress for families and staff. I will go back when I have both doses but I don't believe many of our students will be allowed to return (by their families) until they can say the same.

Jen Janke - Staff - Now that we will be getting the vaccine soon, I am less worried about myself when I think about us returning to in person instruction. However, I'm thinking about these issues: 1)We don't know yet if the vaccine will stop us from spreading the virus to others. 2)There is new information coming from Europe indicating that young children may be more likely to spread the virus than we had thought. Check out this recent article from the Wall Street Journal:<https://www.wsj.com/articles/europes-schools-are-closing-again-on-concerns-they-spread-covid-19-11610805601> While staff and students may be at less risk, I'm wondering what

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harm we may be doing to the community at large. It's our responsibility to not just think of ourselves, but to think of others as well. If the district does decide to return to in person learning, I hope you will consider ways to avoid students and staff having contact with multiple students and staff. I realize these are tough choices. Thank you for your efforts.

Miranda GaRey - Staff - I am a parent of a 1st grader in the district and I teach 4th grade. As a teacher, I am seeing normal academic gains. It is far from a "lost year." One of my biggest concerns about heading back to school, beyond the obvious passing COVID to family members and students who aren't yet vaccinated, is the need to reassign classes. In a time of such uncertainty, students need consistency. Losing the relationships they have built with fellow classmates and their teacher is the opposite of that. Our classrooms are a family and to disrupt that is dangerous to students' mental health. We would be doing this for them to come to school for a few hours while wearing a mask and staying six feet apart? A parent in my class contacted me asking if their child, who is on a 504 for anxiety, could stay in my class no matter if I was assigned to CDL or in person. They feel the relationship we have built is crucial. BSD has done an amazing job rolling out CDL. Let's not abandon due to a few loud voices.

Alison Burton – Staff - I am urging the board to make decisions about a return-to-school based on the science and not public pressure. Vaccination is key in asking teachers to come into a frontline position. We know our schools are poorly ventilated and it's hard for students to manage their health habits. Please remember that it takes 1-2 weeks after the second COVID vaccine does to achieve 95% efficacy. Teachers have worked too hard to have the district throw in the towel and return to in-person instruction prematurely. Protection is right around the corner. Don't prematurely put our lives at risk when we are so close to having some protection. How you treat teachers is a reflection of the value you see in them. If you want teachers to bring their best now and for the remainder of their career, show them that they are valued and irreplaceable. Root your decision making in science. Parents might be giving you push-back but it's because they're having a hard time being resilient in unprecedented times.

Alison Burton – Parent - All things considered, my two elementary students are thriving this year. They are learning great lessons in resilience and independence during this pandemic with the help of their teachers. Their core subjects aren't suffering either. While CDL will never be the same as in-person instruction, my kids' teachers have been nothing short of phenomenal. For health and safety reasons (for both my kids' and their teachers), I will not be sending my kids back to any in-person schooling this school year. There is not enough data about long term effects of Covid in children and the district has not provided any data to show that our old school buildings can provide adequate ventilation for teachers and students. I would like to see the district take teachers on a volunteer basis and use LIPI to focus on the kids who aren't reachable during CDL. Don't throw away everything good about CDL to please parents who pressure you with scare tactics and vilify teachers as selfish.

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## Superintendent's Report

**Comprehensive Distance Learning/Limited In Person Instruction/ Return to School Planning:** The guidance and requirements for school districts regarding COVID 19, have, and continue to shift, requiring our team to pivot quickly. We know that these changes cause anxiety and uncertainty in our students, families, and staff. Currently, our district will remain in Comprehensive Distance Learning at least through the end of the first semester which goes through February 8<sup>th</sup>. I, along with other superintendents in the tri-metro area, recently met with all of the major health care providers to partner in providing vaccinations to all staff in our school districts so we may expedite our ability to safely return to school. In all reality, we believe the soonest we could have this process completed would be just before spring break. It simply all depends on the availability of vaccines. Today, we received revised guidance from the Department of Education regarding advisory metrics and mandatory social distancing requirements. Later this evening, you will hear from our team regarding some of those changes. We continue to be in required bargaining and are working with our associations to prepare for our eventual return to in-person instruction. Our entire team is focused on working with all stakeholders regarding our return to school, vaccination protocols and timelines, and testing requirements after returning to school. As I mentioned earlier, later tonight, you will hear about changes currently taking place and our efforts from our Teaching and Learning and Operations teams. While there is a great desire to get students and staff back into our schools safely, predictions for positive COVID 19 rates are to significantly increase through February in Washington County, and at this time we do not have definite timelines and vaccine numbers.

**Activities and Athletics:** We continue to follow OHA guidelines and work with OSAA to provide our students the ability to practice, condition, and compete when we can successfully adhere to the current rules and regulations set forth by OHA. Our district will be sending out a communication on Wednesday to our student athletes and families tomorrow regarding participation in athletics.

**Budget:** While we are building our ending fund balance, we know we are experiencing a significant decline in enrollment, uncertainty of future COVID 19 financial requirements, roll up costs, and what K-12 budget will be passed by our legislature. The Governor's proposed budget allocates 9.1 billion dollars to K-12 education, with full funding for Measure 98 and the partial funding for the Student Investment Act. Our communications team recently worked with our business services department to provide a video and survey to engage our staff and community as we gather input to prioritize limited resources during this COVID 19 era.

**National School Board Month:** January is National School Board recognition month. Our school board members volunteer and sacrifice their time, resources, and energy to serve our nearly 40,000 students, 6,000 employees, our diverse families, and other stakeholders in the Beaverton School District. Unlike other states, Oregon does not pay their school board members. In addition to helping set the vision and goals for our district, they develop policies to provide the district direction, hire and evaluate the superintendent, and in Beaverton adopt and oversee an annual budget of almost 1 billion dollars.

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In addition to these critical and overwhelming duties and responsibilities, school board members are now being challenged with the most significant adaptive change required to our education system in our lifetime caused by COVID 19. Furthermore, they are leading in times of significant economic uncertainty, social justice unrest, and political divisiveness, that impacts our school district.

On behalf of our staff, families, and community, I want to thank each of you for your multiple years of service to the Beaverton School District and the sacrifices you make to enhance learning environment for all of our students, families, and staff. I will leave you with a quote from Dr. Martin Luther King that describes your service:

“Not everybody can be famous, but everybody can be great because greatness is determined by service”  
Thank you for being great.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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## MONTHLY FINANCIAL UPDATE

### POLICY ISSUE / SITUATION:

Michael Schofield will present the attached financial report as of December 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 12/31/2020
- Portfolio Management and Summary
- Investments by Sector and Group
- Selected Funds Summary by Issuer

These reports are presented with information prior to the effects of bargaining, additional federal funding information, or an updated estimate from the state related to the High Cost Disability reimbursement.

### RECOMMENDATION:

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

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**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of December 31, 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	166.4	-	166.4	283.9
Property Taxes	149.0	149.0	139.9	-	139.9	149.0
Common School Fund	4.0	4.0	-	-	-	4.0
County School Fund	0.8	0.8	0.3	-	0.3	0.8
Local Option Levy	35.3	35.3	33.3	-	33.3	35.3
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	6.1	-	6.1	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	0.5	-	0.5	11.1
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 402.9</b>	<b>\$ -</b>	<b>\$ 402.9</b>	<b>\$ 552.3</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 276.5	\$ 276.5	\$ 105.7	\$ -	\$ 105.7	\$ 262.1
Benefits	176.7	176.7	65.1	-	65.1	167.8
Purchased services	28.3	28.3	8.8	11.4	20.2	26.2
Supplies & materials	20.1	20.1	6.8	1.7	8.5	14.1
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.6	2.6	0.5	0.3	0.8	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>\$ 187.3</b>	<b>\$ 13.4</b>	<b>\$ 200.7</b>	<b>\$ 502.3</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 50.0</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 76.7</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	<b>13.9%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 75.6	<b>13.7%</b>
Local Option Levy Fund		1.1	<b>0.2%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 320.2	\$ 320.2	\$ 117.1	\$ 3.2	\$ 120.3	\$ 301.0
Support Services	182.8	182.8	69.8	10.0	79.8	170.6
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	6.3	0.4	0.3	0.7	3.6
Contingencies	26.7	26.7	-	-	-	26.7
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 187.3</b>	<b>\$ 13.5</b>	<b>\$ 200.8</b>	<b>\$ 502.3</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of December 31, 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	\$ 5,432,559	\$ 761,566	\$ 263,513	\$ 1,025,079	\$ (15,279,921)	6.29%	\$ 4,407,480
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,607,470	316,972	27,206	344,178	(3,780,822)	8.34%	1,263,292
Grant Fund	92,489,664	13,434,496	18,368,122	3,036,262	21,404,384	(71,085,280)	23.14%	(7,969,888)
Equipment Replacement Fund	4,570,000	4,401,262	1,471,882	95,907	1,567,789	(3,002,211)	34.31%	2,833,473
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	4,700,028	3,937,650	1,785,553	5,723,203	(14,089,419)	28.89%	(1,023,175)
Debt Service Fund	91,206,599	75,390,592	14,304,153	-	14,304,153	(76,902,446)	15.68%	61,086,439
Capital Projects Fund	154,840,000	142,045,969	41,785,806	18,886,847	60,672,653	(94,167,347)	39.18%	81,373,316
Insurance Reserve Fund	7,703,790	2,800,148	3,425,223	1,994,149	5,419,372	(2,284,418)	70.35%	(2,619,224)
Workers' Compensation Fund	4,239,092	2,789,759	860,480	87,488	947,968	(3,291,124)	22.36%	1,841,791
Scholarship Fund	490,000	389,970	32,276	20,751	53,027	(436,973)	10.82%	336,943
<b>Total</b>	<b>\$ 402,605,010</b>	<b>\$ 257,765,559</b>	<b>\$ 86,190,989</b>	<b>\$ 26,197,676</b>	<b>\$ 112,388,665</b>	<b>\$ (290,216,345)</b>		<b>\$ 145,376,894</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21**  
**As of 12/31/2020**

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				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	39.3	
Barnes	569	526	(43)	20.5	25.5	21.0	26.0	
Beaver Acres	698	696	(2)	25.5	31.5	25.2	31.2	
Bethany	524	447	(77)	17.5	22.5	17.5	21.5	
Bonny Slope	670	573	(97)	22.5	28.5	20.5	26.5	
Cedar Mill	433	368	(65)	14.5	17.5	12.5	16.5	
Chehalem	471	427	(44)	17.5	21.5	16.5	21.5	
Cooper Mountain	472	401	(71)	16.5	20.5	15.5	18.5	
Elmonica	527	466	(61)	18.5	23.5	18.5	23.5	
Errol Hassell	409	340	(69)	14.5	17.5	13.5	16.4	
Findley	589	539	(50)	19.5	23.5	18.5	23.5	
Fir Grove	371	348	(23)	13.5	16.5	12.5	16.5	
Greenway	311	308	(3)	12.5	14.5	10.5	13.5	
Hazeldale	488	438	(50)	17.5	22.5	17.5	22.5	
Hiteon	646	553	(93)	22.5	27.5	21.5	26.5	
Jacob Wismer	723	658	(65)	23.5	29.5	22.5	28.5	
Kinnaman	602	550	(52)	22.5	28.5	22.8	27.8	
McKay	303	284	(19)	10.5	13.5	10.5	13.5	
McKinley	658	608	(50)	24.5	30.5	23.5	29.5	
Montclair	327	254	(73)	11.5	14.5	10.5	13.5	
Nancy Ryles	600	516	(84)	20.5	25.5	19.5	24.5	
Oak Hills	570	482	(88)	19.5	23.5	18.5	23.5	
Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
Raleigh Park	331	323	(8)	12.5	14.5	11.5	14.5	
Ridgewood	421	352	(69)	14.5	17.5	12.5	15.5	
Rock Creek	483	418	(65)	14.5	18.5	15.5	19.5	
Sato	717	670	(47)	23.5	29.5	22.5	28.5	
Scholls Heights	632	591	(41)	21.5	26.5	21.5	26.5	
Sexton Mountain	549	475	(74)	18.5	22.5	17.8	21.8	
Springville (K-8)	928	856	(72)	30.5	37.5	30.5	37.5	
Terra Linda	367	306	(61)	10.5	14.5	11.5	14.5	
Vose	719	699	(20)	26.5	33.5	26.5	32.5	
West TV	322	275	(47)	11.5	13.5	9.5	12.5	
William Walker	527	473	(54)	20.5	25.5	20.7	25.7	
<b>Elementary School Total</b>	<b>18,307</b>	<b>16,490</b>	<b>(1,817)</b>	<b>638.0</b>	<b>793.0</b>	<b>615.6</b>	<b>773.6</b>	<b>157.9</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2020-21**  
As of 12/31/2020

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	939	841	(98)	30.0	35.0	28.5	33.5	
Conestoga	959	892	(67)	30.5	36.0	29.0	34.0	
Five Oaks	1,039	978	(61)	38.2	44.7	34.9	40.9	
Highland Park	777	705	(72)	25.0	29.5	25.4	30.4	
Meadow Park	864	821	(43)	31.2	36.7	30.0	35.0	
Mountain View	849	793	(56)	30.8	36.3	29.6	34.6	
Stoller	1,580	1,413	(167)	46.0	54.5	44.8	52.8	
Whitford	729	719	(10)	28.8	33.3	28.3	33.8	
<b>Middle School Total</b>	<b>7,736</b>	<b>7,162</b>	<b>(574)</b>	<b>260.5</b>	<b>306.0</b>	<b>250.5</b>	<b>295.0</b>	<b>44.50</b>
Aloha	1,728	1,768	40	66.4	77.0	61.1	71.9	
Beaverton	1,488	1,522	34	57.8	67.0	57.1	67.1	
Mountainside	1,860	1,717	(143)	62.4	72.6	59.9	69.7	
Southridge	1,439	1,464	25	50.8	59.6	49.3	58.7	
Sunset	2,036	2,000	(36)	61.6	72.4	61.3	71.9	
Westview	2,408	2,344	(64)	76.0	88.4	76.0	89.0	
<b>High School Total</b>	<b>10,959</b>	<b>10,815</b>	<b>(144)</b>	<b>375.0</b>	<b>437.0</b>	<b>364.7</b>	<b>428.3</b>	<b>63.60</b>
Arts & Communication Magnet Academy (6-12)	695	707	12	25.4	29.4	25.4	29.4	
Beaverton Academy of Science and Engineering (6-12)	846	841	(5)	29.4	34.6	29.6	34.2	
Community School (9-12)	200	106	(94)	10.2	11.4	9.8	11.0	
FLEX Online School (K-12)	-	1,214	1,214	-	-	34.4	43.3	
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>3,735</b>	<b>1,166</b>	<b>95.8</b>	<b>110.6</b>	<b>130.1</b>	<b>153.2</b>	<b>23.07</b>
<b>Address Extreme Class Size K 12</b>				<b>25.0</b>	<b>25.0</b>			
<b>District Total</b>	<b>39,571</b>	<b>38,202</b>	<b>(1,369)</b>	<b>1,394.3</b>	<b>1,671.6</b>	<b>1,360.9</b>	<b>1,650.0</b>	<b>289.1</b>

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/01/20:	\$ -	\$ 1,057,179	\$ 1,057,179
Projected Revenue:	35,300,000	35,300,000	33,269,617
Projected Expense:	35,300,000	35,230,517	14,756,954
Projected Fund Balance 6/30/21:	\$ -	\$ 1,126,662	\$ 19,569,842

Note: Budgeted enrollment includes general education student projections plus specialized program students.

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**  
**December 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	35,454,600.00	35,000,730.55	8.94	210	2.383
Commercial Paper Disc. -At Cost	39,000,000.00	38,975,490.00	38,971,700.00	9.95	115	0.186
Federal Agency Coupon Securities	21,500,000.00	21,568,560.00	21,797,060.40	5.57	40	1.235
Federal Agency Disc. -At Cost	107,262,000.00	107,248,195.00	107,236,970.81	27.39	56	0.078
Treasury Coupon Securities	18,796,000.00	19,011,451.32	19,100,077.32	4.88	177	0.778
Treasury Discounts -At Cost	126,751,000.00	126,713,048.07	126,119,497.82	32.21	126	0.278
LGIP	43,331,694.34	43,331,694.34	43,331,694.34	11.07	1	0.750
<b>Investments</b>	<b>391,640,694.34</b>	<b>392,303,038.73</b>	<b>391,557,731.24</b>	<b>100.00%</b>	<b>97</b>	<b>0.532</b>

<b>Total Earnings</b>	<b>December 31</b>	<b>Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year		179,430.94	1,496,058.90
<b>Average Daily Balance</b>		<b>485,582,779.97</b>	<b>265,314,443.84</b>
<b>Effective Rate of Return</b>		<b>0.44%</b>	<b>1.12%</b>

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

Beaverton School District, Prepared By Business Office

**Beaverton School District**  
**Investments by Sector and Group**  
**Index: Investment Policy**  
**Limitation based on Par Value**  
**December 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>								
31315LAU2	11184	Federal Agricultural Mortgage	01/19/2021	20,000,000.00	19,997,666.67	19,999,400.00		5.10
31315LAF5	11185	Federal Agricultural Mortgage	01/06/2021	15,000,000.00	14,998,629.17	15,000,000.00		3.83
			<b>Subtotal</b>	<b>35,000,000.00</b>	<b>34,996,295.84</b>	<b>34,999,400.00</b>	<b>35.00</b>	<b>8.94</b>
<b>Federal Home Loan Bank</b>								
3130AEUQ1	11187	Federal Home Loan Bank	02/05/2021	11,500,000.00	11,545,880.40	11,525,760.00		2.93
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,248,215.00		1.08
313385AE6	11183	Federal Home Loan Bank	01/05/2021	9,012,000.00	9,010,723.30	9,012,000.00		2.30
313385CA2	11188	Federal Home Loan Bank	02/18/2021	13,000,000.00	12,998,077.08	12,998,700.00		3.31
313385DE3	11190	Federal Home Loan Bank	03/18/2021	23,000,000.00	22,995,256.25	22,995,860.00		5.87
313385EN2	11192	Federal Home Loan Bank	04/19/2021	23,000,000.00	22,993,722.92	22,994,020.00		5.87
			<b>Subtotal</b>	<b>83,762,000.00</b>	<b>83,786,555.37</b>	<b>83,774,555.00</b>	<b>35.00</b>	<b>21.39</b>
<b>Tennessee Valley Authority</b>								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,042,800.00		2.55
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>10,251,180.00</b>	<b>10,042,800.00</b>	<b>35.00</b>	<b>2.55</b>
			<b>Total</b>	<b>128,762,000.00</b>	<b>129,034,031.21</b>	<b>128,816,755.00</b>	<b>100.00</b>	<b>32.88</b>
<b>Corporate Indebtedness</b>								
<b>Australia &amp; NZ Banking Grp NY</b>								
05253JQA4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,103,800.00		1.27
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,076,400.80</b>	<b>5,103,800.00</b>	<b>5.00</b>	<b>1.28</b>
<b>Bank of Montreal</b>								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,040,300.00		1.27
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,094,868.00</b>	<b>5,040,300.00</b>	<b>5.00</b>	<b>1.28</b>
<b>Bank of Nova Scotia</b>								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,042,900.00		1.27
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,097,953.90</b>	<b>5,042,900.00</b>	<b>5.00</b>	<b>1.28</b>
<b>Exxon Mobile Corp</b>								
30229AQB8	11189	Exxon Mobil	03/11/2021	12,000,000.00	11,995,400.00	11,996,760.00		3.06
			<b>Subtotal</b>	<b>12,000,000.00</b>	<b>11,995,400.00</b>	<b>11,996,760.00</b>	<b>5.00</b>	<b>3.06</b>
<b>Koch Industries</b>								
50000DR65	11191	Koch Industries	04/06/2021	12,000,000.00	11,992,133.33	11,994,480.00		3.06
			<b>Subtotal</b>	<b>12,000,000.00</b>	<b>11,992,133.33</b>	<b>11,994,480.00</b>	<b>5.00</b>	<b>3.06</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>Toronto Dominion Bank</b>								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,041,600.00		1.27
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,041,600.00		1.27
		<b>Subtotal</b>		<b>10,000,000.00</b>	<b>9,868,607.85</b>	<b>10,083,200.00</b>	<b>5.00</b>	<b>2.55</b>
<b>Toyota Cap Corp</b>								
8923A0TH6	11196	Toyota Cap Corp	06/17/2021	15,000,000.00	14,984,166.67	14,984,250.00		3.83
89233GPJ9	11186	Toyota Cap Corp	02/18/2021	10,500,000.00	10,497,200.00	10,498,425.00		2.68
		<b>Subtotal</b>		<b>25,500,000.00</b>	<b>25,481,366.67</b>	<b>25,482,675.00</b>	<b>5.00</b>	<b>6.51</b>
<b>US Bank</b>								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,128,450.00		1.27
		<b>Subtotal</b>		<b>5,000,000.00</b>	<b>5,034,650.00</b>	<b>5,128,450.00</b>	<b>5.00</b>	<b>1.28</b>
<b>Westpac Banking Corp</b>								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,055,950.00		1.27
		<b>Subtotal</b>		<b>5,000,000.00</b>	<b>4,828,250.00</b>	<b>5,055,950.00</b>	<b>5.00</b>	<b>1.28</b>
		<b>Total</b>		<b>84,500,000.00</b>	<b>84,469,630.55</b>	<b>84,928,515.00</b>	<b>35.00</b>	<b>21.58</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		42,918,596.30	42,918,596.30	42,918,596.30		10.95
LGIP 5173	FUND 300	LGIP		10,240.15	10,240.15	10,240.15		0.00
LGIP 4966	FUND 416	LGIP		1,536.17	1,536.17	1,536.17		0.00
LGIP 4972	FUND 417	LGIP		401,321.72	401,321.72	401,321.72		0.10
		<b>Subtotal</b>		<b>43,331,694.34</b>	<b>43,331,694.34</b>	<b>43,331,694.34</b>	<b>100.00</b>	<b>11.06</b>
		<b>Total</b>		<b>43,331,694.34</b>	<b>43,331,694.34</b>	<b>43,331,694.34</b>	<b>100.00</b>	<b>11.06</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	5,061,350.00		1.27
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	13,950,101.32		3.52
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,256,983.90		0.57
912796F79	11193	U.S. Treasury	05/04/2021	12,000,000.00	11,996,009.33	11,996,640.00		3.06
912796A25	11194	U.S. Treasury	05/13/2021	23,000,000.00	22,992,077.78	22,993,330.00		5.87
912796A41	11195	U.S. Treasury	06/03/2021	8,000,000.00	7,996,753.78	7,997,280.00		2.04
9127962Y4	11197	U.S. Treasury	05/20/2021	42,000,000.00	41,984,880.00	41,986,980.00		10.72
9127962Y4	11198	U.S. Treasury	05/20/2021	12,946,000.00	12,942,098.22	12,941,986.74		3.30
9127964F3	11199	U.S. Treasury	03/04/2021	5,457,000.00	5,456,308.78	5,456,399.73		1.39
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,585,022.70		2.70
		<b>Subtotal</b>		<b>135,047,000.00</b>	<b>134,722,375.14</b>	<b>135,226,074.39</b>	<b>100.00</b>	<b>34.48</b>
		<b>Total</b>		<b>135,047,000.00</b>	<b>134,722,375.14</b>	<b>135,226,074.39</b>	<b>100.00</b>	<b>34.48</b>
		<b>Grand Total</b>		<b>391,640,694.34</b>	<b>391,557,731.24</b>	<b>392,303,038.73</b>		

**Beaverton School District Selected Funds**  
**Summary by Issuer**  
**December 31, 2020**  
**Grouped by Fund**

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash Fund</b>						
Subtotal	14	240,918,596.30	240,893,501.30	61.41	0.214	68
<b>Fund: Debt Service Fund</b>						
Subtotal	3	54,956,240.15	54,939,206.89	14.00	0.079	139
<b>Fund: 2017 Non-Taxable Bond Issue</b>						
Subtotal	9	55,060,536.17	55,385,108.60	14.13	2.076	124
<b>Fund: 2017 Taxable Bond Issue Fund</b>						
Subtotal	8	40,705,321.72	41,085,221.94	10.47	0.974	172
<b>Total and Average</b>	<b>34</b>	<b>391,640,694.34</b>	<b>392,303,038.73</b>	<b>100.00</b>	<b>0.534</b>	<b>97</b>



**BEAVERTON**  
SCHOOL DISTRICT

# NAMING OF THE NEW MIDDLE SCHOOL

Compiled by: Shellie Bailey-Shah,  
Public Communications Officer



# PURPOSE

To explore the geographic and cultural history of the Cedar Mill community as a way of identifying possible names for the new middle school located at 118th Avenue. To solicit name suggestions from various community stakeholders.



Courtesy: Mahlum

# BACKGROUND

The middle school located on 118th Avenue is in the heart of Cedar Mill. While the community has a Portland zip code, most of it is situated in unincorporated Washington County and is served by the Beaverton School District. Despite its lack of municipal government, Cedar Mill is a tight-knit community with a well-established history and distinct identity.

# NATIVE AMERICAN HISTORY



Courtesy: Five Oaks Museum

## ATFALATI BAND OF THE KALAPUYA TRIBE

The Kalapuya people have lived in the Willamette Valley for thousands of years. Specifically, the Atfalati-Kalapuya were the Kalapuya of the Tualatin Valley who made their home in present-day Washington County. For a full history of the tribe, please refer to the online exhibit [This IS Kalapuyan Land](#) on the [Five Oaks Museum website](#).

Kalapuyan society had gender-differentiated labor, as did many Native American tribes. Men engaged in fishing and hunting. They also made tools and constructed canoes. Women gathered staple plant foods, set up temporary camps and constructed baskets and other craft products. These baskets – made from red cedar root and beargrass – and their patterns were the inspiration for the brickwork on the exterior of the new middle school.

Fur traders and early settlers brought catastrophic diseases to the Pacific Northwest, including malaria and smallpox. More than 90% of the Kalapuya people – who once numbered 40,000 – died. Those who survived were forced to the Grande Ronde Reservation by 1900. (Source: [Five Oaks Museum](#))



Courtesy: Mahlum

## CHINUK WAWA, THE FIRST LANGUAGE OF OREGON

Chinuk Wawa, also called Shawash-Wawa, originated at the mouth of the Columbia and spread throughout the Pacific Northwest. It's a Pidgin, a contact language that's not the first language of any of its speakers. It served as a language of exchange and trade for tribal and non-tribal people, alike. (Source: [Lane Community College](#))

## CEDAR MILL FALLS

Cedar Mill Falls is located less than a half mile from the new middle school. It's thought that the falls would have been a gathering place and possible fishing spot for the Atfalati.

Courtesy: Shellie Bailey-Shah



# EARLY SETTLERS' HISTORY TO PRESENT



Courtesy: Cedar Mill News

## CEDAR MILL AT THE FALLS

In 1855, Justus and Lois Jones filed a donation land claim for the property near NW 119th Avenue and Cornell Road. Justus and his son, John, built a small sawmill powered by a large water wheel below the 32-foot falls. The mill was among the earliest lumber operations in Washington County as well as the first organized business in the area. In 1869, the mill was sold to John Quincy Adams Young. (Source: [CedarMillHistory.org](http://CedarMillHistory.org))

## JOHN QUINCY ADAMS YOUNG HOUSE

The JQAY House is one of the oldest surviving buildings in Washington County and is the last remaining above-ground structure associated with the Cedar Mill for which the community was named. John Quincy Adams Young and his family traveled the Oregon Trail in the late 1840s, settling on the Tualatin Plains. He built the historic house in 1863 next to Cedar Mill Creek. Later he opened the Cedar Mill post office and store on the first floor of the home and became the area's first postmaster. He later sold the mill to William R. Everson. The mill operated until 1891, providing lumber for new construction. While the mill was abandoned in 1892, the holding pond continued to exist as a community recreation area for fishing and swimming.

In 2005, THPRD acquired the home and the half acre of land where the house sits in a property exchange agreement with Cedar Mill Bible Church. The falls area has been developed with a wooden walkway and seating. The Cedar Mill Historical Society is working with THPRD to rehabilitate the house for use as a history museum.

(Source: [THPRD](#), [CedarMillHistory.org](#))



Courtesy: Cedar Mill News

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# NAMING PROCESS: PHASE 1

In accordance with [Policy FF](#), the School Board chooses the final name based on community suggestions. Historically, preference has been given to names associated with the geography or history of the community. According to [School Board Policy FF](#), names of living persons are not considered (though several were suggested).

## COMMUNITY SUGGESTIONS

The District solicited name suggestions from the community and staff on the district website from November 25, 2020 to January 4, 2021. We promoted this opportunity in the BSD Weekly, Staff Talk and on all the district’s social media platforms. We received 543 [suggestions](#).

COMMON CATEGORIES	SAMPLING OF SUGGESTIONS	
<b>Local Figures</b>	<ul style="list-style-type: none"> <li>• James Thayer (platoon commander who liberated the Guns kirchen Concentration Camp; Beaverton civic leader)</li> <li>• Beatrice Cannady* (civil rights leader)</li> <li>• Edith Green (Oregon Representative who helped create Title IX)</li> <li>• Nan Wood Honeyman (first Oregon Congresswoman)</li> <li>• Dan Bartolini (local police officer)</li> <li>• Boyd Applegarth (former BSD superintendent)</li> <li>• Buz Walker (founder of Walker Garbage Service)</li> <li>• William Cornell (pioneer preacher)</li> <li>• Gustav Teufel (previous landowner)</li> <li>• John Murakami (Purple Heart recipient from Portland)</li> <li>• Thomas &amp; Ann Leahy (early settlers)</li> <li>• John Leahy (son of settlers)</li> <li>• Esther Lovejoy (public health pioneer physician &amp; suffrage activist)</li> </ul>	<ul style="list-style-type: none"> <li>• Mary Beatty* (abolitionist &amp; suffrage activist)</li> <li>• Odus Bales (grocer &amp; businessman)</li> <li>• Rod Harman (BSD swim coach)</li> <li>• Peter Saltzman (homesteader)</li> <li>• Sam Walters (early pioneer)</li> <li>• Abigail Scott Duniway (Oregon suffragist)</li> <li>• Thelma Johnson Streat* (artist)</li> <li>• Denorval Unthank* (physician &amp; civil rights activist)</li> <li>• Ursula Le Guin (speculative fiction writer)</li> <li>• Verna Bailey* (former BSD principal)</li> <li>• Walter McCredie (Portland Beavers baseball team owner &amp; player)</li> <li>• Tom Hartung (Oregon Senator &amp; first BSD Board Chair)</li> <li>• Alfred Teufel (previous landowner)</li> <li>• Damian Lillard* (professional basketball player)</li> <li>• Dennis Doyle (former Beaverton mayor)</li> </ul>

**COMMON CATEGORIES****SAMPLING OF SUGGESTIONS****Local Figures**

- John Quincy Adams Young (early settler)
- Kate Brown (Oregon Governor)
- Lawrence Hall (early settler)
- Lizzie Weeks\* (Portland activist)
- Minoru Yasui (Oregon attorney & Presidential Medal of Honor Recipient)
- Phil Knight (Nike founder)

**National/  
International  
Figures**

- John Lewis\* (U.S. Representative & civil right activist)
- Toni Morrison\* (novelist & educator), Avicenna\* (noted Muslim researcher & philosopher)
- George Floyd\*
- Greta Thunberg (climate activist)
- Kamala Harris\* (U.S. Vice President)
- Ronald Reagan (U.S. President)
- Mary McLeod Bethune\* (educator & civil rights activist)
- Ruth Bader Ginsburg (U.S. Supreme Court Justice)
- Thurgood Marshall\* (U.S. Supreme Court Justice)
- Barack Obama\* (U.S. President)
- Edward Jenner (English scientist who developed smallpox vaccine)
- Jerrie Cobb (American aviator)
- York\* (slave on Lewis & Clark Expedition)
- Samantha Reed Smith (peace activist)

**Native American  
Heritage**

- Atfalati\* (local band of Kalapula)
- Chakeipi\* ("place of the beaver")
- Kalapuya\* (indigenous tribe who lived in area)
- Kayacach\* (Kalapula chief)
- Louis Kenoyer\* (last known Kalapula speaker & author)
- Tiuteyoine\* ("we speak")
- Umsu ("good" or "thank you")
- Wapato\* (+ Lake, Valley)
- Wy'east\* (Native name for Mt. Hood)
- Cowlitz\* (indigenous tribe)
- Cayuse\* (indigenous tribe)
- Chinuk\*
- Tualatin\* (local band of Kalapula)
- Sarah Winnemucca\* (Northern Paiute author, activist & educator)
- Toby Winema Riddle\* (Modoc tribe interpreter)
- Kathryn Harrison\* (former chair of the Confederated Tribes of the Grand Ronde)

**Local Geography**

- Cedar (+ Falls, Acres, Creek, Hills, Mills Fall, Ridge, Summit)
- Timberland

\* Denotes BIPOC (Black, Indigenous or Person of Color) suggestions

# TOP CONTENDERS

From the community suggestions, we identified the five names that appeared to have the most support. We've listed the pros and cons of each.

MOST POPULAR SUGGESTIONS	BACKGROUND	PROS	CONS
<b>Atfalati</b>	Local band of Kalapula tribe who lived in this area	<ul style="list-style-type: none"> <li>Honors Native American history in the area</li> <li>Reflects BSD commitment to ABAR (anti-bias, anti-racist) work</li> <li>Potential for learning extensions related to Native American topics</li> <li>Consistent with design elements of school</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to pronounce</li> <li>Identifies single band of tribe</li> <li>Preference of NAPAC to select a more inclusive tribal word</li> <li>Name of new elementary school in North Plains</li> </ul>
<b>Kalapuya</b>	Native tribe that lived in this area	<ul style="list-style-type: none"> <li>Honors Native American history in the area</li> <li>Reflects BSD commitment to ABAR (anti-bias, anti-racist) work</li> <li>Potential for learning extensions related to Native American topics</li> <li>Consistent with design elements of school</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to pronounce</li> <li>Identifies single tribe</li> <li>Preference of NAPAC to select a more inclusive tribal word</li> <li>Name of existing elementary school in Salem</li> </ul>
<b>Cedar (+ Falls, Acres, Creek, Hills, Mill)</b>	Reference to Cedar Mill (community)	<ul style="list-style-type: none"> <li>Reflects the most prominent natural feature in the area (Cedar Falls)</li> <li>Consistent with other location-based middle school names</li> </ul>	<ul style="list-style-type: none"> <li>Potential confusion with existing BSD schools: Cedar Mill Elementary &amp; Cedar Park Middle School</li> </ul>
<b>Ruth Bader Ginsburg</b>	U.S. Supreme Court Justice	<ul style="list-style-type: none"> <li>Honors prominent public servant</li> </ul>	<ul style="list-style-type: none"> <li>No local connection</li> <li>No history in district of choosing names of national or international figures</li> <li>Potential unintended political undertones</li> </ul>
<b>Timberland</b>	Neighborhood where school is located	<ul style="list-style-type: none"> <li>Name already known in community; no need to educate community</li> </ul>	<ul style="list-style-type: none"> <li>No direct historical or cultural connection to area; made-up name by developer of neighborhood</li> </ul>

# NAMING PROCESS: PHASE 2

From the community suggestions, we noticed a strong desire to adopt a name with Native American roots. We took the top two choices – Atfalati and Kalapuya – to our Native American Parent Committee (NAPAC) for further guidance. Facilitated by Public Communications Officer Shellie Bailey-Shah and BSD Title VI AI/AN Education Program Coordinator Brandon Cultbertson, we met with parents and principal Jill O’Neill. The Native American student population in the Beaverton School District is diverse; at present, 65 federally-recognized tribes are represented. While specific tribe names were among the suggestions made by the public, NAPAC members suggested that we instead focus on a word or phrase in the Chinuk Wawa language. The language itself is symbolic. We appreciate that Chinuk Wawa was created as a bridge to facilitate the exchange of ideas between various peoples – both tribal and non-tribal.

As part of our discussion, we presented the history of the Cedar Mill area, including the importance of the waterfall, to NAPAC members. That led the group to the Chinuk Wawa word for waterfall – “tumwater’ (also translates as tumchuck). This word resonated with the group. While being a Native American word, it’s easy to pronounce. And it reflects the sentiment of those community members who had recommended the name Cedar Falls Middle School. It also presents the opportunity for learning extensions that could incorporate STEM-based creek and land restoration projects, in conjunction with tribal partners and THPRD.

Note: Tumwater is a city in Washington state. In the Tumwater School District, students do attend Tumwater Hill Elementary and Tumwater Middle School. No such name exists in Oregon.

Courtesy: Colin Elliot



# NAMING PROCESS: PHASE 3

Before presenting Tumwater Middle School as a possible name to the School Board, we wanted to ensure support from tribal leadership. We reached out to the Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of Warm Springs, Confederated Tribes of the Umatilla Indian Reservation, Chinook Indian Nation and Cowlitz Indian Tribe. We asked 1) if tribal leadership would support the Beaverton School District choosing a name that utilizes Chinuk Wawa for our new middle school and 2) if tribal leadership would support the name Tumwater (or Tumchuck).

We received feedback from the Confederated Tribes of Siletz Indians and the Confederated Tribes of Warm Springs; neither had any objection to the names Tumwater or Tumchuck. As of this writing, we are awaiting input from other tribal leadership. Any feedback that's received will be shared at the School Board meeting on January 19.



# NAMING PROCESS: PHASE 4

In January, principal Jill O’Neill met with a group of students who will be incoming students at the new middle school in Fall 2021. She shared information about the community’s history and the naming process with the students and then presented them with the following choices: Tumwater, Cedar Falls, Ruth Bader Ginsburg and Timberland.

SUGGESTED NAMES	NUMBER OF VOTES
Tumwater	104
Cedar Falls	117
Ruth Bader Ginsburg	73
Timberland	188

Students were then asked to vote again between these two choices:

SUGGESTED NAMES	NUMBER OF VOTES
Tumwater	160
Timberland	319

# SPECIAL THANKS TO

**Virginia Bruce**, Cedar Mill News

**Brandon Culbertson**, BSD Multilingual Department

**Hall Guttormsen**, Washington County Assessment & Taxation

**Heather LaBonte**, Washington County Assessment & Taxation

**Native American Parent Committe (NAPAC)**

**Jill O'Neill**, BSD Principal

Front and Back Images Courtesy: Mahlum





## Naming Process for New Middle School

### Situation

The new middle school in the Timberland area needs a name. **Board Policy FF** provides guidance about naming new schools.

### Background

Board Policy FF stipulates the following:

- The School Board will select the name for the school.
- Preference will be given to names associated with the community.
- Names of historical persons, places and events also may be considered.
- Names of persons who are living or have been deceased less than three years will not be considered.

The Communications & Community Involvement Department (CCI) assists the School Board in determining the process and timeline. The following are the steps involved:

- CCI publicizes the naming process to the community and soliciting suggestions.
- School Planning Principal engages the school's community in nominating names.
- CCI conducts historical research of the area.
- CCI compiles and finalizes a report for School Board.
- School Board receives the report at the first meeting; the School Board selects a name at a second meeting.

### Timeline

November 2020: School Board finalizes new middle school's boundaries.

December 2020: CCI accepts naming suggestions from community and solicits input from stakeholders.

January 2021: School Planning Principal solicits input from incoming students.

January 19, 2021: CCI presents report to School Board (first reading).

February 22, 2021: School Board selects new name.

### Recommendation

It is recommended that the School Board review the naming process and the timeline for naming the new middle school.

**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, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.*



**BEAVERTON**  
SCHOOL DISTRICT

# NAMING OF THE NEW MIDDLE SCHOOL

Compiled by: Shellie Bailey-Shah,  
Public Communications Officer



# PURPOSE

To explore the geographic and cultural history of the Cedar Mill community as a way of identifying possible names for the new middle school located at 118th Avenue. To solicit name suggestions from various community stakeholders.



Courtesy: Mahlum

# BACKGROUND

The middle school located on 118th Avenue is in the heart of Cedar Mill. While the community has a Portland zip code, most of it is situated in unincorporated Washington County and is served by the Beaverton School District. Despite its lack of municipal government, Cedar Mill is a tight-knit community with a well-established history and distinct identity.

# NATIVE AMERICAN HISTORY

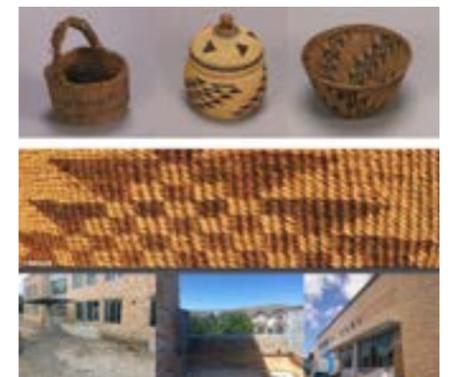


Courtesy: Five Oaks Museum

## ATFALATI BAND OF THE KALAPUYA TRIBE

The Kalapuya people have lived in the Willamette Valley for thousands of years. Specifically, the Atfalati-Kalapuya were the Kalapuya of the Tualatin Valley who made their home in present-day Washington County. For a full history of the tribe, please refer to the online exhibit [This IS Kalapuyan Land](#) on the [Five Oaks Museum website](#).

Kalapuyan society had gender-differentiated labor, as did many Native American tribes. Men engaged in fishing and hunting. They also made tools and constructed canoes. Women gathered staple plant foods, set up temporary camps and constructed baskets and other craft products. These baskets – made from red cedar root and beargrass – and their patterns were the inspiration for the brickwork on the exterior of the new middle school.



Courtesy: Mahlum

Fur traders and early settlers brought catastrophic diseases to the Pacific Northwest, including malaria and smallpox. More than 90% of the Kalapuya people – who once numbered 40,000 – died. Those who survived were forced to the Grand Ronde Reservation by 1900. (Source: [Five Oaks Museum](#))

## CHINUK WAWA, THE FIRST LANGUAGE OF OREGON

Chinuk Wawa, also called Shawash-Wawa, originated at the mouth of the Columbia and spread throughout the Pacific Northwest. It's a Pidgin, a contact language that's not the first language of any of its speakers. It served as a language of exchange and trade for tribal and non-tribal people, alike. (Source: [Lane Community College](#))

## CEDAR MILL FALLS

Cedar Mill Falls is located less than a half mile from the new middle school. It's thought that the falls would have been a gathering place and possible fishing spot for the Atfalati.

Courtesy: Shellie Bailey-Shah



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## EARLY SETTLERS' HISTORY TO PRESENT



Courtesy: Cedar Mill News

## CEDAR MILL AT THE FALLS

In 1855, Justus and Lois Jones filed a donation land claim for the property near NW 119th Avenue and Cornell Road. Justus and his son, John, built a small sawmill powered by a large water wheel below the 32-foot falls. The mill was among the earliest lumber operations in Washington County as well as the first organized business in the area. In 1869, the mill was sold to John Quincy Adams Young. (Source: [CedarMillHistory.org](#))

## JOHN QUINCY ADAMS YOUNG HOUSE

The JQAY House is one of the oldest surviving buildings in Washington County and is the last remaining above-ground structure associated with the Cedar Mill for which the community was named. John Quincy Adams Young and his family traveled the Oregon Trail in the late 1840s, settling on the Tualatin Plains. He built the historic house in 1863 next to Cedar Mill Creek. Later he opened the Cedar Mill post office and store on the first floor of the home and became the area's first postmaster. He later sold the mill to William R. Everson. The mill operated until 1891, providing lumber for new construction. While the mill was abandoned in 1892, the holding pond continued to exist as a community recreation area for fishing and swimming.

In 2005, THPRD acquired the home and the half acre of land where the house sits in a property exchange agreement with Cedar Mill Bible Church. The falls area has been developed with a wooden walkway and seating. The Cedar Mill Historical Society is working with THPRD to rehabilitate the house for use as a history museum. (Source: [THPRD](#), [CedarMillHistory.org](#))



Courtesy: Cedar Mill News

## LAND OWNERSHIP

Brothers Josiah and Lawrence Hall traveled to Oregon Territory with their families along the Oregon Trail in 1845. Two years later, Captain Lawrence Hall led a troop of Oregon Mounted Volunteers in a fight against the Cayuse tribe. By 1850, Lawrence and Josiah claimed a total of 640 acres in Beaverdam (now Beaverton) and built a grist mill on present-day Walker Road. Josiah and Mary Hall also established a 319-acre claim within the boundaries of what is now Butner, Murray and Cornell Roads (Source: [Cedar Mill News, July 2013](#)), including the southern portion of the to-be school property, beginning in June 1881 (BLM Document #5148). This southern portion was later held by the Starker family (?-1943). (Source: [Washington County, Geographic Information Systems](#))

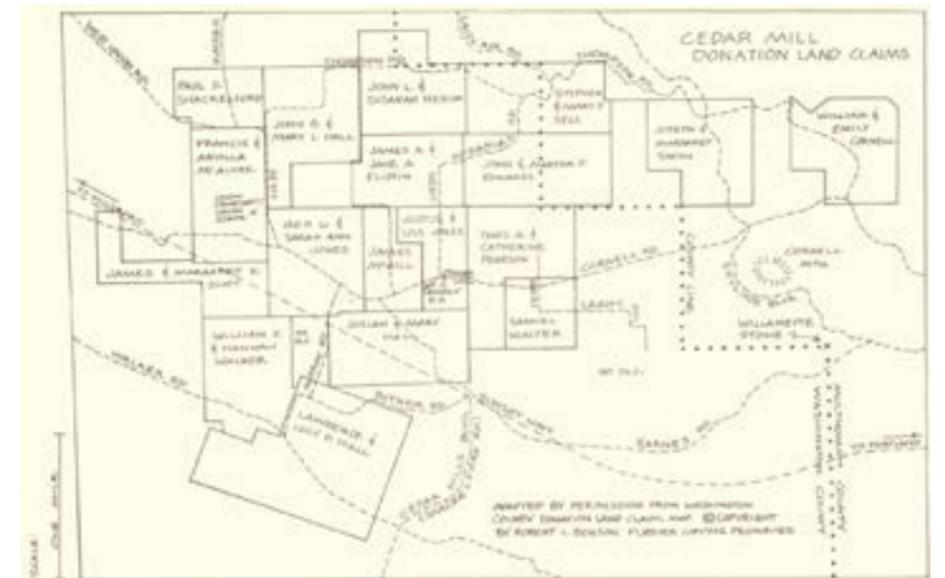
Justus and Lois Jones held the majority of the future school area beginning in May 1873 (BLM Document #3276). Other landowners of that section include the McDaniel family (?-1918) and the Archambeau family (1918-1926). (Source: [Washington County, Geographic Information Systems](#))

In 1943, both sections of the future school property were purchased by the Teufel family, a family whose roots in the area trace back to 1890. Since then, five generations of the Teufel family have nurtured and expanded the family's nursery and landscaping business. (Source: [Teufel.com](#)) (Naming note: The name Teufel means "devil" in German.)

In 2001, the District acquired the Teufel Nursery property north of Barnes Road through the 2006 Capital Bond program. The District completed construction of the new middle school building (referred to as "Timberland") in 2016 through the 2014 Capital Bond program. Timberland is the developer's name for the surrounding neighborhood.



Courtesy: Teufel Landscape



Courtesy: Cedar Mill News

# NAMING PROCESS: PHASE 1

In accordance with [Policy FF](#), the School Board chooses the final name based on community suggestions. Historically, preference has been given to names associated with the geography or history of the community. According to [School Board Policy FF](#), names of living persons are not considered (though several were suggested).

## COMMUNITY SUGGESTIONS

The District solicited name suggestions from the community and staff on the district website from November 25, 2020 to January 4, 2021. We promoted this opportunity in the BSD Weekly, Staff Talk and on all the district's social media platforms. We received 543 [suggestions](#).

COMMON CATEGORIES	SAMPLING OF SUGGESTIONS	
<b>Local Figures</b>	<ul style="list-style-type: none"> <li>James Thayer (platoon commander who liberated the Gunskirchen Concentration Camp; Beaverton civic leader)</li> <li>Beatrice Cannady* (civil rights leader)</li> <li>Edith Green (Oregon Representative who helped create Title IX)</li> <li>Nan Wood Honeyman (first Oregon Congresswoman)</li> <li>Dan Bartolini (local police officer)</li> <li>Boyd Applegarth (former BSD superintendent)</li> <li>Buz Walker (founder of Walker Garbage Service)</li> <li>William Cornell (pioneer preacher)</li> <li>Gustav Teufel (previous landowner)</li> <li>John Murakami (Purple Heart recipient from Portland)</li> <li>Thomas &amp; Ann Leahy (early settlers)</li> <li>John Leahy (son of settlers)</li> <li>Esther Lovejoy (public health pioneer physician &amp; suffrage activist)</li> </ul>	<ul style="list-style-type: none"> <li>Mary Beatty* (abolitionist &amp; suffrage activist)</li> <li>Odus Bales (grocer &amp; businessman)</li> <li>Rod Harman (BSD swim coach)</li> <li>Peter Saltzman (homesteader)</li> <li>Sam Walters (early pioneer)</li> <li>Abigail Scott Duniway (Oregon suffragist)</li> <li>Thelma Johnson Streat* (artist)</li> <li>Denorval Unthank* (physician &amp; civil rights activist)</li> <li>Ursula Le Guin (speculative fiction writer)</li> <li>Verna Bailey* (former BSD principal)</li> <li>Walter McCredie (Portland Beavers baseball team owner &amp; player)</li> <li>Tom Hartung (Oregon Senator &amp; first BSD Board Chair)</li> <li>Alfred Teufel (previous landowner)</li> <li>Damian Lillard* (professional basketball player)</li> <li>Dennis Doyle (former Beaverton mayor)</li> </ul>

COMMON CATEGORIES	SAMPLING OF SUGGESTIONS	
<b>Local Figures</b>	<ul style="list-style-type: none"> <li>John Quincy Adams Young (early settler)</li> <li>Kate Brown (Oregon Governor)</li> <li>Lawrence Hall (early settler)</li> <li>Lizzie Weeks* (Portland activist)</li> </ul>	<ul style="list-style-type: none"> <li>Minoru Yasui (Oregon attorney &amp; Presidential Medal of Honor Recipient)</li> <li>Phil Knight (Nike founder)</li> </ul>
<b>National/ International Figures</b>	<ul style="list-style-type: none"> <li>John Lewis* (U.S. Representative &amp; civil right activist)</li> <li>Toni Morrison* (novelist &amp; educator), Avicenna* (noted Muslim researcher &amp; philosopher)</li> <li>George Floyd*</li> <li>Greta Thunberg (climate activist)</li> <li>Kamala Harris* (U.S. Vice President)</li> <li>Ronald Reagan (U.S. President)</li> <li>Mary McLeod Bethune* (educator &amp; civil rights activist)</li> </ul>	<ul style="list-style-type: none"> <li>Ruth Bader Ginsburg (U.S. Supreme Court Justice)</li> <li>Thurgood Marshall* (U.S. Supreme Court Justice)</li> <li>Barack Obama* (U.S. President)</li> <li>Edward Jenner (English scientist who developed smallpox vaccine)</li> <li>Jerrie Cobb (American aviator)</li> <li>York* (slave on Lewis &amp; Clark Expedition)</li> <li>Samantha Reed Smith (peace activist)</li> </ul>
<b>Native American Heritage</b>	<ul style="list-style-type: none"> <li>Atfalati* (local band of Kalapuya)</li> <li>Chakeipi* ("place of the beaver")</li> <li>Kalapuya* (indigenous tribe who lived in area)</li> <li>Kayacach* (Kalapuya chief)</li> <li>Louis Kenoyer* (last known Kalapuya speaker &amp; author)</li> <li>Tiuteyoine* ("we speak")</li> <li>Umsu ("good" or "thank you")</li> <li>Wapato* (+ Lake, Valley)</li> <li>Wy'east* (Native name for Mt. Hood)</li> </ul>	<ul style="list-style-type: none"> <li>Cowlitz* (indigenous tribe)</li> <li>Cayuse* (indigenous tribe)</li> <li>Chinuk*</li> <li>Tualatin* (local band of Kalapuya)</li> <li>Sarah Winnemucca* (Northern Paiute author, activist &amp; educator)</li> <li>Toby Winema Riddle* (Modoc tribe interpreter)</li> <li>Kathryn Harrison* (former chair of the Confederated Tribes of the Grand Ronde)</li> </ul>
<b>Local Geography</b>	<ul style="list-style-type: none"> <li>Cedar (+ Falls, Acres, Creek, Hills, Mills Fall, Ridge, Summit)</li> <li>Timberland</li> </ul>	

\* Denotes BIPOC (Black, Indigenous or Person of Color) suggestions

## TOP CONTENDERS

From the community suggestions, we identified the five names that appeared to have the most support. We've listed the pros and cons of each.

MOST POPULAR SUGGESTIONS	BACKGROUND	PROS	CONS
<b>Atfalati</b>	Local band of Kalapuya tribe who lived in this area	<ul style="list-style-type: none"> <li>Honors Native American history in the area</li> <li>Reflects BSD commitment to ABAR (anti-bias, anti-racist) work</li> <li>Potential for learning extensions related to Native American topics</li> <li>Consistent with design elements of school</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to pronounce</li> <li>Identifies single band of tribe</li> <li>Preference of NAPAC to select a more inclusive tribal word</li> <li>Name of new elementary school in North Plains</li> </ul>
<b>Kalapuya</b>	Native tribe that lived in this area	<ul style="list-style-type: none"> <li>Honors Native American history in the area</li> <li>Reflects BSD commitment to ABAR (anti-bias, anti-racist) work</li> <li>Potential for learning extensions related to Native American topics</li> <li>Consistent with design elements of school</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to pronounce</li> <li>Identifies single tribe</li> <li>Preference of NAPAC to select a more inclusive tribal word</li> <li>Name of existing elementary school in Salem</li> </ul>
<b>Cedar (+ Falls, Acres, Creek, Hills, Mill)</b>	Reference to Cedar Mill (community)	<ul style="list-style-type: none"> <li>Reflects the most prominent natural feature in the area (Cedar Falls)</li> <li>Consistent with other location-based middle school names</li> </ul>	<ul style="list-style-type: none"> <li>Potential confusion with existing BSD schools: Cedar Mill Elementary &amp; Cedar Park Middle School</li> </ul>
<b>Ruth Bader Ginsburg</b>	U.S. Supreme Court Justice	<ul style="list-style-type: none"> <li>Honors prominent public servant</li> </ul>	<ul style="list-style-type: none"> <li>No local connection</li> <li>No history in district of choosing names of national or international figures</li> <li>Potential unintended political undertones</li> </ul>
<b>Timberland</b>	Neighborhood where school is located	<ul style="list-style-type: none"> <li>Name already known in community; no need to educate community</li> </ul>	<ul style="list-style-type: none"> <li>No direct historical or cultural connection to area; made-up name by developer of neighborhood</li> </ul>

## NAMING PROCESS: PHASE 2

From the community suggestions, we noticed a strong desire to adopt a name with Native American roots. We took the top two choices – Atfalati and Kalapuya – to our Native American Parent Committee (NAPAC) for further guidance. Facilitated by Public Communications Officer Shellie Bailey-Shah and BSD Title VI AI/AN Education Program Coordinator Brandon Cultbertson, we met with parents and principal Jill O’Neill. The Native American student population in the Beaverton School District is diverse; at present, 65 federally-recognized tribes are represented. While specific tribe names were among the suggestions made by the public, NAPAC members suggested that we instead focus on a word or phrase in the Chinuk Wawa language. The language itself is symbolic. We appreciate that Chinuk Wawa was created as a bridge to facilitate the exchange of ideas between various peoples – both tribal and non-tribal.

As part of our discussion, we presented the history of the Cedar Mill area, including the importance of the waterfall, to NAPAC members. That led the group to the Chinuk Wawa word for waterfall – “tumwater” (also translates as tumchuck). This word resonated with the group. While being a Native American word, it’s easy to pronounce. And it reflects the sentiment of those community members who had recommended the name Cedar Falls Middle School. It also presents the opportunity for learning extensions that could incorporate STEM-based creek and land restoration projects, in conjunction with tribal partners and THPRD.

Note: Tumwater is a city in Washington state. In the Tumwater School District, students do attend Tumwater Hill Elementary and Tumwater Middle School. No such name exists in Oregon.

Courtesy: Colin Elliot



# NAMING PROCESS: PHASE 3

Before presenting Tumwater Middle School as a possible name to the School Board, we wanted to ensure support from tribal leadership. We reached out to the Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of Warm Springs, Confederated Tribes of the Umatilla Indian Reservation, Chinook Indian Nation and Cowlitz Indian Tribe. We asked 1) if tribal leadership would support the Beaverton School District choosing a name that utilizes Chinuk Wawa for our new middle school and 2) if tribal leadership would support the name Tumwater (or Tumchuck).

We received feedback from the Confederated Tribes of Siletz Indians and the Confederated Tribes of Warm Springs; neither had any objection to the names Tumwater or Tumchuck. As of this writing, we are awaiting input from other tribal leadership. Any feedback that's received will be shared at the School Board meeting on January 19.



# NAMING PROCESS: PHASE 4

In January, principal Jill O'Neill met with a group of students who will be incoming students at the new middle school in Fall 2021. She shared information about the community's history and the naming process with the students and then presented them with the following choices: Tumwater, Cedar Falls, Ruth Bader Ginsburg and Timberland.

SUGGESTED NAMES	NUMBER OF VOTES
Tumwater	104
Cedar Falls	117
Ruth Bader Ginsburg	73
Timberland	188

Students were then asked to vote again between these two choices:

SUGGESTED NAMES	NUMBER OF VOTES
Tumwater	160
Timberland	319

# SPECIAL THANKS TO

**Virginia Bruce**, Cedar Mill News

**Brandon Culbertson**, BSD Multilingual Department

**Hall Guttormsen**, Washington County Assessment & Taxation

**Heather LaBonte**, Washington County Assessment & Taxation

**Native American Parent Committe (NAPAC)**

**Jill O'Neill**, BSD Principal

Front and Back Images Courtesy: Mahlum



**RETURN TO SCHOOL UPDATE JANUARY 2021****POLICY ISSUE/SITUATION:**

The Beaverton School District began full time Comprehensive Distance Learning (CDL) on September 14, 2020. BSD continues to operate primarily in a Comprehensive Distance Learning Model. Students continue to engage in learning five days a week and teachers are continually responding to their ever-changing needs. In addition, each school continues to facilitate Behavioral Health and Wellness teams. Each BHW team works with students and families to meet the social, emotional, and behavioral health needs of the student.

Currently the Return to School Team is planning for future instructional options based on health conditions in Washington & Multnomah counties, and Oregon Department of Education (ODE) and state and county Health Authority guidelines.

**RECOMMENDATION:**

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

## Return to School Board Update – January 19, 2001

BSD continues to operate primarily in a Comprehensive Distance Learning Model. Students continue to engage in learning five days a week and teachers are continually responding to their ever-changing needs. In addition, each school continues to facilitate Behavioral Health and Wellness teams. Each BHW team works with students and families to meet the social, emotional, and behavioral health needs of the student.

### Monitoring CDL

#### Attendance

Average Daily Attendance by Level					
	September	October	November	December	January
Elementary	97.03%	96.88%	96.47%	95.88%	95.58%
Middle	92.26%	93.42%	93.30%	91.85%	92.05%
High/Options	95.30%	94.84%	94.24%	90.70%	90.52%

Students attendance has remained stable at grades K-8 and declined to 90% at the High school and 6-8 Options level. Site based staff, including each school's behavioral health and wellness teams continue to work with families to remove barriers to participating in Comprehensive Distance Learning.

#### Course Marks/Grades

##### Elementary

The following reporting mechanism will be used for elementary schools. Full proficiency marks will return with the return to in-person instruction.

##### Evidence of Learning Progress (Growth) Key During CDL

The Evidence of Learning Progress Indicator reflects the student's learning progress towards grade-level targets according to evidence gathered during CDL. The evidence (both oral and written) can be gathered from assignments, formative assessments, and in whole group and small group settings (discussions and activities).

++ → Significant Growth - Student is making significant progress according to evidence gathered.

+ → Growth - Student is making progress according to evidence gathered.

i.e. → Insufficient Evidence - There is not enough or no evidence to determine progress or the evidence provided does not show progress.

## Secondary

Secondary schools continue to report using letter grades as the final mark for each course. However, significant work is being done to further incorporate the use of the incomplete, rather than the “F” for students who are yet to demonstrate proficiency. Further details can be found by reading this memo from Dr. Jon Franco to all high school teachers. Similar messaging has been shared with middle school teachers.

## Student Progress

### Middle School Students

Gender Academic Tier All Students	Red		Yellow		Green	
	Count	Percentage	Count	Percentage	Count	Percentage
Non-Binary	1	13%	2	25%	5	63%
Male	1129	25%	689	16%	2627	59%
Female	822	19%	587	14%	2857	67%
Total	1952	22%	1278	15%	5489	63%

Race/Ethnicity Academic Tier All Students	Red		Yellow		Green	
	Count	Percentage	Count	Percentage	Count	Percentage
AmerIndian/AlaskaNat	14	35%	10	25%	16	40%
Asian	97	6%	138	9%	1323	85%
African American	78	30%	48	18%	135	52%
Latinx	944	42%	411	18%	872	39%
Multiple	125	18%	122	18%	441	64%
NatHawaiian/OthPaclsl	21	31%	14	21%	33	49%
White	673	17%	535	14%	2669	69%
Total	1952	22%	1278	15%	5489	63%

High School Students

Gender Academic Tier All Students	Red		Yellow		Green	
	Count	Percentage	Count	Percentage	Count	Percentage
Non-Binary	3	38%	1	13%	4	50%
Male	1137	20%	880	16%	3597	64%
Female	780	15%	684	13%	3814	72%
Total	1920	18%	1565	14%	7415	68%

Race/Ethnicity Academic Tier All Students	Red		Yellow		Green	
	Count	Percentage	Count	Percentage	Count	Percentage
AmerIndian/AlaskaNat	15	35%	9	21%	19	44%
Asian	83	5%	132	8%	1488	87%
African American	81	24%	64	19%	190	57%
Latinx	1007	34%	587	20%	1343	46%
Multiple	112	14%	112	14%	573	72%
NatHawaiian/OthPaclsl	25	28%	19	22%	44	50%
White	597	12%	642	13%	3758	75%
Total	1920	18%	1565	14%	7415	68%

Note on Tiers:

Green = No F, N, or I's, no more than one D.

Yellow = No more than one F, D, or I, no more than two D's

Red = More than one F or more than two D's

As we progress through the 2020-2021 school year, we continue to monitor our students progress toward an on-time graduation. At this time, neither the Oregon Department of Education nor the State Board of Education have announced any significant changes to the graduation requirements for our students. Locally, we have taken the following actions:

- Eliminated the required Career Education Credit for the class of 2021
- Published lists of “priority standards” focusing coursework on the most relevant topics.
- Reinforced best practices in assessment literacy, such as multiple opportunities, multiple modes, and proficiency-based methods of demonstrating course mastery.
- Allocated staff (graduation coaches) to follow up with students and families where credit attainment remains a barrier.
- Secondary Leaders are engaging in further guidance to be shared with all teaching staff as we approach the February Grading Period.

### **Returning to In-Person Instruction**

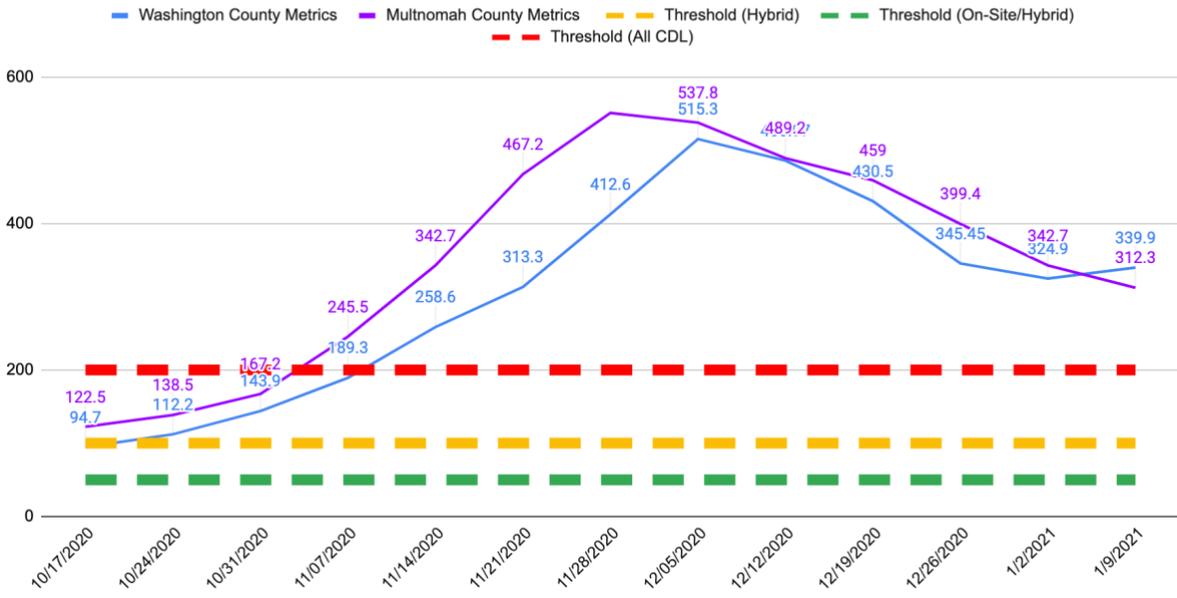
On December 23, 2020 Governor Brown sent a letter to the Oregon Health Authority and the Oregon Department of Education. The letter contained five specific directives. Below are direct quotations from her letter:

- First, it is imperative that Oregon’s local school boards, superintendents, educators, and school employees work together toward the resumption of in-person instruction to the greatest extent possible – prioritizing elementary education.
- Second, following my announced prioritization of educators and school staff for COVID-19 vaccinations this week, I’m directing OHA to partner with schools to access on-site, rapid testing as a safeguard to quickly address symptomatic individuals and those with potential exposure to COVID-19 to protect students and staff and to minimize quarantine times in public schools that resume in-person instruction.
- Third, effective January 1, 2021, Oregon’s COVID-19 Health Metrics for Returning to In-Person Instruction will become advisory rather than mandatory.
- Fourth, consistent with ongoing updates to the Ready Schools, Safe Learners guidance and prior quarterly review of Oregon’s COVID-19 Health Metrics for Returning to In-Person Instruction, I’m directing OHA and ODE to evaluate and provide any needed updates, based on scientific data and evidence, to the appropriate thresholds for resumption of in-person instruction. Any updates to the COVID-19 Health Metrics should be completed no later than January 19, 2021.
- Fifth, I’m directing ODE to collaborate with OHA to align the Ready Schools, Safe Learners guidance and Oregon OSHA rules to ensure all necessary health and safety procedures and protocols are included to allow maximum access to in-person instruction in keeping with reasonable health and safety standards.

BSD continues to work closely with our local health authority regarding all health and safety measures related to Covid-19. Specifically, BSD has convened an internal team to assist in the coordination of vaccines for educators. As of January 11 (time of the writing of this report) there is not a firm date for vaccine availability. Similarly, there is not a firm date for the availability of tests for schools. (See point two above)

The current version of Ready Schools, Safe Learners *advises* schools to remain in comprehensive distance learning while the cases are above 100 new cases over 14 days per every 100K county residents. The figure below compares county case rates with the current advisory metrics.

### New cases per 100K residents compared to State Thresholds



As displayed in the table, the Washington County new case rate exceeded the Multnomah county case rate for the January 9 reporting period. However, both Multnomah and Washington counties are well above the advisory thresholds for returning to in person instruction.

However, Governor Brown’s letter directs ODE and OHA to consider updating the Covid-19 metrics. BSD has been informed by ODE that the next edition of Ready School, Safe Learners will be released on or about January 19 and may include revisions to the advisory metrics as well. While the revised metrics are not available at the submission deadline of this report, they will be included in the live presentation.

We continue to work with both BEA and OSEA as we consider the working conditions upon our eventual Return to In-Person instruction. Our current models are significantly different for elementary students compared to secondary students.

- Elementary Students:
  - Half-Day Live Instruction and Half Day online instruction four days each week.
- Secondary Students
  - Remain in Comprehensive Distance Learning as the primary mode of instruction.
  - In-person opportunities will vary, prioritizing academic advancements and social/emotional interactions.

# Beaverton School District K-5 Learning Targets – Revised November, 2020

**ALT:** Academic Learning Target

**AST:** Academic Supporting Target

## KINDERGARTEN

### **BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

#### Locomotor - Hopping, galloping, running, sliding, skipping, leaping

**AST 1.K.1** Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.

#### Locomotor - Jumping & landing, horizontal plane

**AST 1.K.2** Performs jumping & landing actions with balance.

*Note: This outcome applies to both horizontal and vertical jumping & landing.*

#### Locomotor – Dance

**AST 1.K.3** Performs locomotor skills in response to teacher-led creative rhythmic activities.

#### Non-Locomotor (Stability) Balance

**AST 1.K.4** Maintains momentary stillness on different bases of support.

**AST 1.K.5** Forms wide, narrow, curled & twisted body shapes.

#### Non-Locomotor (Stability) Weight transfer, rolling

**AST 1.K.6** Rolls sideways in a narrow body shape.

#### Non-Locomotor (Stability) Curling & stretching; twisting & bending

**AST 1.K.7** Contrasts the actions of curling & stretching.

#### Manipulative Underhand throw

**AST 1.K.8** Throws underhand with opposite foot forward.

#### Manipulative Catching

**AST 1.K.9** Drops a ball and catches it before it bounces twice.

**AST 1.K.10** Catches a large ball tossed by a skilled thrower.

#### Manipulative Dribbling/ball control with hands

**AST 1.K.11** Dribbles a ball with one hand, attempting the second contact.

#### Manipulative Dribbling/ball control with feet

**AST 1.K.12bb** Taps a ball using the inside of the foot, sending it forward.

#### Manipulative Kicking

**AST 1.K.13** Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

#### Manipulative Volley, underhand

**AST 1.K.14** Volleys a light-weight object (balloon), sending it upward.

#### Manipulative Striking, short implement

**AST 1.K.15** Strikes a lightweight object with a paddle or short-handled racket.

Manipulative *Jumping rope*

**AST 1.K.1** Executes a single jump with self-turned rope.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

**AST 1.K.17** Jumps a long rope with teacher-assisted turning.

**BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

**AST 2.K.1** Differentiates between movement in personal (self-space) & general space.

**AST 2.K.2** Moves in personal space to a rhythm.

Movement Concepts *Shapes, pathways, levels*

**AST 2.K.** Travels in 3 different pathways.

Movement Concepts *Speed, direction, force*

**AST 2.K.4** Travels in general space with different speeds.

Physical Activity Knowledge

**AST 2.K.** Identifies active-play opportunities outside physical education class.

Engages in Physical Activity

**AST 2.K.** Actively participates in physical education class.

Fitness Knowledge

**AST 2.K.7** Recognizes that when you move fast, your heart beats faster and you breathe faster.

Nutrition

**AST 2.K.8** Recognizes that food provides energy for physical activity.

Health

**AST 2.K.9** Recognizes that physical activity is important for good health.

Challenge

**AST 2.K.10** Acknowledges that some physical activities are challenging/difficult.

**BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

**AST 3.K.1** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

**AST 3.K.2** Acknowledges responsibility for behavior when prompted.

Accepting Feedback

**AST 3.K.3** Follows instruction/ directions when prompted.

Working With Others

**AST 3.K.4** Shares equipment and space with others.

Rules & Etiquette

**AST 3.K.5** Recognizes the established protocol for class activities.

Safety

**AST 3.K.6** Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Self-Expression & Enjoyment

**AST 3.K.7**

Identifies physical activities that are enjoyable.

**GRADE 1**

**BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

Locomotor - Hopping, galloping, running, sliding, skipping, leaping

**AST 1.1.1** Hops and gallops using a mature pattern.

Locomotor - Jumping & landing, horizontal plane

**AST 1.1.2** Demonstrates critical elements for jumping & landing in a horizontal plane using 2-foot takeoffs & landings.

Locomotor Jumping & landing, vertical plane

**AST 1.1.3** Demonstrates critical elements for jumping & landing in a vertical plane using 2-foot takeoffs & landings.

Locomotor Dance

**AST 1.1.4** Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activity.

Non-Locomotor (Stability) Balance

**AST 1.1.5** Maintains stillness on different bases of support with different body shapes.

Non-Locomotor (Stability) Weight transfers

**AST 1.1.6** Transfers weight from one body part to another in self-space in rhythmic activities and gymnastics environments. Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

Non-Locomotor (Stability) Weight transfer, rolling

**AST 1.1.7** Rolls with either a narrow or curled body shape.

Non-Locomotor (Stability) Curling & stretching; twisting & bending

**AST 1.1.8** Demonstrates twisting, curling, bending & stretching actions

Manipulative Underhand throw

**AST 1.1.9** Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Manipulative Catching

**AST 1.1.10** Catches a soft object from a self-toss before it bounces.

**AST 1.1.11** Catches various sizes of balls self-tossed or tossed by a skilled thrower.

Manipulative Dribbling/ball control with hands

**AST 1.1.12** Dribbles continuously in self-space using the preferred hand.

Manipulative Dribbling/ball control with feet

**AST 1.1.13** Taps or dribbles a ball using the inside of the foot while walking in general space.

### Manipulative Kicking

**AST 1.1.14** Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.

### Manipulative Volley, underhand

**AST 1.1.15** Volleys an object with an open palm, sending it upward.

### Manipulative Striking, short implement

**AST 1.1.16** Strikes a ball with a short-handled implement, sending it upward

### Manipulative Jumping rope

**AST 1.1.17** Jumps forward or backward consecutively using a self-turned rope.

**AST 1.1.18** Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

## **BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

### Movement Concepts Space

**AST 2.1.1** Moves in self-space and general space in response to designated beats/ rhythms.

### Movement Concepts Shapes, pathways, levels

**AST 2.1.2** Travels demonstrating low, middle and high levels.

**AST 2.1.3** Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

### Movement Concepts Speed, direction, force

**AST 2.1.4** Differentiates between fast and slow speeds.

**AST 2.1.5** Differentiates between strong and light force.

### Physical Activity Knowledge

**AST 2.1.6** Discusses the benefits of being active and exercising and/or playing.

### Engages in Physical Activity

**AST 2.1.7** Actively engages in physical education class.

### Fitness Knowledge

**AST 2.1.8** Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

### Nutrition

**AST 2.K.8** Recognizes that food provides energy for physical activity.

### Health

**AST 2.1.10** Identifies physical activity as a component of good health.

### Challenge

**AST 2.1.11** Recognizes that challenge in physical activities can lead to success.

## **BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

### Personal Responsibility

**AST 3.1.1** Accepts personal responsibility by using equipment and space appropriately.

**AST 3.1.2** Follows the rules & parameters of the learning environment.

#### Accepting Feedback

**AST 3.1.3** Responds appropriately to general feedback from the teacher.

#### Working With Others

**AST 3.1.4** Works independently with others in a variety of class environments (e.g., small and large groups).

#### Rules & Etiquette

**AST 3.1.5** Exhibits the established protocols for class activities.

#### Safety

**AST 3.1.6** Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

#### Self-Expression & Enjoyment

**AST 3.1.7** Describes positive feelings that result from participating in physical activities.

**AST 3.1.8** Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

### **GRADE 2**

#### **BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

#### Locomotor - *Hopping, galloping, running, sliding, skipping, leaping*

**AST 1.2.1** Skips using a mature pattern.

#### Locomotor - *Jogging, running*

**AST 1.2.2** Runs with a mature pattern.

**AST 1.2.3** Travels showing differentiation between jogging and sprinting.

#### Locomotor - *Jumping & landing, horizontal plane*

**AST 1.2.4** Demonstrates critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2- foot takeoffs & landings.

#### Locomotor *Jumping & landing, vertical plane*

**AST 1.2.5** Demonstrates critical elements for jumping & landing in a vertical plane using a variety of 1- and 2-foot takeoffs & landings.

#### Locomotor *Dance*

**AST 1.2.6** Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.

#### Non-Locomotor (Stability) *Balance*

**AST 1.2.7** Balances on different bases of support, combining levels and shapes.

**AST 1.2.8** Balances in an inverted position with stillness and supportive base.

#### Non-Locomotor (Stability) *Weight transfers*

**AST 1.2.9** Transfers weight from feet to different body parts/bases of support for balance and/or travel.

Non-Locomotor (Stability) *Weight transfer, rolling*

**AST 1.2.10** Rolls in different directions with either a narrow or curled body shape.

Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

**AST 1.2.11** Differentiates among twisting, curling, bending & stretching actions.

Non-Locomotor (Stability) *Combinations*

**AST 1.2.12** Combines balances and transfers into a 3 part movement sequence (i.e.dance, gymnastics, rhythmic sequence).

Manipulative *Underhand throw*

**AST 1.2.13** Throws underhand using a mature pattern.

Manipulative *Overhand throw*

**AST 1.2.14** Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Manipulative *Catching*

**AST 1.2.15** Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

Manipulative *Dribbling/ball control with hands*

**AST 1.2.16** Dribbles in self-space with preferred hand demonstrating a mature pattern.

**AST 1.2.17** Dribbles using the preferred hand while walking in general space..

Manipulative *Dribbling/ball control with feet*

**AST 1.2.18** Dribbles with the feet in general space with control of ball and body.

Manipulative *Kicking*

**AST 1.2.19** Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

Manipulative *Volley, underhand*

**AST 1.2.20** Volleys an object upward with consecutive hits

Manipulative *Striking, short implement*

**AST 1.2.21** Strikes an object upward with a short- handled implement, using consecutive hits.

Manipulative *Striking, long implement*

**AST 1.2.22** Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation.

Manipulative *Jumping rope*

**AST 1.2.23** Jumps a self-turned rope consecutively forward and backward with a mature pattern.

**AST 1.2.24** Jumps a long rope 5 times consecutively with student turners.

**BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts Space

**AST 2.2.1** Combines locomotor skills in general space to a rhythm.

Movement Concepts *Shapes, pathways, levels*

**AST 2.2.2** Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

Movement Concepts *Speed, direction, force*

**AST 2.2.3** Varies time and force with gradual increases and decreases.

Physical Activity Knowledge

**AST 2.2.4** Describes large- motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).

Engages in Physical Activity

**AST 2.2.5** Actively engages in physical education class in response to instruction and practice.

Fitness Knowledge

**AST 2.2.6** Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.

Nutrition

**AST 2.2.7** Recognizes “the good health balance” of nutrition and physical activity.

Health

**AST 2.2.7** Recognizes “the good health balance” of nutrition and physical activity. (*Refer to nutrition*)

Challenge

**AST 2.2.8** Identify physical activities that bring confidence and challenge.

**BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

Personal Responsibility

**AST 3.2.1** Practices skills with minimal teacher prompting.

**AST 3.2.2** Accepts responsibility for class protocols with behavior and performance actions

Accepting Feedback

**AST 3.2.3** Accepts positive specific corrective feedback from the teacher.

Working With Others

**AST 3.2.4** Works cooperatively with others in a variety of class environments (e.g., small and large groups).

Rules & Etiquette

**AST 3.2.5** Exhibits the use of rules and etiquette in teacher-designed physical activities.

Safety

**AST 3.2.6** Works independently and safely in physical education.

Self-Expression & Enjoyment

**AST 3.2.7** Identifies physical activities that provide self-expression (e.g. dance, gymnastics, practice tasks/game environment.)

## GRADE 3

### **BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

#### Locomotor - Hopping, galloping, running, sliding, skipping, leaping

**AST 1.3.1** Leaps and slides using a mature pattern..

#### Locomotor - Jogging, running

**AST 1.3.2** Runs with a mature pattern.

**AST 1.3.3** Varies time and force with gradual increases and decreases.

#### Locomotor - Jumping & landing, horizontal plane

**AST 1.3.4** Jumps & lands in the horizontal planes using a mature pattern.

#### Locomotor Jumping & landing, vertical plane

**AST 1.3.5** Jumps & lands in the vertical planes using a mature pattern.

#### Locomotor Dance

**AST 1.3.6** Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.

#### Locomotor Combinations

**AST 1.3.7** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.

#### Non-Locomotor (Stability) Balance

**AST 1.3.8** Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

#### Non-Locomotor (Stability) Weight transfers

**AST 1.3.9** Transfers weight from feet to hands for momentary weight support.

#### Non-Locomotor (Stability) Weight transfer, rolling

**AST 1.3.10** Applies skill in general activity.

#### Non-Locomotor (Stability) Curling & stretching; twisting & bending

**AST 1.3.11** Moves into and out of a variety of balances with curling, twisting & stretching actions.

#### Non-Locomotor (Stability) Combinations

**AST 1.3.12** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

#### Non-Locomotor (Stability) Balance & weight transfers

**AST 1.3.13** Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequence.

#### Manipulative Underhand throw

**AST 1.3.14** Throws underhand to a partner or target with reasonable accuracy.

#### Manipulative Overhand throw

**AST 1.3.15** Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.

#### Manipulative Catching

**AST 1.3.16** Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern

Manipulative *Dribbling/ball control with hands*

**AST 1.3.17** Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body

Manipulative *Dribbling/ball control with feet*

**AST 1.3.18** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

Manipulative *Passing & receiving with feet*

**AST 1.3.19** Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

Manipulative *Kicking*

**AST 1.3.20** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.

**AST 1.3.21** Uses a continuous running approach and kicks a stationary ball for accuracy.

Manipulative *Volley, underhand*

**AST 1.3.22** Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern

Manipulative *Striking, short implement*

**AST 1.3.23** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

**AST 1.3.24** Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

Manipulative *Striking, long implement*

**AST 1.3.25** Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. *Note: Use a batting tee or ball tossed by teacher for batting*

Manipulative *Jumping rope*

**AST 1.3.26** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

**BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

**AST 2.3.1** Recognizes the concept of open spaces in a movement context.

Movement Concepts *Shapes, pathways, levels*

**AST 2.3.2** Recognizes locomotor skills specific to a wide variety of physical activities.

Movement Concepts *Speed, direction, force*

**AST 2.3.3** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

Movement Concepts *Strategies & tactics*

**AST 2.3.4** Applies simple strategies & tactics in chasing activities.

**AST 2.3.5** Applies simple strategies in fleeing activities.

#### Physical Activity Knowledge

**AST 2.3.6** Charts participation in physical activities outside physical education class.

**AST 2.3.7** Identifies physical activity benefits as a way to become healthier

#### Engages in Physical Activity

**AST 2.3.8** Engages in the activities of physical education class without teacher prompting.

#### Fitness Knowledge

**AST 2.3.9** Identifies the components of health-related physical fitness.

**AST 2.3.10** Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

#### Assessment and Program Planning

**AST 2.3.11** Demonstrates, with teacher direction, the health-related fitness components.

**AST 2.3.12** Completes health-related physical fitness assessments (pre and post) with teacher direction.

#### Nutrition

**AST 2.3.13** Identifies foods that are beneficial for before and after physical activity.

#### Health

**AST 2.3.14** Discusses the relationship between physical activity and good health.

#### Challenge

**AST 2.3.15** Discusses the challenge that comes from learning a new physical activity.

### **BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

#### Personal Responsibility

**AST 3.3.1** Exhibits personal responsibility in teacher-directed activities.

**AST 3.3.2** Works independently for extended periods of time.

#### Accepting Feedback

**AST 3.3.3** Accepts and implements positive specific corrective feedback from the teacher.

#### Working With Others

**AST 3.3.4** Works cooperatively with others.

**AST 3.3.5** Praises others for their success in movement performance.

#### Rules & Etiquette

**AST 3.3.6** Exhibits the use of rules and etiquette in physical activity with peers.

#### Safety

**AST 3.3.7** Works independently and safely in physical activity settings.

#### Self-Expression & Enjoyment

**AST 3.3.8** Reflects on the reasons for enjoying selected physical activities.

#### Social Interaction

**AST 3.3.9** Describes the positive social interactions that come when engaged with others in physical

activity.

#### **GRADE 4**

##### **BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

##### **Locomotor - Hopping, galloping, running, sliding, skipping, leaping**

**AST 1.4.1** Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.

##### **Locomotor - Jogging, running**

**AST 1.4.2** Runs for distance using a mature pattern.

##### **Locomotor - Jumping & landing, horizontal plane**

**AST 1.4.3** Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

##### **Locomotor Jumping & landing, vertical plane**

**AST 1.4.3** Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

##### **Locomotor Dance**

**AST 1.4.4** Combines locomotor movement patterns to create and perform a rhythmic activity.

Applies skill with cultural diversity in mind.

##### **Locomotor Combinations**

**AST 1.4.5** Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small- sided practice tasks and games.

##### **Non-Locomotor (Stability) Balance**

**AST 1.4.6** Balances on different bases of support on apparatus, demonstrating levels and shapes

##### **Non-Locomotor (Stability) Weight transfers**

**AST 1.4.7** Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).

##### **Non-Locomotor (Stability) Weight transfer, rolling**

**AST 1.4.8** Applies skill in general activity.

##### **Non-Locomotor (Stability) Curling & stretching; twisting & bending**

**AST 1.4.9** Moves into and out of balances on apparatus with curling, twisting & stretching actions.

##### **Non-Locomotor (Stability) Combinations**

**AST 1.4.10** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

##### **Non-Locomotor (Stability) Balance & weight transfers**

**AST 1.4.11** Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

##### **Manipulative Underhand throw**

**AST 1.4.12** Throws underhand to a large target with accuracy.

Manipulative *Overhand throw*

**AST 1.4.13** Throws overhand using a mature pattern in non- dynamic environments (closed skills).

**AST 1.4.14** Throws overhand to a partner or at a target with accuracy at a reasonable distance.

Manipulative *Passing with hands*

**AST 1.4.15** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

Manipulative *Catching*

**AST 1.4.16** Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non- dynamic environment (closed skills).

Manipulative *Dribbling/ball control with hands*

**AST 1.4.17** Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.

**AST 1.4.18** Dribbles with control of ball while moving through space using a mature pattern.

Manipulative *Dribbling/ball control with feet*

**AST 1.4.19** Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.

Manipulative *Passing & receiving with feet*

**AST 1.4.20** Applies skill from third grade outcome in small-sided practice tasks.

Manipulative *Dribbling in combination*

**AST 1.4.21** Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

Manipulative *Kicking*

**AST 1.4.22** Kicks along the ground and in the air using mature patterns.

Manipulative *Volley, underhand*

**AST 1.4.23** Volleys underhand using a mature pattern, in a dynamic environment.

Manipulative *Volley, overhead*

**AST 1.4.24** Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.

Manipulative *Striking, short implement*

**AST 1.4.25** Strikes an object with a short-handled implement while demonstrating a mature pattern.

**AST 1.4.26** Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.

Manipulative *Striking, long implement*

**AST 1.4.27** Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow- through).

Manipulative *In combination with locomotor*

**AST 1.4.28** Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice- task environments.

Manipulative *Jumping rope*

**AST 1.4.29** Performs intermediate and advanced jump- rope skills for both long and short ropes.

**AST 1.4.30** Creates a jump-rope routine with either a short or long rope.

### **BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

#### Movement Concepts *Space*

**AST 2.4.1** Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).

**AST 2.4.2** Applies the concept of closing spaces in small-sided practice tasks.

**AST 2.4.3** Dribbles in general space with changes in direction and speed.

#### Movement Concepts *Shapes, pathways, levels*

**AST 2.4.4** Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments

#### Movement Concepts *Speed, direction, force*

**AST 2.4.5** Applies the movement concepts of speed, endurance and pacing for running.

**AST 2.4.6** Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.

#### Movement Concepts *Strategies & tactics*

**AST 2.4.7** Applies simple offensive strategies and tactics in chasing and fleeing activities.

**AST 2.4.8** Applies simple defensive strategies/ tactics in chasing and fleeing activities.

**AST 2.4.9** Recognizes the types of kicks needed for different games and sports situations.

#### Physical Activity Knowledge

**AST 2.4.10** Analyzes opportunities for participating in physical activity outside physical education class.

#### Engages in Physical Activity

**AST 2.4.11** Actively engages in the activities of physical education class, both teacher- directed and independent.

#### Fitness Knowledge

**AST 2.4.12** Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.

**AST 2.4.13** Demonstrates warm- up & cool-down relative to the cardiovascular fitness assessment

#### Assessment and Program Planning

**AST 2.4.14** Completes health- related physical fitness assessments (pre- & post-).

**AST 2.4.15** Identifies areas of needed remediation from personal health- related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

#### Nutrition

**AST 2.4.16** Discusses the importance of hydration and hydration choices relative to physical activities.

#### Health

**AST 2.4.17** Examines the health benefits of participating in physical activity.

#### Challenge

**AST 2.4.18** Rates the enjoyment of participating in challenging and mastered physical activities.

### **BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

#### Personal Responsibility

**AST 3.4.1** Exhibits responsible behavior in independent group situations.

**AST 3.4.2** Reflects on personal social behavior in physical activity.

#### Accepting Feedback

**AST 3.4.3** Listens respectfully to corrective feedback from others (e.g., peers, adults).

#### Working With Others

**AST 3.4.4** Praises the movement performance of others both more- and less-skilled.

**AST 3.4.5** Accepts players of all skill levels into the physical activity.

#### Rules & Etiquette

**AST 3.4.6** Exhibits etiquette and adherence to rules in a variety of physical activities.

#### Safety

**AST 3.4.7** Works safely with peers and equipment in physical activity settings..

#### Self-Expression & Enjoyment

**AST 3.4.8** Ranks the enjoyment of participating in different physical activities.

#### Social Interaction

**AST 3.4.9** Describes and compares the positive social interactions when engaged in partner, small-group, and large group physical activities.

## **GRADE 5**

### **BSD K-5 Physical Education ALT 1: Physical Skills (Psychomotor)**

The physically literate individual demonstrates motor skill competency in a variety of motor skill competency in a variety of motor skill competency in a variety of physical activities.

#### Locomotor - Hopping, galloping, running, sliding, skipping, leaping

**AST 1.5.1** Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.

#### Locomotor - Jogging, running

**AST 1.5.2** Uses appropriate pacing for a variety of running distances.

#### Locomotor - Jumping & landing, horizontal plane

**AST 1.5.3** Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided

#### Locomotor Jumping & landing, vertical plane

**AST 1.5.3** Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided

### Locomotor *Dance*

**AST 1.5.4** Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

### Locomotor *Combinations*

**AST 1.5.5** Applies skills listed in fourth grade outcome in game situations (traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games)..

### Non-Locomotor (Stability) *Balance*

**AST 1.5.6** Combines balance and transferring weight in a gymnastics sequence or rhythms with a partner.

### Non-Locomotor (Stability) *Weight transfers*

**AST 1.5.7** Transfers weight in gymnastics and/or rhythmic environments

### Non-Locomotor (Stability) *Weight transfer, rolling*

**AST 1.5.8** Applies skill in general activity.

### Non-Locomotor (Stability) *Curling & stretching; twisting & bending*

**AST 1.5.9** Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small- sided practice tasks in game environments

### Non-Locomotor (Stability) *Combinations*

**AST 1.5.10** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.

### Non-Locomotor (Stability) *Balance & weight transfers*

**AST 1.5.11** Applies skill. Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

### Manipulative *Underhand throw*

**AST 1.5.12 Throws** underhand using a mature pattern in non- dynamic environments (closed skills), with different sizes and types of objects.

### Manipulative *Overhand throw*

**AST 1.5.13** Throws overhand using a mature pattern in non- dynamic environments (closed skills), with different sizes and types of objects.

**AST 1.5.14** Throws overhand to a large target with accuracy.

### Manipulative *Passing with hands*

**AST 1.5.15** Throws with accuracy, both partners moving.

**AST 1.5.16** Throws with reasonable accuracy in dynamic, small- sided practice tasks.

### Manipulative *Catching*

**AST 1.5.17** Catches with competency, both partners moving.

**AST 1.5.18** Catches with reasonable competency in dynamic, small-sided practice tasks.

### Manipulative *Dribbling/ball control with hands*

**AST 1.5.19** Combines hand dribbling with other skills during practice tasks.

### Manipulative *Dribbling/ball control with feet*

**AST 1.5.20** Combines foot dribbling with other skills in practice tasks.

### Manipulative *Passing & receiving with feet*

**AST 1.5.21** Passes with the feet using a mature pattern as both partners travel.

**AST 1.5.22** Receives a pass with the foot using a mature pattern as both partners travel.

Manipulative *Dribbling in combination*

**AST 1.5.23** Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

Manipulative *Kicking*

**AST 1.5.24** Demonstrates mature patterns in kicking and/or punting in small-sided practice task environments.

Manipulative *Volley, underhand*

**AST 1.5.25** Applies underhand volley skill in small sided practice tasks.

Manipulative *Volley, overhead*

**AST 1.5.26** Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.

Manipulative *Striking, short implement*

**AST 1.5.27** Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

Manipulative *Striking, long implement*

**AST 1.5.28** Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

Manipulative *In combination with locomotor*

**AST 1.5.29** Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

Manipulative *Jumping rope*

**AST 1.5.30** Create and perform a jump-rope routine with either a short or long rope.

**BSD K-5 Physical Education ALT2: Fitness & Movement Concepts (Cognitive)**

The physically literate individual demonstrates and applies knowledge of a physically active lifestyle and concepts/strategies related to movement and performance.

Movement Concepts *Space*

**AST 2.5.1** Combines spatial concepts with locomotor and non- locomotor movements for small groups in gymnastics, dance and/or game environments.

Movement Concepts *Shapes, pathways, levels*

**AST 2.5.2** Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self- direction.

Movement Concepts *Speed, direction, force*

**AST 2.5.3** Applies movement concepts of speed, endurance and pacing in general situations.

**AST 2.5.4** Applies concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target in general situations.

**AST 2.5.5** Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small- sided practice tasks in game environments, rhythms and gymnastics.

Movement Concepts *Strategies & tactics*

**AST 2.5.6** Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks.

**AST 2.5.7** Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.

**AST 2.5.8** Recognizes the type of throw, volley or striking action needed for different games & sports situations.

#### Physical Activity Knowledge

**AST 2.5.9** Charts and analyzes physical activity outside physical education class for fitness benefits of activities.

#### Engages in Physical Activity

**AST 2.5.10** Actively engages in all the activities of physical education.

#### Fitness Knowledge

**AST 2.5.11** Identify and assess the health-related components of fitness.

**AST 2.5.12** Identifies the need for warm-up & cool-down relative to various physical activities.

#### Assessment and Program Planning

**AST 2.5.13** Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas..

#### Nutrition

**AST 2.5.14** Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

#### Health

**AST 2.5.15** Compares the health benefits of participating in selected physical activities.

#### Challenge

**AST 2.5.16** Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity..

### **BSD K-5 Physical Education ALT 3: Personal & Social Skills (Affective)**

The physically literate individual demonstrates responsible, safe, and respectful social skills for self, equipment and others

#### Personal Responsibility

**AST 3.5.1** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

**AST 3.5.2** Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

**AST 3.5.3** Exhibits respect for self with appropriate behavior while engaging in physical activity.

#### Accepting Feedback

**AST 3.5.4** Gives corrective feedback respectfully to peers.

#### Working With Others

**AST 3.5.5** Applies skills of accepting and respecting players of all skill levels to general physical activity.

#### Rules & Etiquette

**AST 3.5.6** Applies and critiques etiquette and rules in various game activities with peers.

**AST 3.5.7** Applies skills of safety, rules, procedures, and etiquette in general physical activities.

### Safety

**AST 3.5.8** Applies safety principles with age- appropriate physical activities.

### Self-Expression & Enjoyment

**AST 3.5.9** Analyzes different physical activities for enjoyment, challenge, and reasons for a positive or negative response.

### Social Interaction

**AST 3.5.10** Describes the social benefits of participating in physical activity (e.g. recess, youth sports).

### PE Instructional Resources Adoption Costs - 2020

Resource	Resource Options	Cost per Unit	Units Needed	Comment	Total Cost
Projection System	Projection System Apple TV	\$149-199		Check with IT to use what we already have	
Resource	Resource Options	Cost per Unit	Units Needed		Total Cost
TV Projection System	75" TV Monitors (in all other PE spaces) <ul style="list-style-type: none"> <li>rollout of 1 per school per year based on need</li> </ul>	\$900 per PE space	1		\$900
	85" TV Monitors (in big gyms) <ul style="list-style-type: none"> <li>rollout of 1 per school per year based on need</li> </ul>	\$2000 per PE space		Possible bond bond item \$2000 pilot one	\$2000
	TV Armor	\$2000 per PE space		Possible bond \$2000 pilot one	\$2000
	Portable TV Stand - North Bayou brand	\$130 each			
	Apple TV	\$149-199			
	Other TV Set-up Accessories <ul style="list-style-type: none"> <li>Power strip</li> <li>Blu-Ray/DVD player</li> </ul>				
	Installation Costs			District	
Resource	Resource Options	Cost per Unit	Units Needed		Total Cost
Wearables	POLAR HS - E370 (from US Games)	\$162 each	(9,660 per school per 60) 2 schools phase 1: 6 x 60 - 120 per school 459,760- 4116,40		\$19,320 phase 1  57,960 total

	POLAR MS - E370 (from US Games)	\$162 each	\$136,080 (9,660 per school) 4 schools year \$57,960 year one		\$38,640 \$97,200 total
	POLAR MS and HS Storage ( <a href="https://casecruzer.com/fitness-tracker-charging-station/heart-rate-charging-station-25.html">https://casecruzer.com/fitness-tracker-charging-station/heart-rate-charging-station-25.html</a> )		\$1845 each one x6  Working with Pep to build in district cheaper \$11,070 phase 1		\$11,070 phase 1
	POLAR MS Replacement Straps		\$50 per strap 10% of number bought 120 straps year one \$18,000 year one		Phase one \$4,800 total
	POLAR HS Replacement Straps				
<b>Resource</b>	<b>Resource Options</b>	<b>Cost per Unit</b>	<b>Units Needed</b>		<b>Total Cost</b>
Pedometers	Gopher FITstep Pro Uploadable Pedometers	\$445 per 15 pack (2 per school)	Phase 2	Replace lost or broken pedometers	
	Gopher FITstep Steam Pedometers	\$779 per 15 pack (2 per school)	Phase 3	Replace lost or broken pedometers	
<b>Resource</b>	<b>Resource Options</b>	<b>Cost per Unit</b>	<b>Units Needed</b>		<b>Total Cost</b>
Instructional Resources	<b>OPEN</b> *Training is available at \$3K for up to 5 hours	\$0*	53 schools		\$2950 one day training

Instructional Resources	<b>SPARK Inclusive PE K-12 Guidebook (Adapted)</b>	\$40 Digital ONLY \$60 Printed ONLY \$80 Both	53 Schools		\$4240 Both
Instructional Resources	<b>SPARK Inclusive PE K-12 Equipment Needed*</b>				
Instructional Resources	<b>Five for Life by Focused Fitness</b> *Paper and electronic copies \$144/Each – Cost of adding additional Basic, Intermediate and/or Advanced eCurriculum	Phase one \$144/teacher per teacher  Phase 2 Purchase for Timberland and additions PE teachers at MS when FTE increases	35  20		\$5040  2,880
Instructional Resources	<b>Five for Life by Focused Fitness Equipment Needed*</b>  · \$100/Each – Cost of Spanish Nutrition Cards (144 cards in total) Circuit training Nutrition				
Instructional Resources	<b>Welnet</b> \$1,000 – Cost to add ALL High School Teachers and Class Rosters to WELNET® (one time cost) · \$500 – Additional cost for WELNET® yearly renewals (Existing Renewal \$2,000 + \$500 renewal for Video Library + \$500 additional for		Phase one		\$9,000  Cost each year after \$3000

	<ul style="list-style-type: none"> <li>adding HS = \$3,000) <ul style="list-style-type: none"> <li>o \$3,000 yearly renewal ·</li> <li>\$2,000 – Cost of Cognitive Assessment and Question Bank (one time cost)</li> </ul> </li> <li>· \$2,000 – Cost of Professional Development Module (one time cost) <ul style="list-style-type: none"> <li>o FREE – WELNET® Basics Course</li> <li>o FREE – WELNET® Fitness Module Course</li> </ul> </li> <li>· \$1,000 – Cost of Data Analysis Module (one time cost)</li> <li>· \$50/Each – Cost of replacing purchased eCurriculum when new editions are released</li> <li>· · \$100/Each – Cost of Spanish Nutrition Cards (144 cards in total)</li> </ul>				
	<b>Focused Fitness Equipment</b>				
Instructional Resources	Marathon Kids access for all 34 elementary schools- classroom movement for PE law and brainboosts Synergy, trainings, app	34 schools	Approximately \$10,000		\$10,000
Instructional Resources	Teaching Games for Understanding book	34 books 2 per secondary	\$39		\$1,326
Instructional Resources	Sports Ed book	24 books 2 per secondary	\$69		2,244

# **Physical Education Project Team Report**

**Phase 2  
2020**



**PHASE 2 REPORT 2020**  
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June, 2020

In April of 2018, the Beaverton School District Board charged the Superintendent to form a Physical Education Project Team with the task of evaluating and making specific programmatic recommendations for the District. The PE curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources and professional development.

In April of 2019 the PE Project Team defined a comprehensive set of Phase I recommendations that were approved and adopted by the School Board that included:

- Physical Instruction Position Paper
- Best Practices in Physical Education
- K-12 Physical Education Learning Targets

Phase 2 work of the Physical Education Project Team took place during the 2019-20 school year and includes Instructional Resources recommendations, a Professional Development / Implementation plan and a program evaluation.

Due to budgetary restrictions, a Physical Education adoption has not occurred in the Beaverton School District for thirteen years. The state and district are experiencing new challenges with the unprecedented Covid 19 outbreak and are facing an uncertain future. Because of this the assessment plans and an exact timeline for implementation of Phase 2 is unknown. However, looking to the future it is important to have an approved PE curriculum in place for the students of BSD.

### **Teaching & Learning**

Ginny Hansmann, Deputy Superintendent of Teaching & Learning  
Brian Sica, Administrator for Secondary Curriculum, Instruction & Assessment  
Kayla Bell, Administrator for Elementary Curriculum, Instruction & Assessment  
Cheryl Wardell, Physical Education Curriculum Specialist



### **District Goal**

*WE empower all students to achieve post-high school success.*

## Physical Education Adopted Instructional Resources – 2020

### **BSD Created Resources**

Lesson plans and other resources for teachers created by staff. Currently under development and will be ongoing.  
Level: K-12

### **Classroom Resources**

Access to brain boosts and physical resources shared by BSD PE and APE teachers to classroom teachers  
Level: K-12

### **Dynamic PE K-5 1**

Online Resources and teacher book.  
Level: K-5

### **Five for Life K-12**

Online Resources  
Level: K-12

### **Marathon Kids**

Fitness Program  
Level: K-5

### **Open K-12**

Online Resources  
Level: K-12

### **Polar E370 Heart Rate Monitors**

Wrist-based heart rate monitors  
Level: 6-12

### **SPARK Adapted PE**

Teacher book  
Level: K-12

### **Teaching Games for Understanding**

Teacher book  
Level: K-12

### **Welnet K-12**

Online Resources  
Level: K-12

## Physical Education Instructional Resources Rationale

### K-5

#### 1) DYNAMIC PE ASAP:

This curriculum has lessons and planning material that emphasizes student participation, creates excitement for student learning and encourages students to explore physical education. These high quality, research-backed lessons include integration of learning targets into each part of the lesson also allowing teacher flexibility to which part of the lesson it can be integrated into. Students will have exposure to learning targets through multiple different types of lessons throughout the year. Teachers can select the activities to build the four parts of a lesson in order to customize lessons that cater to their students needs, interests, space and equipment. This curriculum is offered online for easy access for teachers and is free as well. Lessons can be printed, downloaded and saved for future use.

#### 2) Marathon Kids (Before/after-school running club & Classroom):

The Marathon Kids program is one of the ways to help students reach the recommended 60 minutes physical activity minutes done throughout the day. Students will not meet the minimum physical activity minutes through their PE class alone so additional opportunities need to be given outside of the regular PE class. This program offers classroom teachers the opportunity to access its resources to get students moving and get outside. Students currently utilizing this program in their class enjoy the social aspect of Marathon Kids as they can jog/walk with their friends and talk while doing it. Students have the ability to work towards some learning targets such as setting goals to accomplish. Classroom teachers and students reported that after running students were more focussed, energized and felt more calm. Schools need to have spaces for running/walking (having a track is ideal but not necessary).

In our before/after-school programs a few other pieces are necessary. Having volunteers (whether it's parents or from another source such as Nike employees) to help track laps and encourage students is also critical. We have established through the PEP grant more programs focusing on our lower socio-economic schools that has lessened the equity gap to access physical activities. iPads or other devices are helpful to access the online tracking system for student runners.

#### 3) Classroom PE Resources:

Students are recommended to move throughout the day, working towards 60 minutes daily. Currently most schools provide 75 minutes on average per week of PE class minutes. It is recommended that students receive a minimum of 150 minutes of PE for students K - 5 in a week. For students to best intake classroom content, movement boosts and energizers are necessary to improve concentration, reduce disruptive behavior, improve motivation and engagement in the learning process, helps improve academic performance. We are counting the physical activity (brainboost) minutes with the classroom teachers. Recess does NOT count towards PE minutes. Recess is considered unstructured time and one cannot take away the students' free choice and require them to participate in a physical activity. There should be 10 - 15 minutes of physical activity (brainboosts) at the beginning of the day before the first core subject. These recommendations came from the Active Students Task Force recommendations which were implemented district wide Fall of 2016. Most K-5 classrooms have already integrated these minutes into their day. Teachers are able to select a wide variety of videos that cater to their students' needs and interests. Classroom teachers also will have continually updated resources from the PE Cadre house on the BSD Brainboost Website as well as physical resources.

## K-12

### 1) Welnet K-12 "5 for Life":

The FIVE FOR LIFE PROGRAM® is an articulated, evidence-based, K-12 fitness and health curriculum that aligns with SHAPE America National Standards for K-12 Physical Education as well as the BSD adopted Learning Targets. Using age-appropriate academic instructional units in an activity-based setting, the FIVE FOR LIFE PROGRAM® moves students through a continuum of learning without compromising activity time for students.

Designed to provide physical educators with a tool to gather student fitness data and communicate results. WELNET® modules offer a variety of tracking and assessment tools K-12, including measuring the five components of fitness, checking students' understanding of fitness and health concepts, tracking students' health-related habits and behaviors, supporting student goal setting and producing reports in each module to analyze trends, improve instruction and achieve program goals and outcomes.

In this curriculum, there are multiple different Modules that teachers have access to. They are: 1)Fitness, 2)Cognitive Assessment, 3)Behavior, 4)Rubrics, 5)Survey, 6)Wearables and 7)Professional Development Modules. Each Module has unique attributes that can be used that align with the learning targets K-12. The system is easy to use with customizable formats to fit the educators preference and has already been piloted by K-8 Physical Education Teachers through the PEP grant.

WELNET® provides historical data and a variety of reporting options for students, parents, teachers, and administrators. It also has the ability to create cognitive assessments utilizing the question bank to customize a unique quiz based on what was taught and discussed. Rubrics are already created for teachers to provide accurate assessments on physical skills as well as other skills. Rubrics can also be customized and created for lesson specific assessments. This program works with wearables including Polar Brand and is able to sync/record data for later analysis of both the teacher and student.

### 2) BSD Created Resources

These BSD created resources are activities vetted by the PE Cadre. These activities will provide opportunities for higher student engagement by giving teachers relevant resources, updated information and activities to be used in physical education. It allows teachers to provide students with new and engaging games and activities that are versatile for space and class size accommodations. The knowledge and experiences which are shared between teachers will allow us to use materials we already have in new and engaging ways. Resources will be updated frequently.

### 3) OPEN - Online Physical Education Network

OPEN is a cost effective (free to use) Physical Education curriculum that provides rigorous, outcomes-based curriculum and instruction tools to every K-12 physical education teacher. OPEN provides access to a detailed curriculum map for each grade level to help maximize the effectiveness for all educators and all students involved. This curriculum has plans/activities/instructional tools that use outcomes-based and Best Practices to effectively engage all students, K-12. It provides academic options that are flexible to teaching spaces and achieve board approved standards. OPEN provides research based development and implementation of curriculum through professional development that builds confidence and empowerment within educators. Professional development may come at an additional cost, while curriculum remains evolving and free to use.

## **6-12**

### **Teaching Games for Understanding (TGfU)**

Teaching Games for Understanding (TGfU) is a research backed curriculum developed around the concept of teaching games by playing games. This child-centered approach creates a lesson format where the teacher acts as a facilitator and the students are able to play games and activities that are similar in structure. The TGfU model advocates teaching skills based on the 4 game categories vs a sports specific unit. The 4 game categories are: 1) target games, 2) net/wall games, 3) territory (invasion) games, and 4) striking/fielding games. By teaching to the game category, learners are able to understand basic fundamentals of many games that fit into the game category. Students are able to become literate in a variety of games, sports, and activities because of their exposure to primary rules, fundamental skills, and tactical problems associated with the games. This curriculum's approach is as follows: 1) Activity Appreciation: trying out a version of the activity in a small-group, 2) Tactical Awareness: developing understanding of common elements of games and tactics needed for success, 3) Decision-Making: learning and practicing making decisions in action, in response to different situations, 4) Application of Skills: identifying and practicing the skills needed to improve play and 5) Performance: putting it all together, applying the skills, decision-making and tactics in game situations.

### **Adapted PE Resources K-12**

#### **SPARK Adapted PE K-12**

Adapted Physical Education (APE) is a physical education program designed to meet the unique needs of an individual with a disability. It is important to have a curriculum that supports modifications of space and equipment to meet these unique needs. This curriculum provides guidelines for general PE teachers that have students with disabilities included in the regular PE classroom, guidelines for separate APE classes, and guidelines for the role of the Paraprofessionals (instructional aids) to support in both a PE and APE class setting.

This curriculum ensures that students with disabilities are included and successfully participate in a physical education class (PE/APE). The SPARK Inclusive PE guide book/curriculum includes information and current research on the most common disabilities a PE/APE professional or paraprofessional will encounter. It specifically provides opportunities for differentiation, adapting rules for instruction, modified activities, and planning strategies. The curriculum also identifies skills, abilities and knowledge to be targeted within the lessons taught.

#### **Wearables**

Wearable devices help students make the connection between fitness and the rest of their daily lives.

#### **Student Engagement:**

- Immediate individual student feedback that is used for student-directed learning (AST 1,2, 4)
- Ability for students to track progress over time (AST 3,4)

#### **Formative Assessment**

- Quick and easy formative assessment even for the largest class sizes (AST 4)
- Will sync with Welnet to help tracking and provide data for students and teachers and allows for tracking and goal setting.
- Objective assessment of student's work rate (AST 3)
- Teacher can get accurate feedback on heart rates and adjust lessons in real time to better fit their student population (AST 3)

#### **Instructional Feedback/Best Practices**

- Can inform teacher on their use of instructional time and MVPA level
- Helps inform teachers to make sure students will be exercising at an intensity that is safe for their fitness level (AST 3)
- Allows students to self-select physical activity that best fits their interests and fitness goals (AST 1)



## Elementary School PD- 3 Phase Implementation

*Dates and trainings are tentative based on COVID 19 implications*

### Phase 1

#### Preservice

##### **Full Day**

- Newly adopted resources overview
- Technology
- Skill progression
- Assessment strategies
- Synergy and gradebook
- Curriculum Mapping
- Marathon Kids webinar: Marathon Kids 60-minute webinar will guide Physical Educators through key steps to take to make their campus successful. From onboarding classroom teachers to creating visual leaderboards to motivate students, as well as connecting key stakeholders to the data, PE teachers will feel confident starting the new school year ready to build community and celebrate all runners' achievements.

*\*\*\*If 2020-21 school year is starting with remote learning, move up the timetable for the use of SeeSaw, Welnet, online resources and online assessments\*\*\**

#### **ALL ELEMENTARY CLASSROOM TEACHERS (not PE specialists)**

##### **Marathon Kids 40-minute webinar**

- This 40-minute webinar will educate attendees on how the digital lap tracking and reporting platform works, how to access and manage their accounts, and best practices for inspiring and motivating physical activity for students in partnership with parents.

##### **Administrators**

- This 15-minute webinar will educate participants on how Marathon Kids builds community through physical activity by focusing on the whole child and social emotional competencies. Learn how teachers can stay connected with parents and how school administrators can support their staff to ensure physical activity goals are met on campus or at home.

#### **Professional Development Days and/or sub day for each teacher**

##### **2 half days**

(This could also be broke into one hour sessions if needed remotely)

**BREAK OUT SESSIONS:** Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources

- ASAP Dynamic PE
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/Ipads
- BSD vetted resources

**Teacher Observation Days** - Studio classroom model

**Each teacher participates in one day** (in addition to days a teacher is the model teacher)

- During conference days:
  - Split the first eight hours between two schools with lunch included
  - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons get extended pay from 4-8

**PE Leaders - Cadre Team**

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

**Phase 2 -**

**Preservice Day all day**

OPEN training

Social and Emotional Learning in PE Physical education is the only academic subject area to have standards and outcomes specifically targeting social and emotional learning (SEL) concepts. Physical educators have specific expertise on SEL and an opportunity to create innovative ways to develop SEL core competencies in their students. This workshop is designed to provide an overview of SEL concepts aligned to the CASEL core competencies. From there, teachers will discover and experience OPEN resources that have been backward designed from those competencies. Participants will also evaluate how SEL is currently embedded into their practice and document new ideas for how to deepen their SEL-physical-education connection! This workshop is designed for a grades K–12 audience.

OPENPhysEd.org Training This workshop puts the focus on using OPEN’s *free* standards-based curriculum resources, which give physical educators creative ways to engage students and teach lessons that ensure academic rigor. This is an activity-based session — come prepared and ready to move! Every OPEN instructional module includes research-based teaching tools such as academic language resources, depth of knowledge tiered question techniques, Marzano academic rigor strategies, universal design suggestions, and teacher self-reflection guides based on Danielson’s Framework for Teaching. All participants will leave with complete access to all instructional content and an understanding of how to fully integrate OPEN resources effectively into their physical education classrooms. This workshop is designed for a grades K–12 audience.

**Professional Development Days and/or sub day for each teacher**

**2 half days**

(This could also be broken into one hour sessions if needed remotely)

**BREAK OUT SESSIONS:** Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources
- ASAP Dynamic PE
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/Ipads
- Fitness testing
- BSD vetted resources

**Teacher Observation Days** - Studio classroom model

**Each teacher participates in one day**

**Choose one**

1. Conference day for observer: visit 2 model schools to observe lessons
  - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons extended pay
2. Full Sub day: visit 2 model schools to observe lessons  
Last hour debrief with second school- the teachers teaching the lessons get extended pay

**PE Leaders - Cadre Team**

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

**Phase 3 (on-going)**

**Preservice**

**Full Day**

Curriculum mapping

Common assessments

BSD vetted resources

**Professional Development Days and/or sub day for each teacher**

**2 half days**

(This could also be broke into one hour sessions if needed remotely)

**BREAK OUT SESSIONS:** Conference style (multiple sessions offered in 1 hour intervals on various topics)

- APE Activities
- Curriculum Mapping
- Common assessment/common rubrics
- OPEN Resources
- ASAP Dynamic PE - 4 part lesson
- Five for Life/ Welnet
- Pedometers
- Synergy and gradebook
- New teacher training
- Unit progression
- Assessment of fitness concepts
- Apps/Ipads
- Fitness testing

**Teacher Observation Days** - Studio classroom model

**Each teacher participates in one day** (in addition to days a teacher is the model teacher)

- During conference days:
  - Split the first eight hours between two schools with lunch included
  - Last four hours meet with all the teachers involved, both observing and teaching, to debrief together- the teachers teaching the lessons get extended pay from 4-8

**Other PD opportunities:**

**PE Leaders - Cadre Team**

- Six leaders to support implementation of the adoption district-wide. Their work will focus on supporting teachers and cross-district collaboration.
- Monthly after school PLC meetings with stipend

## Middle School PD- 3 Phase Implementation

*Dates and trainings are tentative based on COVID 19 implications*

### **Phase 1**

Goal - Introduce new learning targets. Provide insight on how to use technology (Welnet, heart rate monitors, Canvas, etc.). Create a baseline “standard” for teachers.

### **From Middle School Best Practices:**

**5.1.1** *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

### **Preservice**

- 1/2 Day
  - Introduce new curriculum and adoption process
  - Learning targets (Specifically LT 3 and incorporating SEL lessons/assessment strategies)
  - Review of Physical Literacy
  - Standards Based Learning Assessment Practices
  - Common assessment/rubrics
  - Using Canvas for: Assessments, sharing with other colleagues (commons in Canvas/importing documents)
  - Curriculum Mapping: Common agreements that are set in place that all MS are expected to accomplish by the end of the school year by grade level.

### **New Teachers**

New Teachers are paired up with a veteran BSD PE teacher for a mentor/mentee program for their first two years if new to teaching or first year if they are a new teacher to BSD.

*\*\*\*If 2020-21 school year is starting with remote learning, move up the timetable for the use of Canvas, Welnet, online resources (DareBee, etc.) and online assessments\*\*\**

### **PE Leaders - Cadre Team**

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly before school meetings, plus extended contract time for school support.

### **Professional Development Days and/or Sub Day 1 day for each secondary teacher**

(This could also be broke into one hour sessions if needed remotely)

BREAK OUT SESSIONS: Conference style (multiple sessions offered in 1 hour intervals on various topics)

- Canvas for the PE Classroom
  - Use of Canvas for Assessment
  - Posting Common Documents (district, individual MS's)

- Implementing Technology in PE - *\*See implementing Tech in PE below for specifics*
- Fitness Testing/Welnet
- More on Assessments/Common Rubrics
- Warm-up and Cool-down Activities (Quick and/or in-depth)
- Fitness Lab/Gym Scaffolding
  - FITT
  - Heart Rate
  - Muscle Movement
- APE Activities

**\*Implementing Technology in PE**

- QR Codes: Front load (set up, materials, etc.) and then how to incorporate in your lesson plans
- Successful uses of technology in the gym
  - Canvas
  - Google slides
  - App/ iPads

**Wearables - Pilot Schools** Heart rate monitors (w/Polar rep) ***\*only early adoption schools (4 middle school staffs attend one half day) after school begins***

**Wearables - Pilot Schools -**

**- tentative** Heart rate monitors (w/Polar rep)

***\*only early adoption schools (2 high school staffs attend) after school begins***

- **Half day**
- In person with POLAR or Videos or live virtual meeting with a trainer
- Unpacking and activating
- Downloading and setting up class lists from Synergy
- Proper student use
- Class flow-pick up, activate, monitor, upload
- Upload and analysis with WELNET
- Assessment and analysis tools on Polar site
- Navigation of Polar site
- Maintenance-Cleaning, storage, strap replacement, repair, charging
- Helpful tips

**Regional Teacher PD** - Please refer to PE Cadre Leaders section

- Rotate host schools with varying topics
  - Reviewing topics we covered in preservice
  - Ran/organized by PE Cadre Leaders in that region
  - Sample lesson/assessment implementing learning targets

**Teacher Observation Days** - Studio classroom

- Host teacher performing a lesson plan
  - Demonstrates new learning targets, assessments, technology, etc.

- Time to debrief afterwards

### **Phase 2 -**

Goal -To pick up any unfinished PD from Phase 1. Share out/discussion opportunities on Phase 1. Review learning targets, common agreements and common assessments. Provide ongoing training on use of technology (WeNet, heart rate monitors, Canvas, etc). Make sure new PE teachers are brought up to speed on Standards Based Assessment Practices, Physical Literacy, Curriculum Map and common MS agreements.

### **From Middle School Best Practices:**

**5.1.1** *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

### **Preservice**

- 1/2 Day
  - Review LTs, common assessments, etc.
  - Share how first year roll went
  - Review of Physical Literacy
  - Standards Based Learning Assessment Practices
  - Common Assessment/Rubrics
  - Using Canvas for: Assessments, sharing with other colleagues (commons in Canvas/importing documents)
  - Curriculum Mapping: common agreements that are set in place that all MS are expected to accomplish by the end of the school year by grade level.
  - APE Activities
  - Unfinished work from Phase 1

### **Phase 3 (on-going)**

Goal - Continue work from Phase 1 & 2. PE Cadre Leaders will meet and plan PD for this work based on feedback from MS PE teachers.

### **From Middle School Best Practices:**

**5.1.1** *The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).*

### **Other PD opportunities:**

#### **PE Leaders - Cadre Team**

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly after school PLC meetings, plus extended contract time for school support
- Facilitate new teacher mentorship for teachers new to BSD

#### **MS PE Teachers**

- Attend state and national conferences. These teachers then bring back their knowledge and lead future training/breakout sessions.

## High School School PD- 3 Phase Implementation

*Dates and trainings are tentative based on COVID 19 implications*

### PRE Phase 1

Remote Learning PD (*virtual*)

Canvas

WELNET

Online Resources

*\*\*\*If 2020-21 school year is starting with remote learning, move up the timetable for the use of Canvas, Welnet, online resources (DareBee, etc) and online assessments\*\*\**

### Phase 1

GOAL - Brief overview of curriculum adoption timeline. K-12 Curriculum Map. Introduce new learning targets, common assessment ideas, and course options.

#### Inservice -

- **1 Full Day**
- Large Group with Department Break Out Time
  - Overview of process
    - Timeline
    - Who was involved
    - What guided the work
  - K-12 Curriculum Map
    - What is the goal for each level
  - Learning targets
    - Time with Department to digest new learning targets
  - Common assessment ideas (for specific classes, for specific ALTs)
    - Time with Department and/or Course Specific groups to adjust current assessments to meet new targets
    - Appropriate use of Fitness Testing data
  - Course options/sequencing
  - Using technology for assessments WELNET

#### PD day-

- **½ Day** (This could also be broke into one hour sessions if needed remotely)
- Rotate host schools with varying topics
  - Reviewing topics we covered in preservice
  - Ran/organized by host school PE teacher
  - Sample lesson/assessment implementing learning targets

### Mid Year PD -

- **½ Day** (This could also be broke into one hour sessions if needed remotely)
- Check in on how the use of learning targets is going
  - Further development on common assessments
  - Intro to adopted materials (WelNet, OPEN, etc)
  -

### Wearables - Pilot Schools -

- tentative Heart rate monitors (w/Polar rep)

*\*only early adoption schools (2 high school staffs attend) after school begins*

- **Half day**
- In person with POLAR or Videos or live virtual meeting with a trainer
- Unpacking and activating
- Downloading and setting up class lists from Synergy
- Proper student use
- Class flow-pick up, activate, monitor, upload
- Upload and analysis with WELNET
- Assessment and analysis tools on Polar site
- Navigation of Polar site
- Maintenance-Cleaning, storage, strap replacement, repair, charging
- Helpful tips

### Teacher Observation Days (GOAL)

- Host teacher performing a lesson plan
  - Demonstrates new learning targets, assessments, technology, etc.
  - Time to debrief afterwards

## **Phase 2**

GOAL -Introduce new technology (Welnet, Canvas, heart rate monitors, etc).

### Inservice

- 1 Full Day
- Conference style with multiple sessions and teacher choice
- Opening Session (full group together)
  - Overview of adopted materials
  - Appropriate use of Fitness Testing Data to guide direct instruction
  - Welnet
    - Fitness testing/Welnet
- **BREAK OUT SESSIONS**
  - Canvas for the PE Classroom
    - Use of Canvas for assessment
    - Posting common documents (district, individual HS's)
  - Time with adopted materials
  - Heart rate monitors (w/Polar rep)

- Assessments for ALTs
- Weight training teachers
- Teaching Yoga, Dance, Movement
- Closing Session
  - Time with Departments to share out what they have gotten out of the day

#### Professional Development Days

- Rotate host schools with varying topics
  - Reviewing topics we covered in preservice
  - Ran/organized by host school PE teacher
  - Sample lesson/assessment implementing learning targets
- Mid-Year ½ Day (February)
  - Check in on how the use of adopted material is going
  - Further development on common assessments
  - Call for future PD proposals

#### Teacher Observation Days

- Host teacher performing a lesson plan
  - Demonstrates new learning targets, assessments, technology, etc.
  - Time to debrief afterwards

#### New Teachers

New Teachers are paired up with a veteran PE BSD teacher for a mentor/mentee program for their first two years if new to teaching or first year if they are a new teacher to BSD.

### **Phase 3 “B SHAPE” - Ongoing**

#### **Half day per teacher each year**

GOAL - Build the culture of ongoing Professional Development that is specific to Physical Education. Opening Session

- Guest Speakers/Guest instructors
- Break Out Session
  - PE Cadre can identify teachers who are implementing the new targets and assessments
  - Ask for session proposals
  - Session with keynote speaker
- Closing Session
  - Time with Departments to share out what they have gotten out of the day
  -

#### **Half day per teacher each year**

Teacher Observation Days Host teacher performing a lesson plan

- Demonstrates new learning targets, assessments, technology, etc.
- Time to debrief afterwards

**Other PD opportunities:**

**PE Leaders - Cadre Team**

- One leader per school to support implementation of the adoption district-wide. Their work will focus on supporting teachers in their building and cross-district collaboration.
- Monthly before school PLC meetings, plus extended contract time for school support
- Facilitate new teacher mentorship for teachers new to BSD

## Description and Evaluation of Physical Education Current Program

### Summary

#### *Elementary*

Students receive an average of 75 minutes of PE with a specialist a week at the elementary level. In order to meet the 150 minutes of Physical Education recommended by the Active Student Task Force in 2016, physical activity with the student's classroom teacher in the form of brainboosts were recommended to meet the recommendation. Currently as reported by schools, 75% of school grade levels met the minimum 120 minutes of instruction required for 2019-20 and nearly 30% of school grade levels met the 150 minutes required for 2020-21 and beyond. While we are much closer to achieving the minutes of physical education recommended, adequate space is an issue in our larger schools. Classes are taught in empty portables or classrooms when the space is available to avoid double classes with well over 50 students in the gym at one time. Not all learning targets, such as racket skills can be safely taught with 60 students in an elementary sized gym. The PEP grant has provided professional development and resources focused on Fitness and Nutrition. This will reduce the amount needed to fund some resources but Physical Education is about more than fitness. As noted in the PEP grant data report the percentage of students passing the President Youth Fitness Program scores K - 8 have increased 22% over 3 years from 25% to 44%. With an increase in physical education positions in Oregon and a teacher shortage there has been an increase in filling positions with teachers who are not highly qualified. Teachers have expressed the need for more training in teaching our special education students as they are teaching Adapted PE classes. Many elementary schools have adequate technology in the gym with sound systems and projectors, but some schools are lagging behind without a projector for visuals and videos.

#### *Middle School*

The overall number of minutes of Physical Education has reduced as a district at the middle school level. Only 2 out of 10 schools have daily PE. At all schools PE teachers also teach approximately 9 weeks of health during the year or about 25% of the class minutes. At our two schools with daily PE, teachers have more time to build relationships and incorporate SEL into their lessons, students spend more time during the week in MVPA, content and skill practice are better retained and learning targets are able to be unpacked at a pace that allows for differentiation. At all middle schools not every student takes PE even though it is mandated by the state. Often these are our students who are already at a disadvantage in school. Students must pass a year of PE in high school and are at a disadvantage if they have missed 3 years of content in middle school. Class size took a dramatic increase in 2012 and has not come down at the same ratio as other subject areas. It is not uncommon to have classes of over 40 and even 49 students in one class. Students do experience a variety of skills in PE, but this is not consistent across the district as it depends on the space and number of gyms at the school to ensure safety. Through the PEP grant schools were able to convert or add to a small gym and make it into a Fit Lab. Each lab has 6 or more exercise machines and additional fitness equipment was purchased. This has helped maximize space while enabling teachers to teach fitness in a relevant and safe environment. Middle Schools are in need of adequate technology to be able project heart rate data, PowerPoints and video. Many schools have inadequate sound systems especially in auxiliary gyms. Teachers have expressed the need for more training in teaching our special education students as they are teaching Adapted PE classes.

## *High School*

Students take the equivalent of one year of PE at the high school level. Students have a variety of classes to choose from at each school but it varies school to school. Class size varies greatly in schools and across the district and are often between 40 - 50 students which makes it difficult to assess students accurately and regularly. Many times two classes are in one gym at a time due to gym space and weather. There is inequity in choices of classes to participate in depending on PE budget and PE teachers skill set. Students graduate with different levels of preparedness to be active and fit for a lifetime based on the curriculum taught based on the inequity of access to time, equipment and resources. Although a few of the high schools have piloted technology such as heart rate monitors and use of projectors/monitors and sound systems, most schools do not have access to this technology. There is a growing need for professional development in teaching special populations with the advent of more APE students accessing general physical education classes.

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## ELEMENTARY PE SURVEY DATA

### ***Explain How Large Class Sizes/Space Impact the Safety of Your Students While Teaching PE.***

We have had to modify and eliminate some learning targets and equipment due to numbers and space (66 4th graders in a small gym). Behavior management also takes away from activity time.

Portable space with 5th grade students (our highest numbered classes) is hard to get students to

Large classes make it difficult to maintain safety and provide equipment, especially in the portable

We double up classes for kindergarten and 1st grade so we usually have about 50 kids in the gym at one time. This limits the activities we can do because we do not have enough equipment or space to accommodate that many kids at one time. Our 2nd graders also start in the gym together before one class moves to the cafeteria after it has been cleaned up from lunches. When we have 2 classes in the gym at one time, there is not enough space for students to move safely. Students frequently bump into each other during certain activities. Despite the safety concerns, we do the best we can to make our available spaces work for PE.

The two PE teachers take turns in the gym. The other teaching spaces are a portable, the stage, undercover or outside. These all have various hazards and so there are fewer options of activities. For example, on the stage, there is a piano, choir risers, the sound booth and other random furniture and storage items, along with heavy curtains. The students hide and/or wrap up in the curtains.

Not able to have all students participate at the same time. Need to use stage for some activities.

Being able to get all the students as much practice time with the necessary equipment can be a challenge with large class sizes due to no being able to move and execute the skills correctly whilst not interfering others and injuring others.

Space can be a problem

Under 30 is fine. Over 30 would limit the amount of equipment each student would have access to. 30 kids running around a medium size gym increases the likelihood of kids running into each other and needing to leave PE for the health room.

Impacts type of activities that can be taught

The more students in a gym the more risk for safety. More chances of situations where one PE teacher can not correctly supervise all students.

double kinder impacts us as we have several runners in that class and it takes too long to make groups and get equipment out. Assessment is next to impossible in the fall without video.

Large class sizes make it difficult to maintain safety and provide equipment to every student.

None

1/2 of the time our classes are doubled up. Kids only get 1 day out of 3 PE classes where they are alone! It has a major impact on what we are able to do with them because we often have 54 kindergarteners and up to 64 5th graders in class! It really limits what activities we are able to do in the gym. We often have to end up doing stations because there is not enough room to safely do activities and our school doesn't currently have any other space we can use for PE. We would say class sizes and space is a huge impact on the quality of kid's PE experience.

too many kids in limited space, collisions are unavoidable, equipment shortages

Limits the amount of safe space a student can move in, limits the content I am able to safely teach

Large sizes put increased supervision pressure on teachers.

Our gym was built for double classes so it's okay. If we were getting class sizes into the 30+ range then the impacts would be greater.

My students learn through movement and movement with equipment. They need big personal spaces so they are able to explore with their body and equipment without getting into anyone else's space which helps prevent collisions. With limited space, safety restricts what amount and type of skills I can teach my students.

Large class sizes are a huge safety concern, especially when teaching in limited space. At Elmonica, we have one gym, but two PE classes at the same time. Currently, Bret and I are rotating spaces every ten days. When we are not teaching in the gym we teach in a portable, on the stage, or outside. These alternate teaching spaces are affected when things like vision screening, picture day, etc. take place in the portable we use or the stage. Recess makes teaching outside nearly impossible. Small spaces especially become an issue when our larger classes (25+) come to PE. There is an extremely limited amount of activities we can have students do safely on the stage and/or in the portable. This makes teaching to our standards and getting kids the daily MVPA (moderate to vigorous physical activity) they need very difficult.

Too many kids moving in a gym, kids run into each other because there is not room for much movement.

32 large fifth grade bodies make it very difficult for any activity that requires distance a part from each other - jump rope, throwing, kicking, etc.

At the end of the day, I am usually spending time writing up behaviors, meeting with teachers, or contacting parents to follow through on behaviors that happened during the day. - no time for planning

We have one PE class in the gym and one PE class in the portable. Sometimes we go outside. In the portable, students are at greater risk of injury. It requires lots of modifications and quality student management skills.

While we are not dealing with supersized or double classes in PE this year, we have in the past and it has been very impactful. When classes are doubled we cannot teach to the curriculum due to safety concerns. The priority becomes management of students and less about the content we are teaching.

none

No impact

We are lucky to have such a spacious gym. We only share the gym with 1st grade twice a week and then the time blocks where Dan teaches SLC and I teach Gen Ed. We have enough space but noise is an issue with our SLC. Very tough to share a space with SLC with their specific needs. Dan tried to teach them in a classroom and stage but splitting the gym was the best option (as confirmed by our APE teacher) but noise is a problem and it is an inconvenience (not a huge deal) for my classes to not be able to play music for those shared periods.

Takes away from independent practice time.

It limits the activities we can do safely

The gym isn't big enough to have 30 kids. They don't have the space to move without running into one another. Sometime there isn't enough equipment for each student to have one item.

Haven't had a problem with it.

Lack of individual opportunity and limits the opportunities for certain activities. Also creates issues with classroom management.

Small space and limited equipment

Students are unable to move safely when space is too small or class sizes are too large. Additionally, there is not enough equipment to support the number of students in the large classes.

Small spaces with large classes limits what we can do safely in class. Equipment is also a concern.

***Do You Have Appropriate Teaching Spaces for Each PE Teacher at Your School? (Please Explain)***

yes

Yes

No

No - generally we share the gym. If we do use the "fit lab", we must be quiet due to sharing walls with other classrooms.

Yes. Gym and portable/outside

The portable is less than ideal to teach Physical Education in, especially with 4th-5th grades

No, we do not have appropriate teaching spaces for each PE teacher at Jacob Wismer. We always use the gym with kindergarten and 1st grade with 2 classes. We use our cafeteria with other grade levels to do PE. We have access to a portable classroom as well but it is very small and is also being used for storage of tables and can be checked out for use by PTO. The cafeteria is not an ideal place to teach PE because there are obstacles such as tables and lunch carts but it is better than the portable because it is bigger.

No, the gym is the only appropriate space and each PE teacher gets it half of the time. We have 5 day rotations, so we switch every two rotations (10 school days).

yes, both use the gym

Another gym would be wonderful

Yes. We have a full gym and a big MPR room.

no, we don't have a portable or extra empty classroom so we must double. Also 3 ISC classes impact our schedule as we can't put them with another grade level but don't have a safe place for class therefore we must supersize 5th to make the schedule work.

I feel the portable classroom is less than ideal for teaching PE.

No. We have one nice, big gym but 2 out of every 3 times a kid has PE at our school, they are doubled up with another class. There is no other space for us to be for now.

yes, two gyms, large field, covered play area

Sometimes. At Findley, we have access to the gym all day and the cafeteria for part of the day. When the cafeteria is not available due to lunches, we use a multi-purpose room as a teaching space. I would not say that the multi-purpose room is an appropriate space to teach PE, but we do the best we can and make it work.

most of the time, unless kicked out of the gym in the winter for assemblies or other activities.

We have one space (Gym) that was built to teach double classes, screen divides gym into two spaces, however it doesn't work for all games and activities. It is noisy and hard to teach. Our outside space is very small so with recesses all day it's difficult to use that space as well.

Yes.

No. There is only one gym which leaves the other teacher trying to plan for portable/stage units.

Yes - 1 teacher and 1 gym

No, unless you consider a portable a quality teaching space.

No, we only have one gym and at when available the cafeteria. However, the cafeteria is a difficult space to teach in.

Yes, but see above

No, the Fit Lab limits what we can do. We are in a primary hallway and share a wall with a 2nd grade classroom.

Yes. I teach in the gym only. I am rarely kicked out of my space but when I do, I teach outside instead.

Yes. We team teach and do it well.

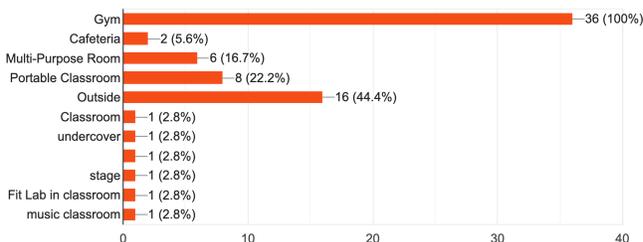
We have a small gym and a portable. I wouldn't consider a portable/cafeeteria appropriate, but we use it.

Yes and No, Multipurpose is small with brick walls

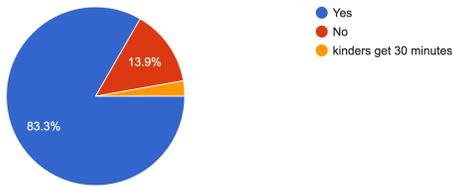
No, in some cases 2 classes (50 students) are in the gym. Other times classes are taught outside or in the music classroom.

### Where Are PE Classes Held?

Where Are PE Classes Held?  
36 responses



Does Each Class Get The Same Amount of PE Minutes?  
36 responses



## MIDDLE SCHOOL DATA SURVEY

### ***Explain How Class Sizes/Mixed Grade Levels/Space Impact The Safety Of Your Students While Teaching PE.***

More students means less space which leads to more accidents

When you have 49 students it is difficult to have your eyes on all of them. Some spaces we have are too small to have 49 teenagers moving in.

Our 6th graders and girls are scared/embarrassed to try and there are many liability and safety issues with the mixed grades.

Space Issue with Large number of students in class

Our space was not intended for large classes. Our small gym is smaller than all elementary gyms. Our students are too big for the space with that many kids. We have to push into an additional space and supervise two areas. Our third space is the size of a classroom. Students cannot not safely move. When on the fields, my games/activities are so spread out that I can't always see/hear my students or safely instruct with equipment.

Maturity levels, Skill levels, Physical Development, etc...

Do You Have Appropriate Teaching Spaces For Each PE Teacher At Your School? (Please Explain)

No, there is only one gym and there are two PE teachers. We have two health teachers who also teach a "fit lab" portion and they use the cafeteria and a classroom connected to the cafeteria. I don't know the answer to some of the questions, so I put a zero where I didn't know.

Yes. We have amazing outdoor field space, and three gyms

Yes. 3 spaces for 4 teachers. It would be nice to have one more.

yes....two gyms..... but share one gym between two teachers each unit while other teacher has other gym

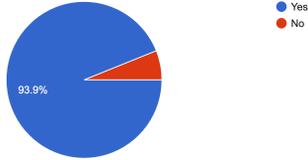
Our small gym is smaller than all elementary gyms in the district. We have a multi-purpose room that is the size of a classroom. With large classes, we have to use the hallway when teaching in this space. When we teach in the small gym, we do not have enough space to teach safely and must utilize the covered play area, so the teacher has to supervise two spaces at once.

No! Especially during foul weather

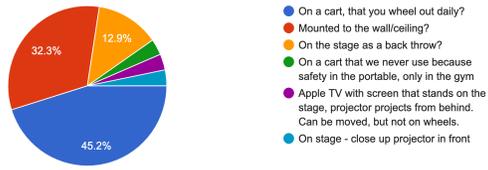
# Yes

## ELEMENTARY PROJECTOR SURVEY

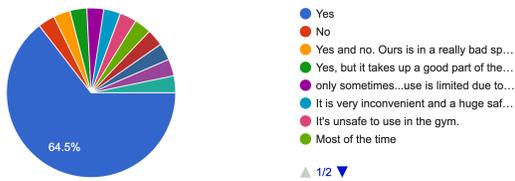
Do you have a projector  
33 responses



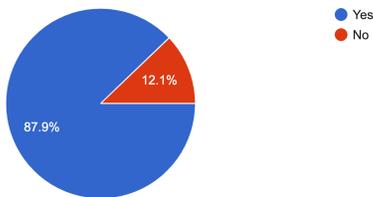
If yes, is your projector...  
31 responses



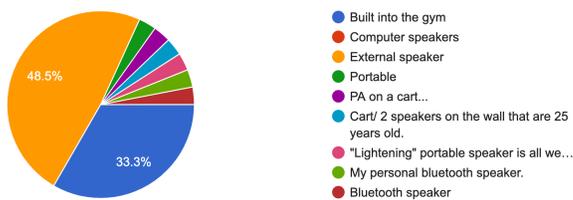
Is it usable for PE Class?  
31 responses



Do you have an adequate sound system to play music during PE?  
33 responses

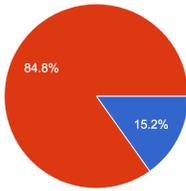


Is your sound system...  
33 responses



Do you have a TV in your gym?

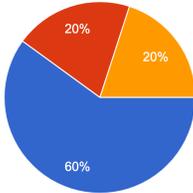
33 responses



● Yes  
● No

If you have a TV, is it practical/usable in your teaching space?

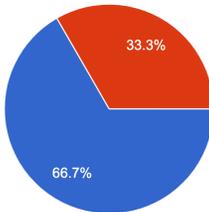
5 responses



● Yes  
● No  
● Yes, as long as it is big enough to be seen from across the gym.

Does your gym have a stage?

33 responses

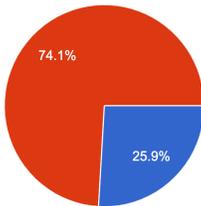


● Yes  
● No  
● Maybe

## SECONDARY PROJECTOR SURVEY

Do you have projectors for each of your teaching spaces?

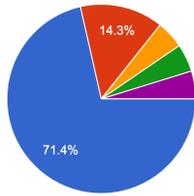
27 responses



● Yes  
● No

If yes, is your projector...

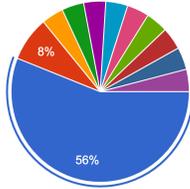
21 responses



- On a cart, that you wheel out daily?
- Mounted to the wall/ceiling?
- All our projectors are on a cart. It would be great to have a ceiling mounted projector in the gym, weight room and yoga room.
- none
- No projectors in main gyms. TVs and airplay in 2/4 gym spaces.

Are they usable for PE Class?

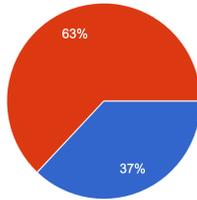
25 responses



- Yes
  - No
  - two yes, one no
  - We use them for PE, but the cord is al...
  - They are useable, but get in the way a...
  - They have been used before but they...
  - We make them work but it's not safe
  - I have it connected to the apple tv and...
- ▲ 1/2 ▼

Do you have an adequate sound system to play music during PE in all spaces?

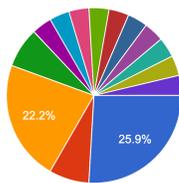
27 responses



- Yes
- No

Is the sound system...

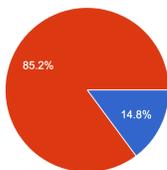
27 responses



- Built into the gym
  - Computer speakers
  - External speaker
  - All of the above
  - see explanation
  - One built in (main gym). Nothing in up...
  - depends on the space, built in and por...
  - I have brought my own stereos from h...
- ▲ 1/2 ▼

Do you have a TV in your gym?

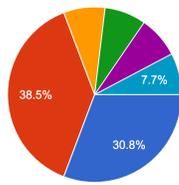
27 responses



- Yes
- No

If you have a TV, is it practical/usable in your teaching space?

13 responses



- Yes
- No
- see explanation
- TVs in Weight Room and Dance Room
- No, projectors work better. TV would get broke.
- We have TVs in our weight rooms, and wrestling room. Would like them in upper and lower gyms as well.

## **PE Equipment – In Addition to the Instructional Resources Recommended for Adoption**

In order to provide every student an opportunity to meet grade level learning targets while promoting engagement in a variety of activities, appropriate and adequate equipment is needed for a range of skill levels. Currently, individual school budgets generally buy all the PE equipment. At the elementary level, where some students may be introduced to activities for the first time, PE Equipment Budgets range from \$0 to approximately \$4 per student with most being less than one dollar per student. PE budgets currently purchase or replace lost or damaged equipment. Schools with a robust Parent Teacher Organization (PTO) tend to have more equipment and a greater variety of equipment which makes the activities more accessible.

With inconsistent PE budgets K - 12, inequity prevails. In order to bridge the gap, Teaching & Learning will purchase equipment for schools with the greatest need. All schools will inventory current equipment to demonstrate need. Especially at the secondary level, where multiple teachers share equipment and more than one class may be offered simultaneously, the wear is greater. Many schools do not budget for the replacement of damaged equipment. Schools will inventory current equipment to demonstrate need.

With current inequities, promoting student engagement, ensuring student proficiency, safety and sustainability in mind, an equipment budget from T & L needs to be developed.

Lists of required PE equipment is listed by level

## Elementary PE Equipment

### Gopher - Vendor

Maximum Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
36	36	18	6	4	
Item	Item #	Price per unit	Quantity needed	# of Class sets needed	Total Quantity Needed
<b>Equipment for Specific Labs</b>					
4'x8' Landing Mats			20		0
Crash Pad: not needed	85-314	\$859.00	1	1	1
<b>THROW/CATCH/KICK/DRIBBLE/VOLLEY</b>					
Gator Skin Foam Balls 6" - set of 6	41-590	\$76.95	6	1	6
Gator Skin Foam Balls 8" - set of 6	41-550	\$145.00	6	1	6
Oversize Foam Tennis Balls	41-718	\$13.95	12	1	12
Tennis Balls	52-067	\$4.50	12	1	12
Whiffle/Pickle Balls - set of 12	56-078	\$44.95	3	1	3
Bean Bags - set of 6	20-536	\$10.95	6	1	6
Yarn Balls - set of 72	71588	\$399.00	1	1	1
Rainbow SkyBlazer Foam Discs - set of 6	20-814	\$19.95	6	1	6
Basketballs Size 4 compact - set of 6	61-226	\$66.95	6	1	1
SoftScore Foam Soccer Balls - Size 4	71-760	\$145.00	6	1	6
Soccer Size 4 outdoor - set of 6	62-042	\$89.95	6	1	6
Throwing Targets - 3 sets	45532	\$64.95	3	1	3
Volleyball Oversized (Light)	60510	\$109.00	6	1	6
Portable Standards (175lb) - 2 ct. system	86-249	\$1,419.00	1	1	1
Rally Net Rec.	66703	\$54.95	2	1	2
<b>STRIKING</b>					
Badminton Racquet (long) -set of 6	51195	\$64.95	6	1	6
Hockey Sticks-set of 10	10373	\$175.00	4	1	4
Baseball Bats - Gopher Midsize Plastic - set of 6	42009	\$69.95	6		1
Pickleball Paddles - set of 6	53397	\$69.95	6	1	6
					Appx C - 30

Birdies-set of 6	51114	\$13.95	6	1	6
Birdies (Oversized)-set of 6	51096	\$24.95	6	1	6
Rainbow Portable Nets (if no standards)	51033	\$799.00	1	1	1
Hockey Pucks/Balls - set of 12	17977	\$64.95	3	1	3
Hockey/Soccer Nets - RinkPro Official (2)	14527	\$349.00	2	1	2
<b>RHYTHMS</b>					
Jump Ropes - 6' - set of 6	41084	\$25.95	6	1	6
Jump Ropes - 7 - set of 6	41085	\$26.95	6	1	6
Jump Ropes - 8' - set of 6	41086	\$27.95	6	1	6
Jump Ropes - 9' - set of 6	41087	\$28.95	3	1	3
Long Jump Rope - set of 6	41089	\$34.95	3	1	1
Jump Rope Cart	41056	\$229.00	1	1	1
Hula Hoops- 36" - set of 12	43509	\$84.95	2	1	1
Hula Hoops - 30" - set of 12	43508	\$79.95	2	1	2
Hula Hoops Cart	43525	\$109.00	2	1	2
Jump Bands	25018	\$139.00	1		1
					0
					0
<b>FITNESS/MOVEMNT SKILLS EQUIPMENT</b>					
Agility Ladders	67-665	\$29.95	2		0
dumbbells			12		
Medicine Balls - 6 lb			6		0
Exercise Ball			6		
Exercise Bands			6		
Exercise Cards	45- custom BSD	varies	2		
Step Boxes (6 per set)	69-564	\$205.00	1	1	1
Foam Dice (6 per set)	58-053	\$89.95	1	0	1
Scooters - set of 6	86-747	\$175.00	6	1	1
Scooter Rack	57-097	\$199.00	1	1	1
Hurdles-set of 6	38-372	\$54.95	6		
<b>NUTRITION/MUSCLES/BONES</b>					
NutriPlay Nutrition Cards	34-129	\$94.95	1		1
Skeleton Puzzle	86-043	\$84.95	1	1	1
Muscles Puzzle	34-052	\$79.95	1	1	1
<b>SOCIAL SKILLS</b>					

30' Parachute No Handles	85-944	\$259.00	1		1
Rubber Rings (set of 36)	01-124	\$109.00	1	1	1
Topple Tubes	58-922	\$269.00	1	1	1
<b>GENERAL EQUIPMENT</b>					
Boundary Markers - set of 24	93-185	\$74.95	2	0	2
Rainbow Number Poly Spots - set of 60	93-306	\$269.00	1	1	1
Rainbow Stay & Play Poly Spots - set of 6	93-063	\$29.95	6	1	6
Floor Directional Spots	93-195	\$54.95	2		
Equipment bags			6		
Rainbow Stay-N-Play Dome Cones	93-003	\$69.95	1	1	1
Cones LARGE 18'- set of 6	85-816	\$74.95	3		
Cones MEDIUM 12'- set of 6	85-887	\$54.95	6		
Cones SMALL 6'- set of 6	85-858	\$34.95	12		
Wristbands - set of 12	29685	\$24.95	3	1	3
Pinnies			36		
Belts and Flags			36		
omnikin inflator	56-376	\$239.00	1		1
Air Pump (Compressor)	66-449	\$299.00	1		1
Ball Needles (set of 25)	66-622	\$8.95	1		1
Sound System		Varies	1		
Flat-Screen TV or projector 1 per teaching space		Varies			
Apple TV 1 per projector		Varies			
TV Cover 1 per Flat screen TV		Varies			

### Sport Time - Vendor

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
36	36	18	6	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
					Appx C - 32





### Middle School PE Equipment

#### Gopher - Vendor

	Maximum Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections
	50	50	25	9	4
Learning Target(s)	Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed
Activity Equipment   Storage   Etc...	Omniken Inflator (4.5hp)	56-376	\$239.00	1	1
Activity Equipment   Storage   Etc...	Cinch Storage bags (set of 6)	89-765	\$109.00	2	4
Activity Equipment   Storage   Etc...	Pinnies / jerseys (size L, 6 per set)	29-569	\$28.95	7	2
Activity Equipment   Storage   Etc...	Waist Flags (size L, set of 24)	63-225	\$34.95	2	2
Activity Equipment   Storage   Etc...	Tall cones (set of 10)	93-048	\$39.95		3
Activity Equipment   Storage   Etc...	Dome cones (set of 36)	93-015	\$59.95	2	2
Activity Equipment   Storage   Etc...	Poly Spots (set of 6)	93-063	\$29.95	5	2
Activity Equipment   Storage   Etc...	Fox 40 Pealess Whistles	66-559	\$4.50	12	
Activity Equipment   Storage   Etc...	Air Pump (Compressor)	66-449	\$299.00	1	2
Activity Equipment   Storage   Etc...	Ball Needles (set of 25)	66-622	\$8.95	1	2
Dribbling with hands or feet	Soccer Balls	62-023	\$17.95	25	2
Fitness Lab   Gym	Weighted balls/bells (10 balls, rack, posters)	69-713	\$779.00		2
Fitness Lab   Gym	Hand weights (various weights)	73-873	\$1,399.00	1	1
Fitness Lab   Gym	Resistance band (48 various resistance tubing plus rack)	64-153	\$799.00		2
Fitness Lab   Gym	Bosu balls	70-486	\$99.95		10
Fitness Lab   Gym	Yoga balls (Set of 12)	70-221	\$679.00		2
Fitness Lab   Gym	Balance boards (Set of 6)	10-101	\$299.00		2
Fitness Lab   Gym	Plyo boxes (ExploSafe Plyometric Boxes - Set of 5)	64-136	\$1,365.00		1

Fitness Lab   Gym	Step up/aerobic boxes (set of 10 with 4 risers each)	68-775	\$1,189.00		
Fitness Lab   Gym	Conditioning ropes (Four 30' ropes w/ Anchor)	65-632	\$589.00		
Fitness Lab   Gym	Conditioning ropes - Wall Mount	70-094	\$239.00	2	1
Fitness Lab   Gym	Visual Countdown Clock/Timer (GymNext Timer Tab - Below)				
Passing & Receiving	Frisbees (set of 6)	20-549	\$54.95	5	1
Passing & Receiving	Footballs (Rubber Set of 6)	71-522	\$69.95	2	1
Passing & Receiving	Footballs (Foam Set of 6)	62-512	\$109.00	1	1
Passing & Receiving	Footballs (Synthetic)	62-317	\$26.95	10	1
Passing & Receiving	Baseballs (set of 6)	42-108	\$24.95	2	1
Passing & Receiving	Softballs (set of 6)	42-169	\$29.95	2	1
Passing & Receiving	Whiffle Balls (set of 6)	56-058	\$18.95	1	2
Passing & Receiving	Rugby Balls	71-439	\$23.95	10	2
Passing & Receiving   Dribbling with hands or feet	Basketballs (28.5")	60-003	\$38.95	50	1
Passing & Receiving   Dribbling with hands or feet	Basketballs (29.5")	60-004	\$38.95	50	1
Passing & Receiving   Dribbling with hands or feet	Gatorskin Balls (Rainbow: Set of 6 each: 6.3")	71-567	\$105.00	4	2
Passing & Receiving   Dribbling with hands or feet	Indoor Ball (set of 6 rainbow. 8.25")	71-569	\$195.00	1	1
Rhythmic Movement   Fitness Lab   Gym	Folding mats (4' x 6', Velcro on 2 Ends)	88-025	\$359.00		20
Rhythmic Movement   Fitness Lab   Gym	Jump ropes (set of 6 - 8 ft length)	41-412	\$27.95		8
Rhythmic Movement   Fitness Lab   Gym	Portable Sound System				
					Appx D - 34

Rhythmic Movement   Fitness Lab   Gym	Hula Hoops - 30"				
Striking & Volley with hands or implement	Rubber playground balls (Set of 6/Rainbow)	72-039	\$64.95	2	2
Striking & Volley with hands or implement	Pickle Ball Paddles (set of 24)	68-742	\$449.00	2	1
Striking & Volley with hands or implement	Badminton Rackets	51-004	\$17.95	50	1
Striking & Volley with hands or implement	Volleyballs	61-773	\$34.95	25	1
Striking & Volley with hands or implement	Volleyballs (Volley Lite Trainer - set of 6)	60-799	\$195.00	4	1
Striking & Volley with hands or implement	Birdies (Set of 6 each/yellow/Medium Speed)	51-811	\$13.95	5	2
Striking & Volley with hands or implement	Tennis Rackets/Balls (set of 24 w/ balls and bags)	52-017	\$629.00	2	1
Striking & Volley with hands or implement	Tennis Rackets (individual)	52-226	\$20.95	2	1
Striking & Volley with hands or implement	Bats (Set of 6)	42-038	\$64.95	2	1
Striking & Volley with hands or implement	Golf clubs (individual 7 irons-46 Right Hand, 4 Left)	31-145, 31-012	\$28.95	50	1
Striking & Volley with hands or implement	Whiffle golf balls (set of 10 dozen)	31-052	\$64.95	1	1
Striking & Volley with hands or implement	Omniken Balls (36")	41-466	\$229.00	1	2
Striking & Volley with hands or implement	Omniken Balls (48")	11-277	\$295.00	1	2
Striking & Volley with hands or implement	Omniken Replacement Bladder (36")	10-937	\$44.95	1	2
					Appx D - 35

Striking & Volley with hands or implement	Omniken Replacement Bladder (48")	10-947	\$59.95	1	2
Striking & Volley with hands or implement	Spike Ball	55-511	\$99.95	13	1
Striking & Volley with hands or implement	Volleyball/Badminton Nets				
Striking & Volley with hands or implement	Volleyball/Badminton Standards				
Striking & Volley with hands or implement	Volleyball/Badminton Qwik Clamp Net Attachments (per pair)	86-176	\$16.95	8	

**Sport Time - Vendor**

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections	
50	50	25	9	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
<b>Equipment for Specific Labs</b>					
Basketballs (29.5")	29385	\$39.74	50	2	100
Frisbees (set of 6)			5	1	5
Footballs (Rubber Set of 6)			2	1	2
Footballs (Foam Set of 6)			1	1	1
Footballs (synthetic-Individual)			10	1	10
Gatorskin Balls (Rainbow: Set of 6 each: 6.3")			4	2	8
Basketballs (individual ball)			50	2	100
Baseballs (set of 6)			2	1	2
Softballs (set of 6)			2	1	2

Whiffle Balls (set of 6)			1	2	2
Rugby Balls			10	2	20
Rubber playground balls (Set of 6/Rainbow)			2	2	4
Pickle Ball Paddles (set of 24)			2	1	2
Badminton Rackets			50	1	50
Volleyballs			25	1	25
Birdies (Set of 6 each/yellow/Medium Speed)			5	2	10
Tennis Rackets/Balls (set of 24 w/ balls and bags)			2	1	2
Tennis Rackets (individual)			2	1	2
Bats (Set of 6)			2	1	2
Golf clubs (individual 7 irons-46 Right Hand, 4 Left)			50	1	50
Whiffle golf balls (set of 10 dozen)			1	1	1
Light/Low flight balls					0
Omniken Balls (36")			1	2	2
Omniken Balls (48")			1	2	2
Omniken Replacement Bladder (36")			1	2	2
Omniken Replacement Bladder (48")			1	2	2
Omniken Inflator (4.5hp)			1	1	1
Spike Ball			13	1	13
Soccer Balls			25	2	50
Folding mats (4' x 6', Velcro on 2 Ends)				20	20
Jump ropes (set of 6 - 8 ft length)				8	8
Weighted balls/bells (10 balls, rack, posters)				2	2
Hand weights (various weights)			1	1	1
					Appx D - 37

Resistance band (48 various resistance tubing plus rack)				2	2
Bosu balls				10	10
Yoga balls (Set of 12)				2	2
Balance boards (Set of 6)				2	2
Plyo boxes (ExploSafe Plyometric Boxes - Set of 5)				1	1
Step up/aerobic boxes (set of 10 with 4 risers each)					2
Conditioning ropes (Four 30' ropes w/ Anchor)					1
Conditioning ropes - Wall Mount			2	1	2
Visual Countdown Clock/Timer (GymNext Timer Tab - Below)					0
Cinch Storage bags (set of 6)			2	4	4
Pinnies / jerseys (size L, 6 per set)			7	2	14
Waist Flags (size L, set of 24)			2	2	4
Tall cones (set of 10)				3	3
Dome cones (set of 36)			2	2	4
Polly Spots (set of 6)			5	2	10

**GymNext - Order Per Teaching Space**

Maximum Class Size	Quantity for one per student	Per pair of students	Groups of 6/stations	simultaneous sections	
50	50	25	9	4	
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed	Total Quantity Needed
<b>Equipment for Specific Labs</b>					
Gym Edition : Gym Timer/Clock (Large Sized)		\$279.00		1	2
Home Edition: Gym Timer/Clock (Medium Sized)		\$169.00		1	1
					Appx D - 38

## High School PE Equipment

### Units

- General
  - Pennies (4 colors)- 2 class sets class set is 50
  - Cones: 100 “soccer” style cones
  - Poly spots...50
  - Ball/Penny Bags...12
  - Gator balls (dodgeballs)...25 8.5”...50 6”
  - Rubberized balls...10
  - Weighted corner- 8 (2 sets of 4)
  - Ball pumps...2
  - Ball pump needles...50
  - Whistles...10
  - Stop watches...12
  - Learning target posters...4
  - Hula hoops...12
  - Combination locks...1000
  - Tumbling mats...4
- Electronics
  - Heart rate monitor watches...60
  - Heart rate monitor software...1 per school
  - Large screen TVs (mounted)...1 per teaching space
  - TV protection...1 per gym
  - Apple TVs...1 per TV
  - Ipads...50
  - Ipad cases...50
  - Portable scoreboards...4
  - Portable speakers...2
  - Headset mics...2
- Basketball
  - Mens Basketballs...25
  - Womens Basketballs...25
  - Basketball storage...2
- Volleyball (USA volleyball for net systems)
  - Volleyballs...50
  - Volleyball Nets...5
  - Volleyball Standards...8 (5 with cranks)
  - Volleyball storage...1
  - Volleyball Nets & Standards Storage...wall mounted storage system...one per site
- Badminton (ADA)
  - Badminton racket...50
  - Badminton racket storage...2 racks
  - Badminton nets...8 portable nets
  - Shuttlecock...100 Appx D - 34

- Soccer
  - Soccer balls (regular & nerf)...50
  - Soccer ball storage...2 carts
  - Pop up goals...12 (used for soccer, hockey, and handball)
- Flag Football
  - Full sized footballs...12
  - Youth sized footballs...12
  - Flags (4 colors)...100
- Floor Hockey
  - Floor hockey pucks/balls...25 pucks...25 balls
  - Hockey sticks...50
- Ultimate Frisbee/Frisbee Golf
  - Ultimate Frisbees...50
  - Disc Golf Frisbees...2 sets of 36 (mix of driver, mid-range, putters)
  - Disc Golf Holes...9
- Pickleball
  - Pickleballs...100
  - Pickleball paddle...50
  - Paddle storage...2 rack
- Team Handball
  - Youth sized handballs...25
- Tennis
  - Tennis rackets...50
  - Tennis racket storage...2 racks
  - Tennis balls...100
- Fitness
  - Physio balls...36
  - Hand weights...2 mobile sets of 64 pairs
  - Rubber Kettlebells...2 stationary sets of 12
  - Medicine balls...
  - Sandbells...
  - Jump ropes...75
  - Yoga mats...75
  - Aerobic Steps and risers...36
  - Resistance bands...48 tube pack...varied resistance
  - Resistance loops...50...varied resistance
  - Agility ladders...8
- Spike Ball
  - Spike balls...comes with net systems
  - Spike ball nets...12
- Softball
  - Gloves...25 Right...10 left

- Softballs...50
- Bats...6
- Tees...6
- Bases...12
- Weight Training... everything
  - Squat racks
  - Clean platforms
  - Benches
  - Weights (metal and rubberized)
  - Dumbbells
  - Medicine balls
  - Slam balls
  - Bar collars
  - Pullup bands
  - Weight belts
  - Chalk
- Recreation Games
  - Cornhole...10
  -
- Golf
  - Clubs...25 right...10 left...mix of irons
  - Whiffle balls...150
  - Birdie balls...150
  - Targets...9
  - Strike Pads...18
  - Driving nets...6
- Outdoor Recreation
  - Spinning rods...24
  - Spincaster rods...24
  - Fly rods...12
  - Backyard Bass...24
  - Cast iron dutch ovens...10
  - Teambuilding Kit (Project Adventure)...2
  - Compasses...24
- Adapted PE
  - Beach balls...12
  - Foam bats...4
  - Parachute...1
  - Bowling pins...24
  - Bowling balls...4
  - Foam paddles...24
  - Wall mount removable basketball hoops

## K - 12 Adapted Equipment

Average Class Size	Quantity for one per student	Quantity for one per pair of students	Quantity for Groups of 6/stations	# of maximum simultaneous sections
20	20	10	4	4
Item	Item #	Price per unit	Quantity needed per section	# of Class sets needed
<b>Equipment for Specific Labs</b>				
<b>Kicking</b>				
Flaghouse sensory soccer ball	18992	\$35.00	6	1
Gopher In Reach bell ball	49-007	\$34.95	6	1
Sport time deadzone soccer balls yellow	23798	\$24.97	6	1
Rainbow foam rings set of 6	41-474	\$79.95	3	1
<b>Volleying</b>				
Sportime giant nylite 24 inch ball	23802	\$36.89	1	1
Sportime Finger light balls 14 inches	1320286	\$20.02	10	1
<b>Throwing overhand &amp; Catching</b>				
Gopher duracoat foam balls (orange) 6.3 diameter - set of 6	72-162	\$109.00	6	1
Gopher oversized foam balls (set of 3)	41-718	\$13.95	3	1
Sportime Gymnic Grab Balls (set of 6)	5363	\$77.02	6	1
Sportime slomo bump ball	6931	\$7.49	1	1
Gopher Foam frisbees (set of 6)	11-177	\$44.95	1	1
US Games Spiderball	65115	\$11.99	6	1
Sportime successballs set of 6 6 inches	1004528	\$29.62	6	1
Rainbow foam rings set of 6	41-474	\$79.95	6	1
Sportime Gymnic Grab Balls (set of 6)	5363	\$77.02	6	1
Rainbow foam rings set of 6	41-474	\$79.95	6	1
<b>Long Handled Striking</b>				
Ultrasoft Floor Hockey Packs 10 player set 36inch	17-477	\$159.00	1	1
Shield floor hockey barrier set	20-612	\$159.00	8	1
Sportime big bopper batting tee and adapter	3898	\$33.97	1	1

Sportime round and flat foam baseball bat	15880	\$16.57	4	1
<b>Underhand roll</b>				
Gopher In Reach bell ball	49-007	\$34.95	1	1
Gopher Magnus bowling ramp	45-513	\$99.00	1	1
<b>Hand dribbling</b>				
Sportime gradeball rubber junior basketballs 27 inches	1599267	\$56.09	6	1
Sportime max utility ball 16 inches	31489	\$20.99	1	1
<b>Targets</b>				
Sportime pull bouy multi-dome arch gates 30 in. set of 6	21967	\$65.02	1	1
US Games speed stacks Jumbo	1313871	\$214.99	36	1
Bison Wall-mount removable goal basketball systems double	66-332	\$209.00	1	1
Gopher Alleyoop goals (basketball 4ft)	GH65-122	\$239.00	1	1
Gopher Alleyoop goals (basketball 6ft)	GH65-129	\$319.00	1	1
Katch-a-basket	1375105	\$57.99	6	1
<b>Shorthanded Implements</b>				
Pull bouy racquietball lollipop paddles	18948	\$46.42	6	1
Sportime paddlesoft paddles	1449584	\$37.12	6	1
US Games giant shuttlecock prism pack	1317114	\$13.99	6	1
<b>Misc.</b>				
Gopher rainbow fastrack scooters	86-700	\$369.00	6	1
30' Parachute No Handles	85-944	\$259.00	1	

# Everything You Need to Know About Senate Bill 4 (2017)

## Time Requirement

Students in grades K through 5 (and students in grade 6 at K-6 schools) must participate in 150 minutes of physical education per week. Students in grades 6 through 8 must participate in 225 minutes of physical education per week.

*The time requirement will be prorated for school weeks with:*

- *Scheduled school closures (holidays, in-service days, and parent-teacher conferences)*
- *Unscheduled school closures (inclement weather and emergencies)*
- *Out-of-school activities that occur during usual school hours (field trips and outdoor school programs)*
- *Irregular class schedules (four-day school weeks)*

## Implementation Timeline



## Flexible 45 Minutes

To meet the time requirement, schools may provide up to 45 minutes of activities each week which:

- Meet academic content standards for PE (as adopted by State Board of Education)
- Are provided by PK-8 multiple subject endorsed teachers
- Have been reviewed by a licensed PE specialist

To assist schools in this flexible 45 minutes, ODE will be making a list of approved curriculum for those schools that choose to use them. Schools may provide activities that have not explicitly been approved by ODE if the activities meet academic content standards for PE, are provided by PK-8 multiple subject endorsed teachers, and have been reviewed by a licensed PE specialist.

## Penalty

After 2022-2023, schools which do not comply are at risk of losing funding.

## Exception

Schools are not required to comply with the time requirement for school years during the biennium in which the total amount allocated to the State School Fund for districts is less than the amount that is determined to be needed under the prepared tentative budget.



## Year 3 & Final PEP Grant Report - September 19, 2019

### Year 3 & Final PEP Grant Report

**Overview:** This report highlights student data collected by Beaverton School District for their Carol M. White Physical Education Program (PEP) Grant awarded in 2016. As a healthy, active lifestyle is an important ingredient of academic success, Beaverton School District's approved PEP Grant was designed to teach students the importance of staying active and developing healthy lifestyles. To this end, we are fully committed in the effort to recognize the critically important role of physical education in improving student overall achievement.

**PEP Grant Background:** The Carol M. White Physical Education Program provides grants to school districts and community-based organizations (i.e., health departments, YMCAs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting physical education state standards.

**PEP Grant Data:** The data contained in this report is presented in the following four sections. These include results for:

1. Percentage of Students Meeting 60 Minutes of Daily Physical Activity.
2. Percentage of Students Passing the Presidential Youth Fitness Program.
3. Percentage of Students with Healthy Eating Behaviors.
4. Behaviors towards Physical Education, Physical Activity and Nutrition.

Additionally, this report will cover related support information consisting of:

1. Analysis of Teacher Surveys.
2. Analysis of Zoom Focus Group Data.
3. On-going Trends.
4. Overall Future Recommendations.

**(1) Government Results Performance Act (GRPA) Data:** During the implementation of the PEP Grant, the school district was required to collect rounds of student data on the following three measures:

1. Percentage of Students Meeting 60 Minutes of Daily Physical Activity. This measure is a national recommendation established by CDC (Centers for Disease Control).
2. Percentage of Students Passing the Required Presidential Youth Fitness Program criteria.
3. Percentage of Students with Healthy Nutritional Behaviors.

**(2) Student Behaviors towards Physical Education, Physical Activity & Nutrition:** During the implementation of the PEP Grant, the school district was required to collect rounds of student data on the following measures:

- Enjoying Physical Education Classes.
- Being Active at Least 50% of PE Class Time.
- Avoiding Consumption of Sugar-Added Beverages.
- Hours of TV/Computer Screen Time.

**Item #1:  
Percentage of Students Meeting 60 Minutes of Daily Physical Activity**

**Explanation of Results:** The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 40% of students meeting the recommended guideline for being physically active for a minimum of 60 minutes on a daily basis. An overall positive change of 22% (40% to 62%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
40%	59%	60%	62%

**Item #2:  
Percentage of Students Passing the Required Presidential Youth Fitness Program Items**

**Explanation of Results:** The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 25% of students passing the required President Youth Fitness Program Test. An overall positive change of 22% (25% to 44%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
25%	36%	40%	44%

**Item #3:  
Percentage of Students with Healthy Eating Behaviors**

**Explanation of Results:** The following chart highlights the results of the PEP Grant over the three-year grant period. As seen below, the district started with a Baseline of 10% of students demonstrating healthy eating behaviors. An overall positive change of 16% (10% to 26%) was seen by the end of Year 3.

Baseline Data	Year 1 Data	Year 2 Data	Year 3 Data
10%	16%	21%	26%

**Item #4:  
Student Behaviors towards Physical Education, Physical Activity & Nutrition**

**Background:** The information shows the percentage of students who:

- Enjoy the Physical Education Classes
- Are Active at Least 50% of Class Time
- Avoid Drinking Sugar-Added Beverages on a Regular Basis
- View Less than 2 Hours of TV/Computer Screen Time on a Daily Basis

**Explanation of Results:** The chart highlights the overall results of the four measures as an aggregated score. It was determined that a score of 70% or above would indicate a strong overall impact to hopefully carry forward in the future.

Student Behaviors	Year 1 Percentages	Year 2 Percentages	Year 3 Percentages
Aggregate Results	74%	71%	71%

**Item #5: Analysis of Teacher Survey**

**Background:** A PEP Grant Teacher Survey was completed by our elementary and middle school physical education teachers.

**(1) Teaching Area**

**Elementary:** 52  
**Middle:** 13

**(2) What year did you start teaching PE in Beaverton?**

**Elementary**

2015-16 or any prior year: 37  
2016-17: 5  
2017-18: 3  
2018-19: 0  
2019-20: 7

**Middle School**

2015-16 or any prior year: 12  
2016-17: 0  
2017-18: 1  
2018-19: 0  
2019-20: 0

**(3) Compared to years prior to the PEP grant, I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.**

**Elementary**

At a Much Greater Level: 21  
At a Somewhat Greater Level: 10  
At about the Same Level: 2  
At a Lower Level: 4

**Middle School**

At a Much Greater Level: 4  
At a Somewhat Greater Level: 5  
At about the Same Level: 3  
At a Lower Level: 0

<b>At A Glance:</b> Compared to years prior to the PEP grant, I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.	<b>82% positive</b>
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**(4) Compared to years prior to the PEP grant, I use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.**

**Elementary**

At a Much Greater Level: 12  
At a Somewhat Greater Level: 19  
At about the Same Level: 1  
At a Lower Level: 5

**Middle School**

At a Much Greater Level: 1  
At a Somewhat Greater Level: 5  
At about the Same Level: 4  
At a Lower Level: 2

<b>At A Glance:</b> Compared to years prior to the PEP grant, I use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.	<b>76% positive</b>
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**(5) Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students fitness concepts is:**

**Elementary**

At a Much Greater Level: 12  
At a Somewhat Greater Level: 19  
At about the Same Level: 1  
At a Lower Level: 5

**Middle School**

At a Much Greater Level: 2  
At a Somewhat Greater Level: 7  
At about the Same Level: 3  
At a Lower Level: 0

**At A Glance:** Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students fitness concepts.

82% positive

**(6) Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students nutrition concepts is:**

**Elementary**

At a Much Greater Level: 20  
At a Somewhat Greater Level: 13  
At about the Same Level: 2  
At a Lower Level: 2

**Middle School**

At a Much Greater Level: 1  
At a Somewhat Greater Level: 5  
At about the Same Level: 8  
At a Lower Level: 0

**At A Glance:** Compared to years prior to the PEP grant, the proportion of time my PE classes devoted to teaching students nutrition concepts:

80% positive

**(7) Compared to years prior to the PEP grant, the proportion of time students spend during my PE class in activities designed to promote MVPA is:**

**Elementary**

At a Much Greater Level: 7  
At a Somewhat Greater Level: 20  
At about the Same Level: 18  
At a Lower Level: 1

**Middle School**

At a Much Greater Level: 1  
At a Somewhat Greater Level: 5  
At about the Same Level: 6  
At a Lower Level: 0

**At A Glance:** Compared to years prior to the PEP grant, the proportion of time students spend during my PE class in activities designed to promote MVPA.

67% positive

**(8) I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.**

**Elementary**

Strongly Agree: 18

Agree: 27

Disagree: 0

Strongly Disagree: 0

**Middle School**

Strongly Agree: 2

Agree: 9

Disagree: 1

Strongly Disagree: 0

**At A Glance:** I have equipment and materials that support the implementation of a quality P.E. program in regards to nutrition and fitness.

98% positive

**(9) This year, I intend to use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.**

**Elementary**

Strongly Agree: 10

Agree: 25

Disagree: 1

Strongly Disagree: 1

**Middle School**

Strongly Agree: 1

Agree: 8

Disagree: 3

Strongly Disagree: 0

**At A Glance:** This year, I intend to use pedometers, an iPad, and WELNET to track and monitor student fitness and physical activity.

90% positive

**(10) How confident are you in your ability to use pedometers, iPads, and WELNET to track and monitor student fitness and physical activity?**

**Elementary**

Very Confident: 19

Somewhat Confident: 25

Not at All: 1

**Middle School**

Very Confident: 6

Somewhat Confident: 6

Not at All: 0

<b>At A Glance:</b> How confident are you in your ability to use pedometers, iPads, and WELNET to track and monitor student fitness and physical activity?	98% positive
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**(11) Would you like additional professional development or support in this area?**

**Elementary**

Yes: 21

No: 24

**Middle School**

Yes: 2

No: 10

<b>At A Glance:</b> Would you like additional professional development or support in this area? * 60% feels they did not need additional PD support.	60% positive
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**(12) This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.**

**Elementary**

Strongly Agree: 11

Agree: 31

Disagree: 2

Strongly Disagree: 1

**Middle School**

Strongly Agree: 0

Agree: 10

Disagree: 2

Strongly Disagree: 0

<b>At A Glance:</b> This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.	91% positive
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**(13) How confident are you in your ability to use lessons from Five for Life in my PE classes to teach fitness concepts?**

**Elementary**

Very Confident: 22

Somewhat Confident: 23

Not Confident at All: 0

**Middle School**

Very Confident: 7

Somewhat Confident: 4

Not Confident at All: 1

<b>At A Glance:</b> How confident are you in your ability to use lessons from Five for Life in my PE classes to teach fitness concepts?	98% positive
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**(14) Would you like additional professional development or support in this area?**

**Elementary**

Yes: 18

No: 27

**Middle School**

Yes: 3

No: 9

**At A Glance:** Would you like additional professional development or support in this area? \* 65% feels they did not need additional PD support.

65% positive

**(15) This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.**

**Elementary**

Strongly Agree: 12

Agree: 31

Disagree: 2

Strongly Disagree: 0

**Middle School**

Strongly Agree: 0

Agree: 8

Disagree: 4

Strongly Disagree: 0

**At A Glance:** This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

89% positive

**(16) How confident are you in your ability to use lessons from Five for Life in my PE classes to teach nutrition concepts?**

**Elementary**

Very Confident: 20

Somewhat Confident: 25

Not Confident at All: 0

**Middle School**

Very Confident: 3

Somewhat Confident: 8

Not Confident at All: 1

**At A Glance:** This year, I intend to use lessons from Five for Life in my PE classes to teach nutrition concepts.

98% positive

**(17) Would you like additional professional development or support in this area?**

**Elementary**

Yes: 15

No: 30

## Middle School

Yes: 4

No: 8

**At A Glance:** Would you like additional professional development or support in this area? \* 67% feels they did not need additional PD support.

67% positive

**(18) How can we best support collaboration between teachers and buildings? Please provide specific suggestions that have worked in the past and other suggestions for future planning.**

### Elementary

- Allow opportunities for PE teachers to meet with each other instead of attending meetings involving other content areas.
- Allow staff to choose their groups to meet with regularly and collaborate.
- Allow time for collaboration
- Being able to go watch others teach a lesson. Learning walks
- Collaboration would best be supported with like #’ed and socioeconomic schools, as well as proximity.
- Continue having whole group PD.
- Continue to collaborate with colleagues in a variety of different schools and locations. We enjoy learning from each other!
- District trainings, Professional development, attending conferences
- Early release Wednesday that allowed for weekly collaboration and professional development instead of once every couple months for an extended period of time. Professional development on activities that include assessment techniques embedded in them.
- Face time on the computer. This is a business practice and should be implemented for us. This allows us to collaborate on a consistent basis without having to travel.
- Face to face time spent with like-minded people or people with similar motivation.
- Give protected time during some inservice days to collaborate
- Google Docs with a monthly or biweekly prompt. Similar to our learning terms with an agenda but we individually put on the google docs and share
- happy hour
- Have teachers visit and observe other teachers
- Having time into staff meetings and PD designed for collaboration.
- How can we best support collaboration between teachers and buildings? Please provide specific suggestions that have worked in the past and other suggestions for future planning.
- I would like collaboration on how to incorporate the use of the ipads with the learning targets and standards with ease as related to assessment and planning. No small task!
- It has been great to see and experience the different games from the curriculum. It isn’t always as easy to go through the curriculum and read through it as most of us are kinesthetic learners. I like to collaborate and learn from others by experiencing games and activities.
- Learning teams.
- Maintain smaller collaboration groups and meeting opportunities.
- Meeting up with other PE specialists was incredibly helpful. Not sure how we can facilitate that with Wednesdays gone, but it would be something to look at.
- Meetings between teachers from nearby schools that teach similar curriculum.
- No ideas at the moment.
- PD about assessment ideas for learning targets and PD where we share ideas, games and activities from our own classes.

- Pe meetings with small groups with schools near you
- 
- Review sessions are helpful because we have so much to teach that we forget some of the new and simple strategies.
- TIME given. All of our PD times together have been extremely productive and positively influenced my teaching practice.
- webinars or powerpoints sent via e-mail that go through information.
- Weekly professional learning community time (before/after school once per week?).

### **Middle School**

- I am not sure
- More time for collaboration and trainings with "sister" schools
- Taking a half-day of our district wide PD day for collaboration in small hubs - maybe 2-3 schools near each other could collaborate rather than with all 34 schools.
- With technology today, I think teachers can collaborate at any time without having to leave their building. It's just a matter of having the time to do it.

<p><b>Item #6:</b> <b>Analysis of Zoom Focus Groups</b></p>
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**Background:** A Zoom Meeting was conducted with separate groups of elementary and middle school physical education teachers. A summary of the results is provided below.

<p><b>(Question #1)</b> How can we best support collaboration between buildings?</p>
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### **Elementary Responses**

- With no Early Release Wednesday, we will need to find other times to meet.
- When can we find this time? PD days?
- I noticed that when we were together the other day, it may be good to have PD by interest areas. What would you like to do - to learn? – Yes, it would be good to have choice!

### **Middle School Responses**

- Meet once a quarter to collaborate – PD Day – 2 hour or 4 hour session?
- We do get a lot of turnover among the district.
- Need to all get together. From building to building, we seem to be doing a good job, but a district wide opportunity is needed.

<p><b>(Question #2)</b> What is your level of iPad Usage?</p>
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### **Elementary Responses**

- Had them less than a year – had a trial class.
- Use of see saw helps to increase communication w/ parents – have not pushed out an assignment with students yet – can use to record kids' skills.
- We really haven't used them at all.
- Need additional PD – more training on the iPad – we need to know and see practical hands-on examples > I can see it happening, but...

### **Middle School Responses**

- Meet once a quarter to collaborate – PD Day – 2 hour or 4 hour session?

- We do get a lot of turnover among the district.
- Need to all get together. From building to building, we seem to be doing a good job, but a district wide opportunity is needed

**(Question #3)** What new programs, activities or teaching strategies were used to realize gains related to increasing physical activity levels?

**Elementary Responses**

- Fitting in more fitness concepts – Was hard to keep kids active; FF content was very helpful > the equipment that the grant provided was very helpful in increasing PA levels > exercise balls/yoga ball – exercise bands, dumbbells,
- > Pedometers > Running club > adding more content > academic content was important to motivate our students > spec ed kids autistic > really seemed to like pedometers – choice of being able to select a pedometer goal was great > kids would be asking for the pedometers >

**Middle School Responses**

- Fitness equipment – barbells, medicine balls, rowing machines, bikes, new fitness equipment – kids were more excited.
- Focused Fitness nutrition content – dietary health + PA > really liked FF curriculum.
- Welnet resources

**(Question #4)** What new programs, activities or teaching strategies were used to realize gains related to increasing FitnessGram levels?

**Elementary Responses**

- Can set goals from year to year w/ FitnessGram – We do plan on implementing FG

**Middle School Responses**

- Use of goal setting, bring this info back to the kids, put this back on the students.
- There was a fitness test before PEP, but having to turn in the FG data made fitness a higher priority.
- We were able to made fitness a long-term goal.

**(Question #5)** What new programs, activities or teaching strategies were used to realize gains related to increasing healthy eating levels?

**Elementary Responses**

- FF curriculum – modules on nutrition – This was the most successful years – Capture the Food – Losing Fat over time – Food Groups – Nutrition Cards, etc.

**Middle School Responses**

- Focused Fitness was good.
- New health curriculum > 6-8, but 6 and 8 have a stronger focus.

**(Question #6)** What new programs, activities or teaching strategies were used to realize gains related to increasing FitnessGram levels?

**Elementary Responses**

- Can set goals from year to year w/ FitnessGram.
- We do plan on implementing FG

### Middle School Responses

- Use of goal setting, bring this info back to the kids, put this back on the students.
- There was a fitness test before PEP, but having to turn in the FG data made fitness a higher priority.
- We were able to made fitness a long-term goal.

**(Question #7)** What have you personally learned in your PEP Grant experience?

### Elementary Responses

- I remember being with Alex – “I want my kids to be their own personal trainer.”
- Putting MVPA in them... I feel I had more deeper conversations with my students > What a wonderful opportunity to get all of the quality PD with Beaverton Schools folks and outside providers >
- Need to seek out PD and attend SHAPE Oregon events – Donors Choose?
- Having those sub days were extremely valuable > competition is based on your last best effort... physical literacy – gaining comfort – competency – not enough time to truly make a difference?

### Middle School Responses

- Biggest impact was being with my fellow colleagues in other buildings – knowing who these folks are was very helpful.
- Having the PEP Grant created a stronger focus for “healthful living.”
- 

### Item #7: Ongoing Trends

The following four “Ongoing Trends” appear to be in place and have the highest likelihood to remain in place for 3-5 years if reinforced and supported on an annual basis:

1. **Percentage of students being physically active on a daily basis for at least 60 minutes a day.** This important physical activity behavior has been shown to:
  - a. Assist schools in reducing disruptive classroom behavior,
  - b. Increasing focus on academic performance,
  - c. Moderating non-productive social-emotional interactions,
  - d. Increasing personal self-control in times of stress and
  - e. Decreases a spectrum of health risks such as heart attacks, hypertension, strokes, Type II diabetes, and certain types of cancer.
2. **Percentage of students achieving a passing score on the Presidential Youth Fitness Test.** This important physical fitness indicator has been found to have variety of important links to:
  - a. Academic success,
  - b. Student absenteeism,
  - c. Levels of self-esteem and productive citizenship,
  - d. Body image and
  - e. Other positive interpersonal characteristics.
3. **Percentage of students demonstrating healthy eating behaviors.** This important nutritional indicator has been found to have variety of important links to protecting individual health status over time. These protective factors include:
  - a. Increased longevity,
  - b. Fewer cardiovascular events associated to hypertension and Type II diabetes,
  - c. Ability to manage one’s weight and risk of obesity,
  - d. Reduction of lower back pain and loss of productivity, and a
  - e. Variety of goal setting and time management skills.
4. **Percentage of students exhibiting overall personal wellness behaviors.** This important physical fitness indicator has been found to have variety of important links to social, emotional and physical factors such as:

- a. Maintaining a healthy weight,
- b. Increased levels of daily physical activity,
- c. Stress reduction,
- d. Increasing the ability to advocate for self and others and
- e. Creating a more well-rounded and productive life.

<b>Item #8: Future Recommendations</b>
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Based on the growth seen from a “Before PEP Grant” snapshot to the present, it is advised that the following items receive priority. These items include:

1. **Professional Development Resources:** The following two recommendations are proposed in order to maintain the outstanding progress seen to date.
  - a. **Regular and Ongoing Opportunities to Meet:** Based on the many merits of Professional Learning Communities, it is recommended to provide regular opportunities to meet together throughout the year.
  - b. **Out-of-District Professional Development:** It is recommended that every physical education teacher have opportunities to attend State and/or National professional development events.
  - c. **In-District Professional Development:** Also, the ability to bring in experts to designated professional development days is highly recommended as well.
2. **Physical Education Equipment & Supplies:** Each school should conduct an annual inventory of their current and future physical education equipment and supply needs in order to maintain a strong focus on skill development and physical activity opportunities.
3. **Continue to Foster Community Partnerships:** It is also highly recommended to continue to foster those worthwhile community partnerships as they go a long way to promoting additional physical activity opportunities for all students, not just the athletically-inclined.
4. **Annual Report to the School Board:** With all of the numerous achievements over the past three years, it will be important to continue to inform school district and community leaders in terms of an annual status report.



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**ADOPTION OF PHYSICAL EDUCATION (PE) CURRICULUM – PHASE 2****POLICY ISSUE/SITUATION:**

In April of 2018, the Beaverton School District Board charged the Superintendent to form a Physical Education Project Team with the task of evaluating and making specific programmatic recommendations for the District. Phase 2 work of the Physical Education Project Team took place during the 2019-20 school year and includes Instructional Resources recommendations, a Professional Development / Implementation plan and program evaluation. The first reading of the report took place at the December 14, 2020 School Board meeting.

**BACKGROUND INFORMATION:**

In April of 2019 the PE Project Team defined a comprehensive set of Phase I recommendations that were approved and adopted by the School Board that included: Physical Instruction Position Paper, Best Practices in Physical Education and K-12 Physical Education Learning Targets. Also, please note that the K-6 Learning Targets originally included in the approved Phase 1 Report approved at the April 2020 School Board meeting have been revised and are attached to the report. The report is located in the December 14, 2020 Board Book packet.

**RECOMMENDATION:**

It is recommended that the School Board accept and approve the Phase 2 Physical Education (PE) Project Team Report for the Beaverton School District Physical Education (PE) curriculum adoption.



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

**Board Members Present:**

Becky Tymchuk, Chair  
Tom Collet, Vice Chair  
Anne Bryan  
Susan Greenberg

LeeAnn Larsen  
Eric Simpson  
Donna Tyner

**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
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Christy Batsell	Principal at Terra Linda Elementary
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Ken Struckmeier	Executive Administrator of Middle Schools
Steve Sparks	Executive Administrator of Long Term Planning
Cheryl Wardell	TOSA
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

**BEA Comments – Sara Schmitt – President**

Educators have been hero's this year. Negotiations are ongoing regarding COLA and working conditions and BEA fully supports the All Students Belong policy on the agenda tonight.

**OSEA Comments – Amy Knutson – President – None****BSAC Representatives –**

**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

Co-President: Neel Jain/WHS – Focus for us this year is the Mental Health of students and public safety and security.

Co-President: Miriam Gilliam/ISB – Summarized committee work and how they are moving forward.

Secretary: Jonah Patterson/SRHS – Goal this year is to start a conversation with other students. We are going to research how the SRO position in other districts look and discuss this with other students to inform policy.

Social Media Representative: Riley Poindexter/MHS – We are relauching our Humans of BSD campaign.

### Questions and Comments:

Susan: Asked which schools students attend. *Listed above next to their names.*

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

## REPORTS

### A. Superintendent Comments – Don Grotting

- CDL/LIPI/Return to School - We will remain in comprehensive distance learning through at least the first semester. Due to metrics in Washington and Multnomah county. We will reevaluate around January 13, 2021. Vaccinations are beginning to hit the state, but they will only be for 17 years old and up in age.
- Activities and Athletics – We are providing outdoor only conditioning and practices as outlined by the OSAA and OHA. Formal practices have been delayed until Feb. 22, 2021 and no contests until March 1.
- Budget – While we build the ending fund balance, we have had a significant decline in enrollment, roll up costs and COVID financial requirements. The governor’s K-12 budget is 9.1 billion and we estimate the need for 10 billion to maintain our current service level.
- COVID 19 Liability Insurance Legislation – Encouraging our legislators to provide protection for school districts regarding COVID-19 liability claims.
- Student Investment Act Plans – We will not have to submit new plans for the 2021-2022 school year.
- Early Childhood Education – We have been awarded a grant that we will be able to open a preschool at Merlo Station High school. We will also open preschools at McKinley and Fir Grove.

**Questions and Comments:** None

### B. Financial Update– Mike Schofield

- General Fund Activity and Forecast - under 77 million dollars at this point
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- Classroom Teacher Allocation as of 11/30/2020
- Portfolio Management and Summary
- Investments by Sector and Group
- Selected Funds Summary by Issuer

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### Comments/Questions:

Becky: What will we need for service next year? *We are projecting 9.7 billion. The governor has projected 9.1 billion. Lots of variables moving forward as we create a budget for next year.*

Donna: At one point we had a shortfall. What has happened with that? *We are currently spending less than we are spending and our PERS rates went down for next year about 3%.*

### C. Return to School – Ginny Hansmann, Danielle Hudson, Brian Sica

**Return to School Planning** – BSD continues to plan for the eventual return of students and staff to our campuses. ODE and OHA have published guidance to consider. LIPI be paused when the county new case rates exceed 200 cases per 100K residents. We currently exceed that threshold. February 8, 2021 (beginning of 2<sup>nd</sup> semester) is the earliest date that any additional LIPI or Hybrid learning would occur. Hybrid learning will be prioritized at the elementary level. The return to LIPI and Hybrid instruction is dependent on a significant change in COVID-19 metrics, collective bargaining and student and staff availability. Monthly communications leading into SY 2021-2022 and summer along with the Fall. March 1 is the earliest date that secondary level may begin. We are considering multiple possible scenarios.

**District Behavioral Health and Wellness TOSA's** – Leslie Rogers-Safety and Wellness TOSA, Vilay Greene-Counselors on Special Assignment, Amy Baker-Social Worker on Special Assignment, Kris Damiano-Social Emotional Learning TOSA

- We are working toward collaborative teams at every school
- We are gathering demographics of referred students so we can be more responsive to help with their needs
- Even after intervention 20% of our families are still struggling. We are working to connect with those families so we don't lose them.
- BH&W Team Functions
  - Weekly meeting
  - Social Emotions lesson delivery
  - Collaboration
  - Professional Development
- Family Engagement examples
  - New and improved attendance message
  - Home visits
  - Gift cards for Elementary
  - CDL Parent Handbook
  - Sustained relationship building
- BH&W Roadshow
  - Validation of school team efforts
  - Capturing brilliance from individual schools and sharing
  - Supporting collaboration
  - Improved crisis response protocols
  - Opportunity to reflect on team practices
- Take-ways
  - Structure allows schools to better know their students and families
  - Systemically redefine engagement with students and families so it is more culturally responsive

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- Sustained outreach is money in the bank

**BHW Terra Linda team** – Christy Batsell - Principal, Terri Hammond – Social Worker, Zandi Wesenberg – District Nurse, Kristy Edmunds – SSC and Intervention Teacher, Britta McCarter - Counselor

The Terra Linda team shared some stories about their families and how they have been able to help them to succeed and better connect to resources. Implementation includes family support, student engagement, problem solving, attendance, academic progress, collaboration / point person, coordinate supply and food deliveries.

**Questions/Comments:**

Anne- To get to the K-3 hybrid do we have to get everyone below the metric? *Yes*

Susan – If on January 13<sup>th</sup> we see the numbers have not decreased, we would postponed until the next quarter? *Yes that would be April 19. We will go quarter by quarter.*

Tom - Do you have a timeline for when educators may get the vaccination? *The 1B (educators) later part of Winter is very tentative. Is there prioritization in that 1B category? Close contact to students – but decisions have not been made. Is 1B a larger group than 1A? We believe it is, educators fall into essential workers. We want to bring staff back safely. We will be able to offer a COVID test on site. It is 31 days after being vaccinated to be considered relatively safe to return. Yes it is.*

Donna – Wants to commend your work. What is your enrollment now and what is the number of families are you working on now? *We had a lot of referral in the beginning, we are not getting as many now. Teachers are to do interventions first. Terra Linda has had 63 referrals since September, most students are continuing to be supported with a half time SSC, .25 nurse, .20 SSW and full-time counselor. District wide – 2439 referrals throughout the district so far.*

Susan – Because you have limited time (Nurse and Social Workers) at Terra Linda, is it similar at your other schools? *We are seeing the same needs across all their schools. Her middle school has more students, so we have more needs for resources. Majority of students Terri is seeing is a need for connections with mental health providers.*

**DISCUSSION ITEMS**

**A. Comprehensive Annual Financial Report (CAFR) – Mike Schofield**

- The District Audit Committee met with the Districts Independent auditors in November to review the Comprehensive Annual Financial Report (CAFR) for the year ending June 30, 2020. Committee chair Rob Drake is presenting this evening.
- Audit committee’s primary responsibility is to oversee the financial reporting and disclosure process, including all aspects of the independent audit, from the selection of the auditor to the resolution of audit findings as required by the state.
- Audit committee’s annual report: Clean opinion was given by the auditors and have no issues with how the funds were spent.

**Questions/Comments:**

Becky – Thank you for overseeing this.

LeeAnn – Thank you, I served with Rob and the committee and the accounting department. Great job!

Eric – It is nice to have folks volunteer on this committee.

**B. First Reading of Policy ACB: All Students Belong– Camellia Osterink, David Williams, Pat McCreery**

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- On September 17, 2020, the ODE adopted a temporary OAR 581-022-2312 – All Students Belong. This rule took effect the following day. As an OAR Chapter 581 Division 22 requirement BSD is required to verify that we are in compliance.
- This was assigned to create safe environments within our districts.
- The OSBA’s sample policy is the beginning of the work and will be looked at more by our teams. We will continue to work on.

**Questions/Comments:**

Donna – I’m glad we are working on this. Well Done.

LeeAnn – Look forward to the work that is yet to come with community and staff involvement.

Tom – We will be looking at this in our Equitable Policies Task force and expanding it from there.

**C. First Reading of Phase 2 of the PE Adoption – Brian Sica, Cheryl Wardell**

- A PE Project team was tasked in April 2018 to evaluate and make programmatic recommendations for the district. Phase 1 was approved and adopted in April 2019.
- Phase 2 work took place during 2019-2020 school year including Instructional Resources recommendations, a Professional Development/Implementation plan and program evaluation.
- There is no one resource that meets the needs of PE in K-12 through CDL. We have different resources that are being used such as Welnet, OPEN, BSD Resources (BSD Website Updates), Classroom Resources (Brainboosts), and Marathon Kids.
- PD during CDL – Zoom app, Seesaw app, Content implementation, Learning Targets modifications, updated physical literacy in CDL, vetted resources: found, vetted resources: created, technology, curriculum map (CDL) and SEL.
- Next steps – Budget, Instructional Materials Implementation dependent on budget and instructional model (CDL, Hybrid, fully in-person) for example – wearables, microphones, projectors/tv, other equipment.
- It is recommended to accept and approve the Phase 2 PE Project Team Report for the BSD PE curriculum adoption.
- Thank you for maintaining PE as a core class

**Questions/Comments:**

Donna – Happy to be a part of the PE project team. Learned how PE helps with academic performance and brain activity.

Tom – I appreciate hearing that PE is a core class.

**ACTION ITEMS**

**A. Middle School Boundaries: Superintendent Recommendation – Don Grotting**

LeeAnne Larson made the motion to adopt the Middle School Boundaries Recommendation as presented at the last meeting on November 30, 2020.

BE IT RESOLVED that the School Board adopt the Middle School Boundaries recommendation.

Anne Bryan seconded and the motion passed by a vote of 6 to 1 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

**Questions / Comments:**

Donna - The proposed boundary puts road blocks to marginalized students.

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Anne – It’s hard to move forward when we are in a pandemic and CDL. A member of the committee recommends the boundary change. I’m not happy with the map, nevertheless she voted on the map. The objectives set to the committee and the board were met. Some buildings have high poverty, and some have not, we are not happy with that. We are voting on the boundaries not the locations of programs.

Tom – I want to thank the Members of the Boundary Adjustment Advisory Committee for their hard work on behalf of the whole Beaverton community. Boundary decisions are difficult in normal times—with the COVID-19 pandemic interrupting the committee's work, I want to extend extra appreciation for the difficult conditions committee members worked under. I also want to thank Superintendent Grotting for his consideration of the boundaries. I appreciated his commitment to providing schools with high free and reduced lunch rates with additional supports and will be looking forward to hearing more about these supports in the budget process.

I want to honor the work done by the group of committee members who came together to struggle with multiple competing concerns, listen to robust community input, synthesize large data sets, draw and redraw the boundary map, and, after much debate, arrive at the current map. I believe the committee has achieved the charge provide in the June 24th, 2019 Board objective and will be voting yes tonight to support this boundary decision.

Every time the district engages in a large public process we learn how we can better serve our community and strengthen decision making processes. I have two areas of focus I hope will be addressed in future board boundary objectives: defining a district goal or guidelines for student body composition and more actively seeking community input.

I am concerned that the JC Factor “student body composition” is not well defined nor is there a clearly articulated goal for student body composition. Factors such as neighborhood proximity or clean feeders are clear—we want to students to attend schools that are as close to their home and ensure that groups of students matriculate to the same school. But what is the goal for student body composition?

When approaching deliberations about “student body composition” is the committee to look solely at free and reduced lunch eligibility rates or other factors such demographics and number of homeless students? What does the current research tell us regarding student composition and student achievement? Are there tipping point percentages when student body composition has a stronger influence on student achievement? How much can additional resources and strategies balance increases in underserved student populations in a school? What guidelines ensure we center the needs of underserved students and communities when making boundary decisions?

Answering these questions and providing future committees with more specific guidance, can ensure that the district has an even stronger equity focus in future boundary adjustments. To be capable of providing this focus, we should strongly consider convening a workgroup to make recommendations ahead of any future adjustment process.

I am also concerned about outreach in areas of the district that have not historically had high participation in boundary decisions. The boundary process had a large amount of community input, but most of it was focused in the northern part of the district. Every boundary decision involves a tradeoff between the different JC factors. Knowing how the community members directly affected by changes view these tradeoffs can provide needed direction.

In the future I hope we take even more proactive stance towards community input, utilizing focused listening sessions, community specific surveys, and direct parent outreach to ensure we hear from community voices across the district. It is not enough to provide a venue for

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community voices—if we are missing the voices of large swaths of the district we must find new strategies for engagement.

Having made these suggestions, I want to reiterate that I believe the committee has met the charge provided by the board and I offer these suggestions for future improvement.

Thank you to everyone who participated in this boundary decision: committee members, educators, administrators, parents, students, and community members.

Becky – Thank you to our community members for volunteering on this committee. We needed to populate this building and reduce the number of students at the building that is overpopulated. All of this comes in hard answers. This committee did their best. It is our job to make our buildings more equitable, talk to our cities and government leaders to find balance in our community.

**B. Second Reading of Policy ACB: All Students Belong – Becky Tymchuk**

LeeAnne Larsen made the motion to adopt Policy ACB – All Students Belong

BE IT RESOLVED that the School Board adopt Policy ACB – All Students Belong

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

**C. Appoint Budget Committee Members to Fill Vacancies – Mike Schofield**

LeeAnne Larsen made the motion to appoint Budget Committee Members to 2 Fill Vacancies

BE IT RESOLVED that the School Board approve the following appointees to fill two vacant Budget Committee positions:

Jason Hohnbaum	Zone 1	2020-23
Farah Mohamoud	Zone 2	2020-2023

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

**D. Consent Agenda – Becky Tymchuk**

**1. Approval of School Board Meeting Minutes**

BE IT RESOLVED that the minutes of the October 26, 2020 Board Meeting and November 16, 2020 Board Work Session are hereby approved as submitted at this meeting.

**2. 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.

**3. Grant Report**

BE IT RESOLVED that the School Board approve the Grant Report as submitted in this meeting.

LeeAnne Larsen made the motion to accept by the School Board as submitted.

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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 hopes everyone has a safe holiday.

Don – Thank you for all your hard work.

**ADJOURNMENT**

Becky Tymchuk adjourned the meeting at 8:38 p.m.

**Information Items**

- Bond Status Report

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Submitted by Dianna Hess

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Becky Tymchuk, School Board Chair

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### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$9,143,487	31 Dec 2020	20 Jan 2021

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Grow Your Own Funding (Teacher Partnership Pathways Grant)	Oregon Dept. of Education	\$324,000	\$ 0

**RECOMMENDATION:**

It is recommended that the proposals be approved.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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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	
BASE CTE Construction Manager/General Contractor (CM/GC )	Aaron Boyle	RFP 20-0014	Perlo Construction	\$11,550.00 Phase 1 Pre-Construction Services	1/2021	8/2021	Authorization to Award Contract
New Furnishings for ACMA	Aaron Boyle	Cooperatives for the following vendors:  GLOBAL – Contract: Vizient #CE3374 KIMBALL – Contract: OMNIA-Univ. of CA #2019.001896 NATIONAL – Contract: OMNIA #R191811 SITONIT – Contract: OMNIA #R191803 SPECIAL-T – Contract: TIPS #200301	Legacy Group	\$420,414.10	2/2021	7/2021	Authorization to Award Contract
New Furnishings for ACMA	Aaron Boyle	Cooperative Number KCDA#21-130	Saxton Bradley, Inc.	\$421,010.00	2/2021	7/2021	Authorization to Award Contract
New Furnishings for ACMA	Aaron Boyle	Cooperative Number NJPA #031715-K11	Workpointe	\$155,111.57	2/2021	7/2021	Authorization to Award Contract



**PROJECT NAME:** Beaverton Academy of Science and Engineering (BASE) CTE Program Upgrades

**PROJECT TIMELINE:** 11/2020–9/2021

**PROJECT BUDGET:** \$1,700,000.00

**PROJECT SCOPE:** The Project Scope includes renovation of shop spaces for the applied engineering program and relocating applicable impacted programs within the BASE program located at the Capital Center site 8640 NW Walker Rd. Beaverton, OR 97006.

**CONTRACT NAME:** BASE CTE Construction Manager/General Contractor (CM/GC )

**RECOMMENDED BY:** Aaron Boyle, Facilities Development

**SOLICITATION METHOD:** RFP 20-0014

**CONTRACT TIMELINE:** 01/2021–8/2021

**CONTRACT AMOUNT:** \$11,550.00 Phase 1 Pre-Construction Services

**CONTRACT SCOPE:** CM/GC contractor will provide all materials, services, labor, and additional goods or services as necessary to construct the project and deliver on the Project Goals. The contract will also include professional services in coordination with the design team that will generate a net positive return in terms of cost and time savings, relative to the District's investment in the services. The CM/GC contractor will complete pre-construction services as requested and authorized by the District prior to agreement on a Guaranteed Maximum Price (GMP). The CM/GC will negotiate in good faith with the District to provide a comprehensive GMP that demonstrates the value provided by the CM/GC contractor best serves the needs of the District. \*

**RECOMMENDATION:** Authorization to Award Contract to Perlo Construction

**FUNDING SOURCE:** Measure 98, Career Technical Education

\*This Contract is for Construction Manager / General Contractor (CM/GC) Services. Although the contract is below the threshold for Board approval, it is anticipated to substantially exceed that threshold once the Guaranteed Maximum Price (GMP) amendment is executed following the design phase. The findings for this Alternative Procurement were approved by the Board on November 30, 2020.



**PROJECT NAME:** Arts and Communication Magnet Academy (ACMA)

**PROJECTTIMELINE:** 1/2017-9/2021

**PROJECT BUDGET:** \$ 37,570,155.00

**PROJECT SCOPE:** Provide and install new furnishings to outfit new school

**CONTRACT NAME:** New Furnishings for ACMA

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Cooperatives for the following vendors:

- GLOBAL – Contract: Vizient #CE3374
- KIMBALL – Contract: OMNIA-Univ. of CA #2019.001896
- NATIONAL – Contract: OMNIA #R191811
- SITONIT – Contract: OMNIA #R191803
- SPECIAL-T – Contract: TIPS #200301

**CONTRACTTIMELINE:** 2/2021-7/2021

**CONTRACT AMOUNT:** \$420,414.10

**CONTRACT SCOPE:** Provide and install new furnishing to outfit new school

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

**FUNDING SOURCE:** 2014 Bond; Modernization, Replacement Projects; ACMA



**PROJECT NAME:** Arts and Communication Magnet Academy (ACMA)

**PROJECTTIMELINE:** 1/2017-9/2021

**PROJECT BUDGET:** \$ 37,570,155.00

**PROJECT SCOPE:** Provide and install new furnishings to outfit new school

**CONTRACT NAME:** New Furnishings for ACMA

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Cooperative Number KCDA#21-130

**CONTRACTTIMELINE:** 2/2021-7/2021

**CONTRACT AMOUNT:** \$ 421,010.00

**CONTRACT SCOPE:** Provide and install new furnishing to outfit new school

**RECOMMENDATION:** Authorization to Award Contract to Saxton Bradley, Inc.

**FUNDING SOURCE:** 2014 Bond; Modernization, Replacement Projects; ACMA



**PROJECT NAME:** Arts and Communication Magnet Academy (ACMA)

**PROJECTTIMELINE:** 1/2017-9/2021

**PROJECT BUDGET:** \$ 37,570,155.00

**PROJECT SCOPE:** Provide and install new furnishings to outfit new school

**CONTRACT NAME:** New Furnishings for ACMA

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Cooperative Number NJPA #031715-K11

**CONTRACTTIMELINE:** 2/2021-7/2021

**CONTRACT AMOUNT:** \$155,111.57

**CONTRACT SCOPE:** Provide and install new furnishing to outfit new school

**RECOMMENDATION:** Authorization to Award Contract to Workpointe.

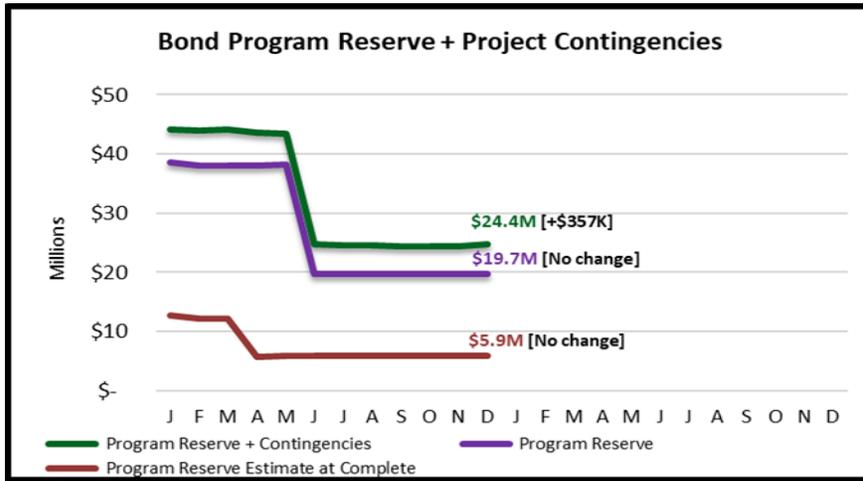
**FUNDING SOURCE:** 2014 Bond; Modernization, Replacement Projects; ACMA

# Bond Program Status Report

Through December 2020

# 2014 Bond Program Executive Summary

December 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	\$	807,430,945
Revised Approved Current Budget	-	\$ 787,708,228
Bond Program Reserve	<b>\$</b>	<b>19,722,717</b>
<hr/>		
Bond Program Reserve	\$	19,722,717
Net Contingency Balance	+	\$ 5,052,753
Bond Program Reserve + Contingencies	<b>\$</b>	<b>24,775,470</b>
<hr/>		
Bond Program Funding Total	\$	807,430,945
Program Estimate at Complete (EAC)	-	\$ 801,508,228
Projected Program Reserve Estimate at Complete	<b>\$</b>	<b>5,922,717</b>

**Budget Perspective**

This month the overall Program Reserve was unchanged, while the Reserve + Project Contingencies increased by \$357K. All projects remain within their current approved budgets. Primary cost events were:

- Several projects in close out are holding an excess amount of contingency, and staff have developed a plan for how to allocate these funds. The BAC was informed of this plan at the October 28, 2020 meeting, and a schedule for the transfers will be presented to them at the January 27, 2021 meeting.
- Mountainside's contingency increased by \$360K due to savings gained from the financial close out of the CM/GC's contract.
- 2021 Roof Replacement's budget increased by \$555K due to bid results.

**Schedule Perspective**

- Interior work at ACMA continues, ranging from dance floors to security systems. A meeting with the City of Beaverton to discuss Temporary Occupancy requirements is on track for January.
- The 2021 Roof Replacement project has been bid, and is the first Summer 2021 project to complete bidding. The scope includes partial-to-full roof repairs across five elementary schools, and the award was split between two contractors.
- Cooper Mountain Seismic is currently out to bid, with the solicitation closing in February. This project represents the final voter committed seismic scope in the Bond.
- The Maintenance Facility project (currently on hold) has completed a revised service letter with Clean Water Services. Phase 3 of construction is anticipated to begin in April, 2021, pending permit approval.
- Bethany Roof and HVAC is currently pursuing a Seismic Rehabilitation Grant, which could award the project up to \$2.5M in Seismic grant funds. In anticipation of a possible award, the project is currently redesigning to include the added seismic scope. If our application is accepted, work for the project would be phased over two summers (2021 and 2022).

**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, and there was flexibility with substantial completion dates. Scheduling for Summer 2021 projects assumes a June start date. Some early work opportunities are being explored, though these are dependent on when LIPI begins.



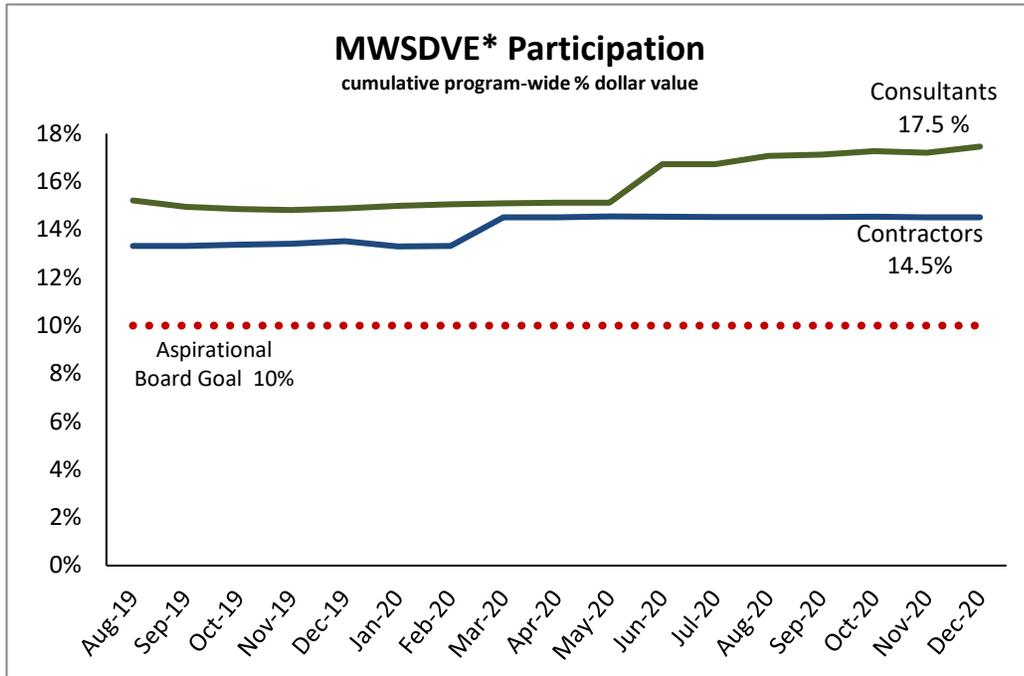
December 2020

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

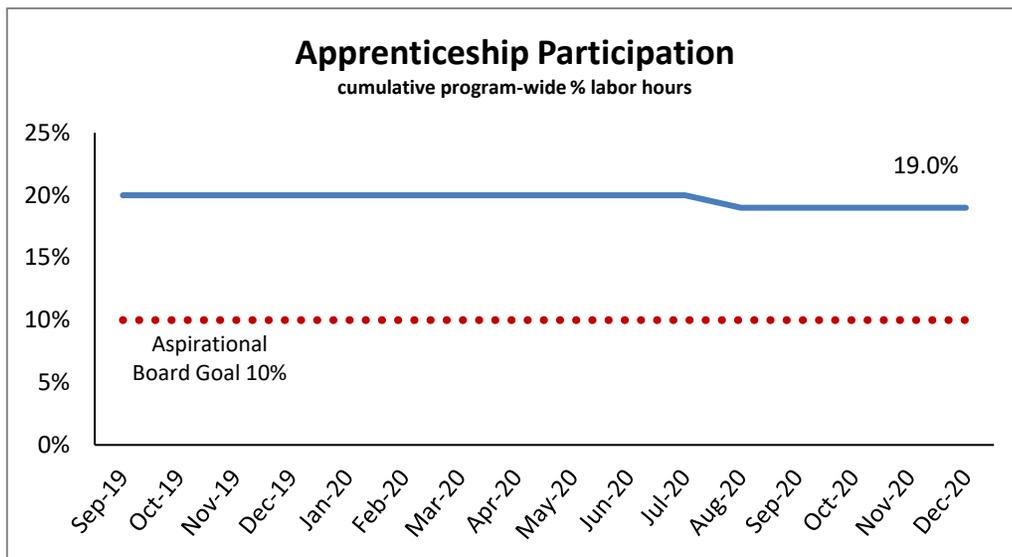
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	84.00%	84.00%	8.00%	0.00%	0.00%	3.00%	0.00%
Overall Schedule Performance	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	96.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Schedule Milestones	ACMA Renovation	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	2021 Roof Replacements	Security Upgrades: Classroom Walls
Design Team Contracted	5-2016	6-2016	6-2020	10-2020	N/A	6-2020	11-2020
Design - Schematic Design	3-2018	3-2017	7-2020	(1-2021)	N/A	7-2020	(1-2021)
Design - Design Development	8-2018	10-2018	9-2020	(2-2021)	(1-2021)	9-2020	(2-2021)
Design - Construction Documents	2-2019	1-2019	12-2020	(3-2021)	(3-2021)	10-2020	(3-2021)
Permitting - Land Use	1-2019	1-2019	N/A	N/A	N/A	N/A	N/A
Permitting - Site Development	5-2019	4-2019	N/A	N/A	N/A	N/A	N/A
Permitting - Building	7-2019	4-2019	(1-2021)	(4-2021)	(4-2021)	11-2020	(2-2021)
Construction - Contract Award	5-2019	7-2017	(2-2021)	(4-2021)	10-2020	(1-2021)	(5-2021)
Construction - Start	7-2019	3-2019	(6-2021)	(5-2021)	(6-2021)	(6-2021)	(6-2021)
Construction - Finish	(8-2021)	(10-2021)	(8-2021)	(8-2021)	(8-2021)	(8-2021)	(8-2021)
Owner Activities - FF&E Ordered	(2-2021)	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - FF&E Delivered	(5-2021)	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - Occupancy	(6-2021)	(10-2021)	(8-2021)	(8-2021)	(8-2021)	(8-2021)	(8-2021)
Project Complete (Month - Year)	<b>(8-2021)</b>	<b>(10-2021)</b>	<b>(9-2021)</b>	<b>(8-2021)</b>	<b>(8-2021)</b>	<b>(8-2021)</b>	<b>(8-2021)</b>
Equity Goals							
Participation	Target %	Current %	Change %				
MWSDVE - Consultants	10.0%	17.5%	0.40%				
MWSDVE - Contractors	10.0%	14.5%	No change				
Apprenticeship	10.0%	19.0%	No change				

# 2014 Construction Bond Program

## Equity Performance December 2020 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of December 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	November-20 Est @ Comp	December-20 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 2,002,185	5.6%	
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			Completed; Final Cost
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			Completed; Final Cost
District-Wide ADA Compliance	\$ 2,000,000	\$ 2,000,000	\$ 1,604,693	\$ 1,604,693			Projects in Process; budget 15% complete
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			Completed; Final Cost
District-Wide Facility Repairs	\$ 98,000,000	\$ 107,334,210	\$ 121,134,210	\$ 121,134,210			
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	\$ 7,934	0.0%	
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,756,091	\$ 31,756,091	\$ 31,756,091	\$ 245,291		In Close-Out; Construction Completed 2018
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>					Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			Completed; Final Cost
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			Completed; Final Cost
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 722,752		Current contingency increased by <b>+\$360K</b> due to savings from the close out of the CM/GC contract; Construction Completed 2017
New ES: Sato K5	\$ 25,000,000	\$ 38,175,000	\$ 38,175,000	\$ 38,175,000	\$ 77,358		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			Completed; Final Cost
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 11,821,753	\$ 11,821,753	\$ 11,821,753			
Security Upgrades	\$ 10,000,000	\$ 17,982,307	\$ 18,377,614	\$ 18,377,614			Projects in Process; 75% complete
Seismic Upgrades	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			Projects in Process; 65% complete

2014 Bond Program Financial Status Report  
Financial Summary

Data as of December 31, 2020

Project List	Original Budget Allocations	Revised Approved Current Budget	November-20 Est @ Comp	December-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	\$ 1,606,099	In Close-Out; Construction Completed 2019
Added Projects	\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		Projects in Process; 50% complete
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>\$ 707,708,228</b>	<b>\$ 721,508,228</b>	<b>\$ 721,508,228</b>	<b>\$ 5,052,753</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>\$ 787,708,228</b>	<b>\$ 801,508,228</b>	<b>\$ 801,508,228</b>	<b>\$ 5,052,753</b>	Contingency Balance change of <b>+\$357K</b>
<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)	\$ 15,288,402					
<b>Grand Total Added Funding</b>	<b>\$ 127,430,945</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 807,430,945</b>					Total Funding unchanged
<b>Program Reserve</b>		<b>\$ 19,722,717</b>	<b>\$ 5,922,717</b>	<b>\$ 5,922,717</b>		Program Reserve unchanged
<b>Program Reserve + Project Contingencies</b>					<b>\$ 24,775,470</b>	Change of <b>+\$357K</b>

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

Data as of December 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.	\$ 1,444,797	District-wide Repairs	\$ 1,359,251	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$15,288,402</b>		<b>\$9,858,118</b>	

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

Data as of December 31, 2020

<b>Added Projects</b>	<b>Approved by &amp; Date</b>	<b>Original Budget</b>	<b>Revised Approved Current Budget</b>	<b>November-20 Est @ Comp</b>	<b>December-20 Est @ Comp</b>	<b>Net Contingency Balance</b>	<b>Budget Summary Notes</b>
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	<b>Completed; Final Cost</b>
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	<b>Completed; Final Cost</b>
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	<b>Completed; Final Cost</b>
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	<b>Completed; Final Cost</b>
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	<b>Budget 69% complete; phase 2 work ongoing</b>
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 300,000	17.6% 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 December 31, 2020

## District-Wide Repair Projects

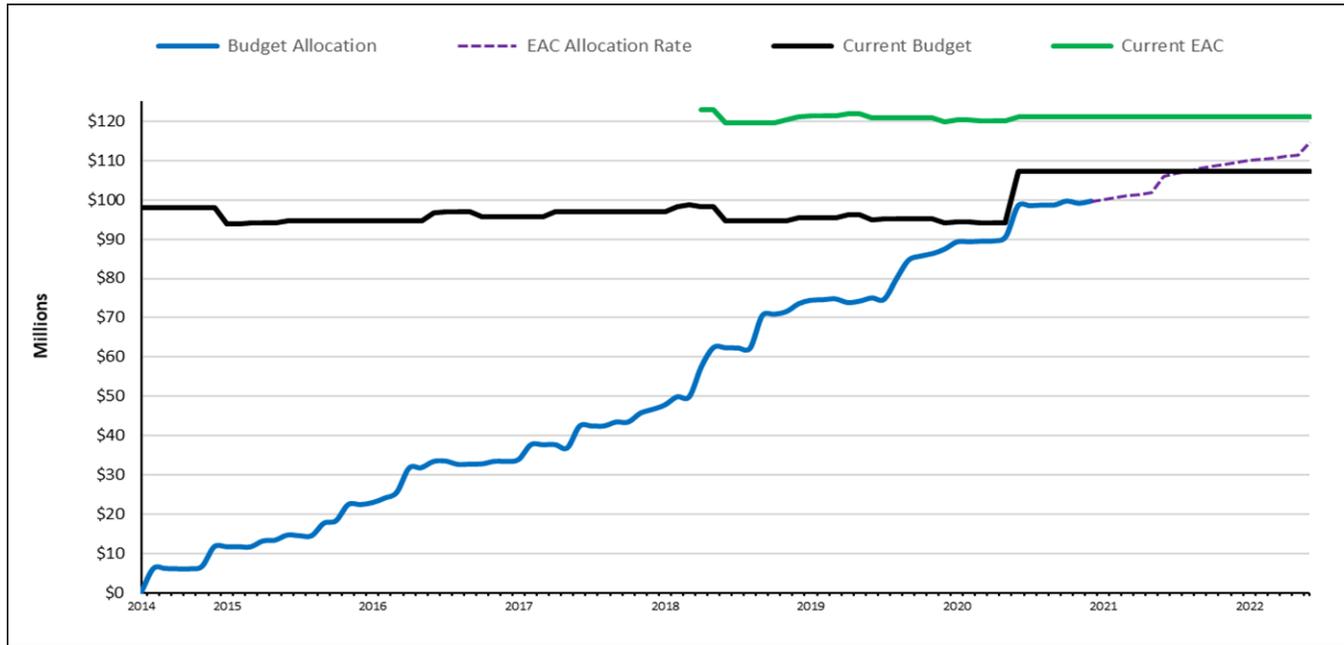
### "The \$98M"

Project	Initial Budget	Revised Approved Current Budget	November-20 Est @ Comp	December-20 Est @ Comp	Net Contingency Balance		Budget Summary Notes
Completed Projects	\$ 26,061,905	\$ 52,217,429	\$ 52,217,429	\$ 52,217,429			<b>Completed; Final Cost</b>
Projects in Close-out	\$ 8,135,538	\$ 29,168,562	\$ 16,629,393	\$ 29,168,562	\$ 1,274,923	4.6%	
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
2021 Roof Replacements	\$ 1,972,000	\$ 4,793,549	\$ 4,239,000	\$ 4,793,549	\$ 470,685	10.9%	Current budget increased by <b>+\$555K</b> due to bid results
Bethany Roof & HVAC	\$ 982,000	\$ 2,230,000	\$ 2,230,000	\$ 2,230,000	\$ 223,000	11.1%	Scheduled to begin 2021
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 10,500	5.5%	Scheduled to begin 2021
Nancy Ryles HVAC	\$ 487,000	\$ 487,000	\$ 487,000	\$ 487,000	\$ 48,700	11.1%	Scheduled to begin 2021
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000			Scheduled to begin 2021
Rock Creek Freezer	\$ 29,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 26,900	9.8%	Scheduled to begin 2021
West TV Sewer	\$ 490,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 31,500	4.4%	Scheduled to begin 2021
New Schools Post-Warranty Fund	\$ -	\$ 150,000	\$ 150,000	\$ 150,000			
Maint Dept Repair & Improvement Projects*	\$ 8,112,631	\$ 8,112,631	\$ 8,101,263	\$ 8,112,631			
<b>Repair Projects Total</b>	<b>\$ 46,517,074</b>	<b>\$ 99,659,170</b>	<b>\$ 99,093,254</b>	<b>\$ 99,659,170</b>			
<b>Repair Program Balance Available</b>	<b>\$ 51,482,926</b>	<b>\$ 7,675,040</b>	<b>\$ 8,240,956</b>	<b>\$ 7,675,040</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>\$ 107,334,210</b>	<b>\$ 121,134,210</b>	<b>\$ 121,134,210</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	\$ 85,546						
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	\$ 107,334,210						

# 2014 Bond Program Financial Status Report

## District-Wide Repair Projects Budget Allocation Rate

Data as of December 31, 2020



2014 Bond Program Financial Status Report  
Seismic Projects

Data as of December 31, 2020

Seismic Projects	Original Budget	Revised Approved Current Budget	November-20 Est @ Comp	December-20 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ -		Completed; Final Cost	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,227	\$ 19,339,227	\$ 2,217,986 13.0%		
Beaver Acres ES	\$ 1,714,444	\$ 8,232,283	\$ 8,232,283	\$ 8,232,283	\$ 2,372,682 40.5%		
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
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>\$ 30,891,985</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>\$ 23,532,080</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  
November 30, 2020

Data as of November 30, 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 11/30/2020	Annual Description of Expenditures
Networking Upgrades	\$ 9,550,039	62%	\$ 5,963,643	\$ 2,617,044	\$ 502,373	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	77%	\$ 4,116,788	\$ 713,941	\$ 229,777	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	\$ 31,548,603	97%	\$ 30,710,587	\$ 6,993,968	\$ 6,155,952	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	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	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>89%</b>	<b>\$ 49,881,450</b>	<b>\$ 10,760,506</b>	<b>\$ 7,029,680</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
November 30, 2020

Data as of November 30, 2020

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 11/30/2020	Annual Description of Expenditures
Buses	\$ 16,000,000	98%	\$ 15,720,388	\$ 279,612	\$ -	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	66%	\$ 1,549,388	\$ 300,000	\$ 21,618	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	24%	\$ 243,247	\$ 827,675	\$ 49,184	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	44%	\$ 1,015,761	\$ 1,031,537	\$ 197,298	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>87%</b>	<b>\$ 20,856,612</b>	<b>\$ 2,444,824</b>	<b>\$ 268,100</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>88%</b>	<b>\$ 70,738,062</b>	<b>\$ 13,205,330</b>	<b>\$ 7,297,780</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 9,261,938</b>					

### BOND PROGRAM CASH FLOW

\$ MILLION





BEAVERTON SCHOOL DISTRICT  
School Board Executive Session  
Virtual Session  
Tuesday January 19, 2021  
8:40 p.m.

WE EXPECT EXCELLENCE  WE INNOVATE  WE EMBRACE EQUITY  WE COLLABORATE 

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<b>EXECUTIVE SESSION:</b>	Legal Counsel	ORS 192.660(2)(h)	9:00 p.m.
	Negotiations	ORS 192.660(3)	9:20 p.m.

The next scheduled School Board meeting will be a Work Session to be held on Monday, February 1, 2021 at 6:30 p.m. at virtually.

**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."