



 AGENDA

I. CALL MEETING TO ORDER	6:00 - 6:05 p.m.	
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III. BSAC REPRESENTATIVE REPORT	6:10 - 6:15 p.m.	
IV. PUBLIC COMMENTS	6:15 - 6:20 p.m.	3
V. REPORTS	6:20 - 7:20 p.m.	
A. Superintendent Comments		
Don Grotting		
B. Financial Update		16
Mike Schofield		
C. Return To School Update		25
Ginny Hansmann, Brian Sica, Josh Gamez		
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Carl Mead, Steve Sparks		
VI. DISCUSSION ITEMS	7:20 - 7:40 P.M.	
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Carl Mead, Josh Gamez, Aaron Boyle		
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Carl Mead, Josh Gamez, Aaron Boyle		
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Shellie Bailey-Shaw, Jill O'Neill		
B. Consent Agenda		
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VIII. BOARD COMMUNICATION	8:00 - 8:05 p.m.	
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XI. EXECUTIVE SESSION - ORS 192.660(2)(d).	8:10- 8:30 p.m.	
Negotiation Updates		

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

We are working with urgency on agreements for implementing in person instruction and as an association we are focused on safety protections, workload protections and creating the most ideal learning experiences for students through the end of this school year. We have the RSSL guidance from the state, there is updated guidance from the CDC and our task is to work with district leaders on how these guidelines will be implemented in our schools.

With all the hard work that our members have put into creating powerful learning for students, with incredible challenges...it's disappointing to hear people say that we have a lost generation of students, or that we will have to address the learning loss that has occurred during the pandemic. While the Covid-19 pandemic has brought so much pain and suffering, and while we want students to be back in classrooms when it's safe...it's also not accurate to write this year off.

Learning loss is deficit-based thinking and I instead invite us to turn our attention to the learning that has been "found." Here are some examples of ways that we have found learning:

- Students have been teaching their parents how to navigate technology.
- We have been able to communicate more regularly with parents, and have more tools to keep parents in the loop with how their student is doing. Parents and caregivers are also witnessing teaching strategies that they can support their students with.
- Reading intervention teachers are able to spend more one-on-one time and small group time with students, giving more personalized, responsive and targeted instruction - and are seeing significant growth.
- Collaborative PD is happening and educators are able to support one another by recording sample lessons and quick tutorials for one another.
- Students are sharing their cultures and family traditions. Lessons or activities from class are becoming conversation starters with families.
- Students can access office hours and work at their own pace in asynchronous learning.

Again, this is not to say that CDL has been a complete success on all fronts. However, we are educators and we are also learners and we are all learning so much through this pandemic. As we look forward to returning to in person instruction, and as some students remain in CDL, it is important for us to take stock in what's working, and all the ways that we have changed the way we serve students and what learning s can be incorporated in our "better than normal."

To all the educators who have been finding all this learning - thank you. You are seen and appreciated!
To our families and community- we will do our very best, as always, to give every student the best learning environment in whatever learning model they are in. Also, please wear a mask, wash your hands, keep gatherings small and help us keep the downward trend of Covid cases so that we can be back in school buildings. Thank you!



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 February 22, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, February 18, 2021 through 12:00 p.m. on Monday, February 22, 2021. Comments received in that timeline are below.

Kate Rosson – Parent - I would like clearer explanations on factors impacting school reopening plans. Why is the elementary hybrid plan an AM/PM split with Wednesdays still asynchronous, when the original purpose of asynchronous Wednesdays was a cleaning day between two full day cohorts? Last summer presentations on CDL & Hybrid implied there was a workable plan to pivot from CDL to Hybrid for all grade levels, but that no longer seems to be true - what changed? Why are secondary students with specific extra challenges (learning disabilities, ELL, etc) not being prioritized for in-person instruction, when district representatives have assured parents they would? I know many families do not yet feel safe sending their children back into school buildings & remote learning should still be available as a choice. But there also needs to be a choice for secondary student in-person learning for those of us for whom the Covid-19 risk is low & the negative impacts of remote learning are too high. Why isn't there?

Kimberly Kennedy – Parent - My freshman daughter applied to private school. As a long-time supporter of BSD, it pains me to say we have lost faith. Education is a core value for us and public schools are not delivering. This opening plan is too far out and too uncertain. My daughter already lost a critical year of schooling and we cannot continue to wait while BEA issues unreasonable demands and BSD provides excuses. Support is declining and every day you remain closed more families leave public school. It is scary to think what will be left when you finally open.

Rick Breckler – Parent - A suggestion to help bring the community together regarding schools reopening...more transparency. How about a weekly update on what's currently happening to move toward reopening? People who feel safe sending their kids need to know if the district is aligned with their values and intentions for public education. People who are not comfortable with in-person learning can get any updates on the continuation and evolution of CDL.

Some sample things that might be included in an update:

- Awaiting updates to the RSSL guidance
- Continuing negotiations with the BEA around "x" and "y"
- Update on teacher vaccination stats: Discuss any delays, give updates on % of teachers who have received 1st/2nd doses, etc.
- HVAC updates being made at "xxx" school, etc.

I don't think it needs to be super detailed. A few bullets and a couple sentences about each one. Right now, we go weeks without knowing anything at all. Even if there are not things happening in a given week, let us know.

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Joshua Madrid - Parent - While I'm very anxious to get my student back as she is suffering massive depression due to isolation, what I'm concerned with is the lack of transparency and planning on how the district will take on "righting the ship" once students move up a grade next year with a whole year of learning lost. CDL has been a bandaid so how are we going to makeup for the lost literacy in all subjects due to this ongoing method that does not serve the best interest of educating all of our students? Where is the district at in terms of planning for this as it'll most definitely take more than a month of summer planning.

Ashley Marostica – Parent - All students K-12 should have the option of in person instruction, and much earlier than April 5th. We can no longer refuse to follow the science and the data that states schools are safe. The decision to not bring back all students will have major repercussions, the most being an enrollment from the district to homeschool, attend private schools or to make the more drastic move out of state to seek education that Oregon is no longer providing for our children. I personally have my younger two children(kinder and 3rd grade) enrolled in private school for fall 2021 because of the poor in person schooling options Beaverton School District has decided to provide up to this point. I am extremely disappointed to see children continually put last, that I am forced to make plans for my children that the district has failed to do for the past year. Beaverton School District has lost my vote and my support. Do the right thing! Put children first for once!

Laura Dunlap – Parent - Like many other parents, I am in the process of finding private school spots for my children for next year where they will be able to attend 3rd grade and 6th grade in person. If BSD won't make it possible for them to attend school full time in person, then our family will be putting them someplace that is able to make it happen. I personally know of at least a dozen other students that are making these same plans. The Hybrid plan is awful, providing less instruction for our kids (and they're already receiving very little instruction on CDL to begin with). It is also virtually impossible for working parents to facilitate only two hours in school per day, so based on those two factors, we opted to stay in CDL for the last two months of school. Please don't take our decision to remain in CDL as discomfort with our kids being in person -- we would love our kids to go to school in person, but it has to be full time for it to work. Hybrid shouldn't even be an option.

Mitzi Sandman - Parent - I would like to see greater communication and transparency on the progress for opening schools to in-person instruction. A weekly update on what happened that week and what is slated for the next week would be so appreciated. For example:

THIS WEEK'S ACCOMPLISHMENTS and STATUSES:

- Received update to RSSL which now says XYZ
- Met with BEA to negotiate XYZ
- Additional teacher training on XYZ
- Ventilation assessments completed at X school

NEXT WEEK'S ACTION ITEMS:

- Survey analysis from parents on CDL vs Hybrid
- Continued HVAC and ventilation assessments at X and Y school
- Bus routes--first round draft

Just high-level reporting like this would go a long ways in reassuring parents, students, and staff that all the details are being worked out and that everything is moving forward (hopefully!) to get our kids back in school. Thank you.

Stefanie Ebenal - Parent - I vote for the new middle school to be named Timberland. It's what the community has called the school for the 6 years it's been there. While our children haven't been able to

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attend this school that we passed a bond for them to attend, we have had sports practices there. To change the name of the school at this point seems unpractical and silly in a time where too much change is rocking our children's world.

Melissa Manos – Parent - I request/suggest we omit any names for the new middle school that rhyme with "upchuck" or any other "-uck" words. ;)

Abhay Ambadkar – Parent - I vote for Timberland

Marcia Callender - Community Member - BSD has met criteria for in person/hybrid for the past 3 weeks for K-12. Why is it taking so long to start with elementary? Other districts have figured it out? I thought the mission of public schools was to educate children not merely employee people. Please do more for middle and high school kids. Do more in terms of classes outside, there are ways to accomplish in person schooling, enough excuses and dragging your feet-teachers relieved priority for vaccinations. Time to return NOW

Ashley Chuinard – Parent - I am very disheartened by the lack of urgency from BSD in regards to returning to school. How will I explain to my children a few years down the road that the educators who pledged to shape their minds and prepare them for life were fine sacrificing their futures? That they were woefully unprepared with an action plan despite nearly a year in which multiple contingencies should have been addressed? In my job (which is done year round without prep days, federal holidays and holiday breaks) I have had to pivot and plan to stay open. While it was challenging, it was achievable with a fraction of the resources available to BSD. It is utterly unacceptable that the plan offered at this time is your "best". Please work harder. Put the children first. That should have been your focus from day one.

Brian – Parent - Please get kids in school for as long as possible as many days as possible. I have 3 students and anticipate withdrawing at least one for private school shortly. CDL is a failure. The kids need more.

Colleen Ellingson - Parent - If my 3 kids (currently 1st grade, 2nd grade, and 6th grade) are not in school full time, In-person in the Fall, I will pull them out of the district and you will lose our funding. These kids have been through hell and it's time they went back to school. We have been patient long enough while BSD and the unions try to figure it out. Why do children's and parents voices not matter in any of this?! BSD serves children and their education! So do your job BSD or we're out, just like the almost 2,000 others that have fled the district!

RYAN DEJONG – Parent - OPEN SCHOOLS, AND OPEN SCHOOLS NOW!

Daniele - Parent - Masks and Vaccines work (or so we've been told) if this is the case then there is zero reason why students and teachers can not return to normal school schedule. To continue to keep students isolated would then mean that masks and vaccines do not work so we can all stop wearing them. Additionally there are plenty of states with students in person and they are thriving.. BSD must return students to in person learning now. I refuse to allow my daughters to continue to loose valuable educational opportunities due to poor leadership at district level. I will pull my two girls this spring and they won't return in the fall of things do not change.

Audrey Hood – Staff - Please keep kids and staff safe by staying with CDL for the rest of the year. Turn off the comments for pubic forums to maintain the integrity of the district staff!

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Diane Jantze – Parent - Why did you promote a LIPI as an instructional solution ? LIPI is limited to a very small number (5% of the students to be exact) who've been most impacted during COVID-19. Can you guarantee that LIPI is facilitated by a certified teacher, and that the class is instructional (not supervision to get logged into a zoom meeting)? What is your plan to support the disabled IEP students who are falling further behind, and do not qualify for the 5% of the LIPI population? Even though you say that LIPI serves "some students with disabilities, some English language learners and those students who don't have reliable internet connectivity", your priorities (as listed by our Middle School Principal) are:
Group 1- Identified kids who have internet connectivity issues and cannot consistently join class at home
Group 2 - Identified kids who have developed/ have known mental health challenges
Group 3 - Kids who are experiencing growing attendance issues""
Please be transparent!

Jeff Hansen – Parent - April is not soon enough. We have an extended family member within the district who has attempted suicide in the last month. The family doesn't want the school to know because of the sensitive and private nature. I grew up in this district and used to have pride as a BSD alumn. The slow process of return has disheartened me with the decisive sides taken. Teachers are defensive that kids are fine. Teachers are working hard but DO NOT SEE the behind the scenes turmoil. My own children have transformed and desocialized in front of my eyes. Please please... take any steps to start the process of return. Everyone needs to safely start back to in person school. For those with fear or reasons to stay home, THEY have a full digital option. We DO NOT. Please consider the mental health issues that are ever present in our communities.

Chandra Innes – Parent - Please please please bring ALL students back in Feb! Students should be considered first. There is no student union, no parent union. Please stand up for us who feel as though we have no weight in the decision. Please fight for the needs of these students and do what's best for them. They are struggling. The science and the cdc say it is safe. What are we waiting for? Let's swiftly take steps to get them ALL (k-12) back in school!

Meeree Ryalls – Parent - Please announce plans for fall 2021 ASAP. Families need to plan and it is currently absolutely unclear, if you are aiming for a hybrid and in what capacity? Despite eased guidelines and scientific proof, that schools are safe we have no trust or confidence, that families are getting the information they need to keep their kids in BSD. There will be a huge amount of families opting for private schools and alternative options, as it seems, that soon our children will be the only ones left without in-person instruction. Share the current status of negotiations with the teacher unions, inform the principals and have them updating their school community, otherwise you are forcing us to leave. Most parents feel deserted and absolutely in the dark. Everyone understands the challenges, but you have to outline a clear path soon, otherwise long-standing strong school communities will disintegrate and years of damages are to come.

Niall Ryalls – Parent - Hybrid learning, in my opinion, will only benefit the kids from some face to face time with their teachers and classmates, apart from that, the model is littered with complications, operational challenges, and on paper, more disruption. I am more interested, in when the schools will be back full time. The communication from BSD and our school, is ambiguous, at times incoherent, and not always aligned. The parents deserve better, and honest, transparency, as to all planning and considerations. There are many districts even in Oregon, states in the US, and around the world, who have operationally been able to keep schools open. There are new CDC guidelines. BSD, the OHA and the Governor, are running out of excuses.

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I want to know, is there a plan in place, or being developed, to have the schools fully open in September? Based on what we know today- vaccination trajectory, rapid testing capabilities and community health statistics

Cady – Staff - What accommodations will be for high school teachers so that they will not be expected to teach every class 3 times (2 hybrid groups and a CDL group)? This seems like caving to political pressure instead of making good choices for students and families.

Sam Kuhn – Parent - Please publicly post BSD's analysis on which metrics/guidance prevent BSD from offering in person schooling to grades 6-12. I am writing to request more clarity from the school district on progress towards meeting conditions for in person schooling at the middle school level. BSD website states 19Feb21: <https://www.beaverton.k12.or.us/departments/public-safety/emergency-preparedness/coronavirus/return-to-school>

However, please know that case counts are not the only factor that will influence the decision to start Hybrid Instruction. (and) Will middle and high school students have an In-Person Hybrid option this school year?

Maybe. ... The use of the phrase “are not the only factor” and “Maybe” are insufficient to communicate the limiting features that prevent in person school. Simply pointing to the state advisory document is insufficient. You must specify the progress on specific goals and which portions of the advisory document(s) BSD does not or cannot meet.

Cari Litman Miller – Parent - As a parent of a freshman at Sunset I would like to see more transparency and communication on what actually is being done to open schools for in person instruction. Maybe a weekly update on what happened this week and what is slated to happen in coming weeks. Even if it's just high level reporting on updates to RSSL, meetings with BEA, teacher trainings, ventilation updates, parental survey results. We know kids are suffering emotionally, academically, physically and we would like to see a path toward getting them back in a classroom environment. I feel safe with my child returning to school and would like to see that the district is aligned with my values and intentions for public education.
Thank you!

Alexandra Barth – Staff - Beaverton School Board, please address the district communications processes that are creating divisiveness and blame staff. District messaging regarding the return to school plans often places blame on teachers and negotiations. The video message regarding our budget made it seem as if salaries are to blame for less funding. As a teacher, I found that video to be appalling. Schools would be nothing without teachers and our pay should not be communicated as a burden. Increasingly, our social media pages have become places for criticism, false information, and blame. It needs to be addressed.

Kristi Nelson – Parent - I can respect the desire to name a school that honors Native Americans. However, it doesn't feel like this process was initiated by Native Americans. Though the district consulted with NAPAC and various local tribes, the process was still driven by non-native people, so the result feels like virtue signaling. I know that's not the district's intent, but impact trumps intent. Choosing a Native American name doesn't change inequities that are present in the district, but it makes people of privilege feel good with no tangible proposals to improve the inequities. I noticed that the tribes consulted had “no objection” to the proposal, but this is a far cry from full support. Given the wide community support for the existing name (Timberland), I would request that the board keep Timberland as the new school name. If the board still desires to choose a Native American name, I feel that Tumwater is preferred instead of Tumchuck, given

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the potential negative rhyming options for the latter.

Bettina Jeszenszky – Parent - The recent boundary change disproportionately affected Cedar Park. We'll experience the greatest drop in enrollment among middle schools, dropping from 1,000+ students to a projected 500-600 students. One dramatic impact will be to our elective class offerings. Since elective teachers are tied to student enrollment, it's likely that we'll see our choices cut in half. To lose elective classes would be devastating to our students and an inequitable blow to our community. Beyond creating a common middle school experience, please determine to fund the same number of elective choices per school, regardless of enrollment numbers. This decision would bode well for each student being able to explore new subjects, and it would support your high school programs such as band, that benefit from students having prior experience. Please understand that this issue is of deep and resounding importance to our Cedar Park community. Thank you, Bettina Jeszenszky, President, Cedar Park PTC

Jessica Pierce – Staff - We have yet to see/hear transparent communication about where BSD is re: SROs. What has happened since the last school board meeting that addressed the incredibly White-centered and ineffective survey put out by some board members? How are you ensuring that the decision-making process centers Black, Latinx, and Indigenous students/ families/staff? How are you taking into account the recommendation from the Beaverton Human Rights Advisory Council to remove SROS from the BSD? How are you taking into account the national data that shows the harm SROs do to students of color and our own district data regarding referrals to SROS? How are you going to be accountable to Black, Latinx, and Indigenous students/families/staff and de-center Whiteness and White students/families who dominate decision making in the BSD?

Brian A Torres – Staff - I am concerned that the names Tumchuck and Tumwater can easily give our school a terrible nickname. A change of two letters (D and F) in the name will likely be used by middle schoolers to create an offensive name for the school. The vast majority of students who were surveyed, expressed a desire to call the new school Timberland. By choosing Timberland we would be honoring our student's voice. They should have the joy of saying I cast my vote and I chose Timberland. Sometimes choosing a name without a history to it, allows a community the freedom to build something entirely new and original. I hope you will strongly consider Timberland as a name that gives our students a real voice in the naming of their school.

jennifer Hoffman – Parent - when will board meetings no longer be virtual?

Mary Ferraro - Community Member - Call it Timberland. That's what everyone has called it since it's been open. Why change?

Trudi Harte – Parent - When will schools reopen for middle school students? The science clearly shows that schools should be open, at least 1-2 days a week. This continued shutdown is having lasting mental health effects on students and teachers. Both want to go back to school. What is holding the district back? Other school districts are being more responsible by allowing students back. Why not us? My son is in band and would really like to see his band director at least one more time before moving on to high school.

Mari Seeger Thompson – Parent - Oregon students are suffering. I have a 7th grader and a senior in the Beaverton school district who are muddling through “comprehensive distance

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learning". The only thing comprehensive about it is the fact that it is entirely online. My senior has an IEP and is having a really tough time learning this way. He needs to have in person instruction. He is taking culinary arts and instead of being able to participate in person he watches his instructor cook things. Now how can that be even close to hands-on learning which is what he benefits from most? My seventh grader is doing Flex online and gets maybe 1 to 2 hours of work per day. It is sad how little they are learning. The job of the schools is to educate our kids and many kids are having the worst education of their lives for a year now. Please consider changing the metrics to something reasonable like other states have done and get our kids back in school! Thank you for your consideration.
Sincerely, Mari Seeger Thompson

Elizabeth Ranweiler – Parent - In January we lost a loved one to COVID. I would not wish that pain on anyone. I am very concerned that hybrid in-person learning will bring that pain to more families. That is not an acceptable tradeoff.

These are some of the reasons our family preferred CDL, even before losing a loved one to COVID:

- Elementary-aged students cannot yet be vaccinated against COVID
- Current COVID rates and school outbreaks
- The reality of asymptomatic transmission
- MIS-C, long haul COVID, and the rise in more contagious variants

Having a different teacher for the last few weeks of the year will be incredibly disruptive for students and teachers. They have already worked so hard this year.

1. How many students do you expect will have to change teachers?
2. When will families be notified whether their students will change teachers?
3. When will teacher changes occur?
4. Do individual teachers have a say in whether they remain in CDL or move to hybrid? If not, why not?

Thank you.

Meghan Hill – Parent -I would like to discuss the background check and mandatory reporting requirements.

Geia Chiocc – Parent - All kids K-12 need to be back in school. April is not soon enough and 2 hours per day is not long enough. Teachers union are making fear based decisions rather than following CDC guidelines and listening to health officials. Oregon public school kids are getting left behind. Those who can are going to private schools, those who can't are suffering the biggest consequence. The disparity grows.

GAURI – Parent - New middle school name: Timberland middle school is 👍

Wendy Russell – Parent - I see that you are now discussing bringing secondary education kids back into the classroom. These kids are in mixed aged classes. How would that occur? Would it be a all middle school roll out? Then all high school roll out? Changing teacher for the last two months of school in more complicated subjects would be extremely challenging. Would secondary teacher be teaching in person and broadcasting it for the kids who are at home either through CDL or if it is their off days? Would the in person classes be all classes or just core classes? If it is two full days, what would lunch time look like? Mainly, I know my kids will not want to change up from their teachers the last 6 weeks of 8th grade. I'd like to be able to choose that, no matter if it means CDL or hybrid. Keep them with their program.

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D.S. – Parent - Do you know why Lake Oswego school district is starting hybrid over a month earlier than BSD? I assume Oregon-specific requirements apply to all school districts in the state

Jenny Pierce – Parent - I am asking the board to please use science and not fear to make a decision regarding opening schools. Our children need your help. They deserve to be back in school. The teachers have been put before seniors for vaccine distribution, which I fully support if they actually are going to be in the classroom. However, if the teachers are not going to go back to the classroom after vaccination, it is appalling. Seniors and frontline workers were made to wait. I understand that in the early days of the pandemic people were scared and we didn't know how the virus spread. However, that is not the case now. I am in healthcare and have been in the thick of it the entire year. We now have more than enough knowledge on how to stop the spread. We now have science and studies stating that schools are not where this is spreading. I fully support that teachers and schools need more money. But, now is not the time to make up for decades of political games and using our children as pawns.

soulmaz_b – Parent - Why has the district chosen the Critical Race Theory teaching promoting racism and discrimination based on the color or skin? Why are elementary school kids being taught to “make change” and rise up if they are unhappy with something? Why is it that the Social Studies for third grade only consists of pro BLM material, Abram Kendi's pro racism and anti-white movement? Why are these kids not learning about American history or geography which is supposed to be the curriculum? Why is the district teaching children to hate America?

Kristen Anderson – Parent - Will the 2021-22 school district be in person? Specifically elementary school/kindergarten? I'm an upcoming new student parent and I would like to know the options going forward; so if there isn't an in person option, I can pursue other options (e.g. private school, etc)

NASIRUL I CHOWDHURY – Parent - My son, who is in special education, hasn't got any meaningful education for the past year as he is unable to access learning through CDL. We had been contacted that limited in person class would start soon.. but later got communication that it was not happening. What is preventing board to take action to meet its primary obligation to provide education? When can we expect in person class to start for SPED?

Christina Hackman – Staff - My name is Christina and I wanted to share my thoughts on the process of naming the new middle school. I loved seeing the involvement from the community and their thoughts on what the school should be named. I also appreciated Jill O'Neill's work with the students that will be attending the new middle. In working with middle schoolers, I believe that letting their voices be heard and be included in the process of naming the school gives them a level of attachment to their school community, as well as demonstrating to them that their input is valued. As we as a community search for a name with meaning and purpose, I believe that while the name Timberland did not originate with meaning, it now holds significant meaning to the students who have come to know it as such. I know that this is an important decision with pros and cons to each name, so I just wanted to share my thoughts. Thank you for all the work you have done and continue to do!

Jessica Baker – Parent - Regarding the naming of the new middle school: As a future family of this middle school, we can't wait to find out what its name will be. I strongly support the name "Tumwater". First, this reflects the Native American history of this area. Second, it reflects the

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unique geography of Cedar Mill. It also retains a 'T' name which will require less adjustment. I am against the name "Cedar Falls" because of confusion caused with one other middle school and one elementary school already existing with 'Cedar' in their names. I am also against the name 'Timberland'. While this has become the common name and I like it, our school should be named with the intention of our district. It should not result from what a developer used or just because it's what we're used to. Any new name will become well known by the community quickly anyway. Thank you!

Dr Douglas Byrd – Parent - Beaverton School District (BSD) must immediately move to reopen all schools for in-person learning. First, we couldn't open because of the metrics. Well, today we are meeting the metrics for K-12. Next, we were told that teachers needed to be vaccinated despite a clear scientific consensus that they did not need vaccines to return to work in person. By now, every teacher at BSD has had a chance to get the vaccine. Finally, we are told that BSD needs more time to survey parents and prepare. You've had a year. Parents unwilling to return their kids will be allowed to remain in distance learning. No more excuses. Our children are suffering, some are literally dying as suicide rates skyrocket. Everyday we don't put our children first, we are failing. As educators, we are supposed to support and help the most vulnerable in our society. We have not done so. Please make a difference, follow the science, open the schools.

Amy – Parent - As a BSD parent the feeling that I overwhelming have is grief. I grieve for my children (5th and 7th) who, despite having resources and a parent who was able to work from home to support them, have endured mental, emotional, and developmental setbacks from the unnecessary continuance of a CDL only model. I also grieve my loss of confidence in the school district, education system, and teachers union, who despite having had the time, money, and scientific evidence to have reopened schools, have chosen to put bureaucracy and fear over the health and education of our children. I grieve for our community, who's children will be at a significant disadvantage among our nation's children, as the vast majority of other schools have reopened. This grief is compounded by confusion about lack of transparency and reasoning behind the decisions of the BSD. Please make in person learning an option for the families who are ready, and now, not April.

Jocelyn – Staff - Staff are grateful for the upgrades to HVAC systems. We also request that individual rooms that have had ventilation issues in the past be tested for how many ACH are achieved, and that reports of those tests be made known to staff. There are issues with ducts disconnecting repeatedly. A great HVAC unit won't ventilate a room properly if the ducts are not connected. This is an ongoing issue in several buildings.

eleissa buddress – Parent - While I would love to see our students back in the classrooms, I have concerns regarding the lack of teacher continuity we now must expect, no matter which path we have chosen. With a 7th grader and a 4th grader, I've watched the incredible work our teachers have done; the time invested in making distance learning work as much as possible for as many students and possible scenarios that exist. Now we're asking them to start all over with a different set of children and dynamics - with only two months remaining in the school year. I'm curious as to how this pressure weighed on your decision, against the other competing arguments you are facing, but hope that at least the teachers feel supported through yet another transition that will no doubt be traumatic to many in the community.

Claudiu Illoiu – Student - Can you please make school start the times it starts at now? Especially

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for high school it is very hard for students to wake up so early and going back to the start time of 7:45 would be very unethical and unscientific. We need to stick with the way it is for high schoolers now with schools starting at 8:30 in the morning. High school is when students have to try to the most as it impacts the careers of students the most and the fact that students already spend too much time on homework so sleep is needed and waking up at 6:30 in the morning to get ready is again unethical. Science and past schools have shown that the change to a later start time for high school is beneficial for everything and the grades of students shoot up. Please please consider this and try to make a change as I know it would benefit all students and parents and teacher as well. Thank you

Janelle Mitchell - Parent - Please advocate for the students! It is proven that schools can safely reopen NOW. We were thrown a crumb with the announcement to open ""no sooner than April 5th"" for k-2 with no plan for in person for middle and high school. No middle and upper school return is blamed on the OHA space requirement. Why isn't the board and/or union pushing against the OHA to promote in person for all students? Beaverton needs to get creative just like other districts in the state have (eg Bend). Access and a good amount of in person instruction needs to be started now, not in April. As we near a full 12 months of distance learning there should be an even bigger push to get kids back in school. There is more evidence every day that schools can safely open. Thank you.

Theresa Pritchett – Parent - I have focused on the wellbeing of my high schooler during our current BSD CDL. I can remain silent no more about CDL. He is struggling and would not be in the position he is in now if he were in REAL class. It is unbelievable that our children are not in school NOW and there is no plan to get them back in school soon. The governor, parents, and CDC want our children in school. All of this can be done in person. BSD Connect will do nothing for our students. Our students are falling behind other students across the state and the country who are in school. 42% have found a way to be in person teaching either full time or hybrid. High schoolers will NOT be prepared for national exams and college. All teachers do NOT need to be vaccinated before returning to school. SCIENCE has shown schools are not spreaders of Covid-19. In addition, MOST will be fully vaccinated before spring break! We need a target date to get students back in the classroom to begin the 4th quarter. We need it now.

Abigail Franey – Staff - I have two main concerns:

1. I am very concerned about the impact on students when schools are reopened. I worry that they will experience more trauma due to new expectations and rules. I worry that when they come back they are expecting it to be like it was before and when it is not many won't have skills to process the changes.
2. CDL is working. To witness it you are welcome to join my 3rd grade class any day, without notice. I am live 8:30-11 and 12:30:-2:30 with two recesses at some point. To access my Zoom meeting you can email me or my principal Amy Chamberlin.

Latha Reddy – Parent - With Covid-19 cases dropping all around the state and the Tri-County areas, including Portland and Beaverton, when should we expect our 6-12th grade students to return to school for hybrid learning this school year?

Gina Mueller – Parent - A significant portion of the Special Education parent community is deeply concerned about and disappointed in the failure of BSD to get SPED students back in the classroom. Metrics are already below Governor Brown and ODE's guidelines, and we are still waiting until April 5. Even then, grades 3-5 must wait longer. SPED students are suffering,

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disproportionately so, and families are too exhausted to advocate. SPED students should be returning as soon as possible, for full days. Two hours per days is a logistical nightmare for most families, and especially SPED families, who are working, tending to other kids, and managing the enormous list of tasks that comes with being a SPED parent. This population has been woefully underserved during this pandemic. Families want teachers, staff, and students to be safe, of course. But it's time to rely on existing data and model our system around other districts and states who have prioritized safety, as well as the well-being of our students.

Kathy Wolfe – Parent - Open high schools! Why wait until April 5th to start opening elementary schools? It's too late to get high school students back to school. All educators will be vaccinated by mid March. Gov Brown & Biden want schools open. The CDC said that it's safe to open schools even if all educators are not vaccinated. WA County numbers are excellent. We are teaching our kids to live in fear & we are not following the science. Surrounding districts are opening up this month! Get a new target date so secondary students get back for 4th qtr. Bargain with the union for our students. BSD is a national disgrace & profiled in articles in NY Times & Wall Street Journal. Not a compliment to our district. BEA pres in NY Times said "65 percent of union members said inoculation would make them feel sufficiently safe to return to person. But about 40 percent also reported underlying health risks." A majority of union members agree. You are responsible for the future of Oregon kids & are failing them!

Tiffany J Vargas – Parent - I recognize this past year has been challenging to navigate for the school board AND still the education being offered in BSD is falling short. April 12th for upper elementary to return is still too far away. The amount of children just starting LIPI is insufficient. As a parent of a child on an IEP, it is difficult to observe children in other districts (in Oregon, under the same guidelines) be offered more. Children's resilience is mentioned often when CDL is discussed by BSD. But their ability to be resilient is being impacted by the lack of in-person education that is being provided. We need to increase protective factors right now, not keep taking them away. Doing so, leaves children with more risks and thus increases their vulnerability. We have met the metrics to return to hybrid and BSD is in national news because we are still CDL. Let's follow the science and increase those protective factors.

Bo Wang - Parent - BSD should commit to open schools ASAP, no matter how small fraction of school days left.

1) BSD has no excuse to delay the school opening. Oregonians, especially the senior Oregonians, have scarified their own health to allow teachers obtaining vaccine ahead. Teachers who have concerns can continue teaching on-line class.

2) BSD needs to stand up for its kids, and take action, instead of doing nothing to avoid any potential litigation. I understand that litigation will be a devastated blow to BSD budget. However, inaction hurts students, especially disadvantage students, whose voices cannot be heard, and whose opportunity to thrive has been jeopardised by the inaction. BSD should consider means to mitigate litigation risk instead. For example, asking parents to sign a waiver of litigation related to COVID, like the ones required for field trips.

3) All kids desperately need interaction with peers and teacher after year long on-line class, which make everyone tired for now.

Julie Smith – Parent - I am shocked and disappointed that schools are not opening sooner. I spoke to one kindergarten teacher in another state at a charter school with 1,000 kids. They have been in school full time since August. They have not had one single case of someone getting Covid from school. They have been diligent in wearing masks and washing hands. Our

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schools are almost a year behind other states. What is going to happen in the fall? We need all of our children in school!

Jennifer Frotton - Parent - I have seen my students suffer greatly from this on-line schooling. Each week it gets worse. I will share some examples of how the normally happy students have progressed during the past year

*Boy breaks down in the middle of class and begins to cry without explanation

*High school athlete suffering from clinical depression

*5th grade boy tells me of classmate who cannot participate in OBOB because "eye disease"

In my teaching, I have discovered that true learning comes from collaboration - not from a video screen. How will our society suffer because young people were denied their basic civil right? I completely understand the reason for shutting down schools initially. We are now seeing from other states, kids can learn and be safe! In WI, a doctor noted, schools were the most safe place for youth. I ask you think about your own educational experience? Do you think your success could be achieved through a screen? Please allow our children to enjoy the basic civil rights they deserve.

Jaydine Sayer - Parent - Greetings. I have a 2nd grader and kindergartner in CDL. We have excellent teachers and both kids have done "OK" academically, despite the many challenges. (My kindergartner sat under her desk and cried every day for the first month; my 2nd grader has been in tears many times over zoom and in the evening as we tackle math because sometimes zoom lessons just don't make sense to a 7-year-old).

We have always thought that we would choose hybrid, but we painfully made the choice to stay CDL. Why? Because the hybrid plan was so disappointingly unsatisfactory. Please know there are many families who chose CDL because the hybrid plan offered so little for our kids, NOT because we think going to school is unsafe. The biggest sticking points were possible switching of schools(!), switching of teachers and the little time spent in actual in-person instruction. Please, these issues must be improved upon this fall. I ask you to act in a way that puts the wellbeing of children first.

Spencer Stone – Parent - Suggested naming of new middle school:

Frederick Douglass taught himself how to read as a child and built upon his self-education by reading anything he could get his hands on, risking persecution by the law of the day that forbade slaves from reading. He escaped slavery using his wits and his education. He wrote & spoke eloquently to convey the notion that the constitution itself, as a document advocating all human freedom, contradicted the institution of slavery. I personally cannot think of a more fitting American icon to embody the power of education and the positive change that it can create. There aren't many Oregon schools that bare his name (I only found one elementary school). For me he is up there with the other inspirational icons of our nation like Madison, Jefferson, Washington, King Jr., etc. I hope that you will take Frederick Douglass into consideration when naming the new school.

D.S. - Parent - 1. When will information about cohorts be available?

2. When will we get information regarding teachers assignments?

3. When will we know am/pm cohorts starting times?

Jordan & Liz Delapoer – Parent - This school year has been unprecedented, and we've been impressed by the dedication of teachers and support staff. But come fall, our community will still not be existing in an ideal educational environment.

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However, the District needs to make an effort to navigate a transparent path back to maximizing in-person learning, recognizing that there will continue to be ongoing risks and uncertainties. As case counts fall and immunizations increase, we strongly request that the District publish a concrete plan for fall student reintroduction into classrooms, not just 135 minutes, but extended hours of classroom instruction. Families need to know the District's plan and we need that information soon, to make our own plans. Even summer is too late. We know you're working in an imperfect time, and we empathize, but the Beaverton community needs the District to do the hard work of making clear choices so that families have the requisite information to make our own hard choices.

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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Michael Schofield will present the attached financial report as of January 31, 2021 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- General Fund and Local Option Levy Allocation as of 01/31/2021
- Portfolio Management and Summary
- Investments by Sector and Group
- Selected Funds Summary by Issuer

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 January 31, 2021
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 32.0	\$ 32.0	\$ 56.4	\$ -	\$ 56.4	\$ 56.4
State School Fund:						
State School Fund	285.8	285.8	190.0	-	190.0	283.9
Property Taxes	149.0	149.0	142.4	-	142.4	149.0
Common School Fund	4.0	4.0	-	-	-	4.4
County School Fund	0.8	0.8	0.3	-	0.3	0.8
Local Option Levy	35.3	35.3	33.9	-	33.9	35.3
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	7.0	-	7.0	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	0.9	-	0.9	6.2
Total	\$ 536.4	\$ 536.4	\$ 430.9	\$ -	\$ 430.9	\$ 547.8
EXPENDITURES:						
Salaries	\$ 276.5	\$ 276.5	\$ 127.9	\$ -	\$ 127.9	\$ 264.1
Benefits	176.7	176.7	79.5	-	79.5	167.8
Purchased services	28.3	28.3	10.6	10.6	21.2	25.2
Supplies & materials	20.1	20.1	7.5	1.4	8.9	14.1
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.6	2.6	0.6	0.2	0.8	1.5
Transfers out	4.7	4.7	3.2	-	3.2	3.2
Contingency	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 229.5	\$ 12.2	\$ 241.7	\$ 503.4

Projected Surplus / (Deficit) Balance	\$ 44.4
Projected Ending Fund Balance	\$ 71.1
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	13.0%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 70.0	12.7%	
Local Option Levy Fund	1.1	0.3%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 320.2	\$ 320.2	\$ 142.5	\$ 3.1	\$ 145.6	\$ 301.9
Support Services	182.8	182.8	83.6	8.9	92.5	170.8
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	6.3	3.4	0.2	3.6	3.6
Contingencies	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 229.5	\$ 12.2	\$ 241.7	\$ 503.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of January 31, 2021

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 16,305,000	\$ 5,555,294	\$ 977,494	\$ 213,850	\$ 1,191,344	\$ (15,113,656)	7.31%	\$ 4,363,950
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,607,470	320,822	18,185	339,007	(3,785,993)	8.22%	1,268,463
Grant Fund	92,489,664	22,796,595	23,163,729	2,969,334	26,133,063	(66,356,601)	28.26%	(3,336,468)
Equipment Replacement Fund	4,570,000	4,404,826	1,475,890	93,499	1,569,389	(3,000,611)	34.34%	2,835,437
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	4,710,367	4,402,101	1,706,397	6,108,498	(13,704,124)	30.83%	(1,398,131)
Debt Service Fund	91,206,599	78,539,483	14,304,153	-	14,304,153	(76,902,446)	15.68%	64,235,330
Capital Projects Fund	154,840,000	142,335,902	43,988,490	19,163,493	63,151,983	(91,688,017)	40.79%	79,183,919
Insurance Reserve Fund	7,703,790	6,001,930	4,157,703	1,856,814	6,014,517	(1,689,273)	78.07%	(12,587)
Workers' Compensation Fund	4,239,092	3,018,486	986,524	62,358	1,048,882	(3,190,210)	24.74%	1,969,604
Scholarship Fund	490,000	409,055	35,976	18,001	53,977	(436,023)	11.02%	355,078
Total	\$ 402,605,010	\$ 274,152,714	\$ 94,739,741	\$ 26,101,931	\$ 120,841,672	\$ (281,763,338)		\$ 153,311,042



**General Fund and Local Option Levy Allocation
As of 01/31/2021**

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
113 Aloha Huber (K-8)	850	822	(28)	31.5	39.5	31.4	39.3	
116 Barnes	569	526	(43)	20.5	25.5	21.0	25.9	
119 Beaver Acres	698	696	(2)	25.5	31.5	25.2	31.2	
122 Bethany	524	447	(77)	17.5	22.5	17.5	21.5	
154 Bonny Slope	670	573	(97)	22.5	28.5	20.5	26.5	
131 Cedar Mill	433	368	(65)	14.5	17.5	12.5	16.5	
137 Chehalem	471	427	(44)	17.5	21.5	16.5	21.5	
141 Cooper Mountain	472	401	(71)	16.5	20.5	15.5	18.5	
143 Elmonica	527	466	(61)	18.5	23.5	18.5	23.5	
151 Errol Hassell	409	340	(69)	14.5	17.5	13.5	16.4	
144 Findley	589	539	(50)	19.5	23.5	18.5	23.5	
146 Fir Grove	371	348	(23)	13.5	16.5	12.4	16.4	
134 Greenway	311	308	(3)	12.5	14.5	10.5	13.5	
152 Hazeldale	488	438	(50)	17.5	22.5	17.5	22.5	
165 Hiteon	646	553	(93)	22.5	27.5	21.5	26.5	
127 Jacob Wismer	723	658	(65)	23.5	29.5	22.5	28.5	
186 Kinnaman	602	550	(52)	22.5	28.5	22.8	27.8	
157 McKay	303	284	(19)	10.5	13.5	10.5	13.5	
161 McKinley	658	608	(50)	24.5	30.5	23.5	29.5	
167 Montclair	327	254	(73)	11.5	14.5	10.5	13.5	
169 Nancy Ryles	600	516	(84)	20.5	25.5	19.5	24.5	
171 Oak Hills	570	482	(88)	19.5	23.5	18.5	23.5	
174 Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
176 Raleigh Park	331	323	(8)	12.5	14.5	11.5	14.5	
179 Ridgewood	421	352	(69)	14.5	17.5	12.5	15.5	
177 Rock Creek	483	418	(65)	14.5	18.5	15.5	19.5	
139 Sato	717	670	(47)	23.5	29.5	22.5	28.5	
164 Scholls Heights	632	591	(41)	21.5	26.5	21.5	26.5	
182 Sexton Mountain	549	475	(74)	18.5	22.5	17.8	21.8	
124 Springville (K-8)	928	856	(72)	30.5	37.5	30.5	37.5	
185 Terra Linda	367	306	(61)	10.5	14.5	11.5	14.5	
188 Vose	719	699	(20)	26.5	33.5	26.3	32.3	
191 West TV	322	275	(47)	11.5	13.5	9.5	12.5	
194 William Walker	527	473	(54)	20.5	25.5	20.7	25.7	
Elementary School Total	18,307	16,490	(1,817)	638.0	793.0	615.3	773.2	157.9



**General Fund and Local Option Levy Allocation
As of 01/31/2021**

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
321 Cedar Park	939	841	(98)	30.0	35.0	28.5	33.5	
326 Conestoga	959	892	(67)	30.5	36.0	29.0	34.0	
357 Five Oaks	1,039	978	(61)	38.2	44.7	34.9	40.9	
331 Highland Park	777	705	(72)	25.0	29.5	25.4	30.4	
341 Meadow Park	864	821	(43)	31.2	36.7	30.0	35.0	
351 Mountain View	849	793	(56)	30.8	36.3	29.6	34.6	
346 Stoller	1,580	1,413	(167)	46.0	54.5	44.8	52.8	
361 Whitford	729	719	(10)	28.8	33.3	28.3	33.8	
Middle School Total	7,736	7,162	(574)	260.5	306.0	250.5	295.0	44.50
420 Aloha	1,728	1,768	40	66.4	77.0	61.2	72.0	
450 Beaverton	1,488	1,522	34	57.8	67.0	57.1	67.1	
440 Mountainside	1,860	1,717	(143)	62.4	72.6	59.9	69.7	
430 Southridge	1,439	1,464	25	50.8	59.6	49.3	58.7	
480 Sunset	2,036	2,000	(36)	61.6	72.4	61.3	71.9	
460 Westview	2,408	2,344	(64)	76.0	88.4	76.0	89.0	
High School Total	10,959	10,815	(144)	375.0	437.0	364.8	428.4	63.60
423 Arts & Communication Magnet Academy (6-12)	695	707	12	25.4	29.4	25.4	29.4	
475 Beaverton Academy of Science and Engineering (6-12)	846	841	(5)	29.4	34.6	29.6	34.2	
422 Community School (9-12)	200	106	(94)	10.2	11.4	9.8	11.0	
484 FLEX Online School (K-12)	-	1,214	1,214	-	-	34.4	43.3	
471 International School of Beaverton (6-12)	828	867	39	30.8	35.2	30.9	35.3	
Options Schools Total	2,569	3,735	1,166	95.8	110.6	130.1	153.1	23.07
Address Extreme Class Size K 12				25.0	25.0			
District Total	39,571	38,202	(1,369)	1,394.3	1,671.6	1,360.7	1,649.7	289.1

	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	33,856,954
Projected Expense:	35,300,000	35,230,517	17,763,435
Projected Fund Balance 6/30/21:	\$ -	\$ 1,126,662	\$ 17,150,698

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
January 31, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	35,000,000.00	35,392,250.00	35,000,730.55	9.19	179	2.383
Commercial Paper Disc. -At Cost	39,000,000.00	38,986,440.00	38,971,700.00	10.24	84	0.186
Federal Agency Coupon Securities	21,500,000.00	21,517,835.00	21,797,060.40	5.72	9	1.235
Federal Agency Disc. -At Cost	63,250,000.00	63,243,762.50	63,229,951.67	16.61	56	0.082
Treasury Coupon Securities	18,796,000.00	18,977,802.80	19,100,077.32	5.02	146	0.778
Treasury Discounts -At Cost	163,006,000.00	162,969,010.08	162,364,750.74	42.64	106	0.230
LGIP	40,276,584.91	40,276,584.91	40,276,584.91	10.58	1	0.750
Investments	380,828,584.91	381,363,685.29	380,740,855.59	100.00%	87	0.539

Total Earnings	January 31	Month Ending	Fiscal Year To Date
Current Year		250,703.83	1,746,762.73
Average Daily Balance		370,688,132.66	280,507,859.44
Effective Rate of Return		0.80%	1.06%

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

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Par Value
January 31, 2021

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
3130AEUQ1	11187	Federal Home Loan Bank	02/05/2021	11,500,000.00	11,545,880.40	11,503,335.00		3.02
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,248,852.50		1.11
313385CA2	11188	Federal Home Loan Bank	02/18/2021	13,000,000.00	12,998,077.08	12,999,740.00		3.41
313385DE3	11190	Federal Home Loan Bank	03/18/2021	23,000,000.00	22,995,256.25	22,998,620.00		6.03
313385EN2	11192	Federal Home Loan Bank	04/19/2021	23,000,000.00	22,993,722.92	22,996,550.00		6.03
			Subtotal	74,750,000.00	74,775,832.07	74,747,097.50	35.00	19.63
Tennessee Valley Authority								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,014,500.00		2.62
			Subtotal	10,000,000.00	10,251,180.00	10,014,500.00	35.00	2.63
			Total	84,750,000.00	85,027,012.07	84,761,597.50	100.00	22.25
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JAC4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,094,850.00		1.31
			Subtotal	5,000,000.00	5,076,400.80	5,094,850.00	5.00	1.31
Bank of Montreal								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,028,900.00		1.31
			Subtotal	5,000,000.00	5,094,868.00	5,028,900.00	5.00	1.31
Bank of Nova Scotia								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,031,650.00		1.31
			Subtotal	5,000,000.00	5,097,953.90	5,031,650.00	5.00	1.31
Exxon Mobile Corp								
30229AQB8	11189	Exxon Mobil	03/11/2021	12,000,000.00	11,995,400.00	11,998,440.00		3.15
			Subtotal	12,000,000.00	11,995,400.00	11,998,440.00	5.00	3.15
Koch Industries								
50000DR65	11191	Koch Industries	04/06/2021	12,000,000.00	11,992,133.33	11,997,000.00		3.15
			Subtotal	12,000,000.00	11,992,133.33	11,997,000.00	5.00	3.15
Toronto Dominion Bank								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,036,000.00		1.31
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,036,000.00		1.31
			Subtotal	10,000,000.00	9,868,607.85	10,072,000.00	5.00	2.63
Toyota Cap Corp								

**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 %
Corporate Indebtedness								
8923A0TH6	11196	Toyota Cap Corp	06/17/2021	15,000,000.00	14,984,166.67	14,991,000.00		3.93
89233GPJ9	11186	Toyota Cap Corp	02/18/2021	10,500,000.00	10,497,200.00	10,499,475.00		2.75
			Subtotal	25,500,000.00	25,481,366.67	25,490,475.00	5.00	6.70
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,116,450.00		1.31
			Subtotal	5,000,000.00	5,034,650.00	5,116,450.00	5.00	1.31
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,048,400.00		1.31
			Subtotal	5,000,000.00	4,828,250.00	5,048,400.00	5.00	1.31
			Total	84,500,000.00	84,469,630.55	84,878,165.00	35.00	22.19
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		39,066,860.74	39,066,860.74	39,066,860.74		10.25
LGIP 5173	FUND 300	LGIP		1,118,704.47	1,118,704.47	1,118,704.47		0.29
LGIP 4966	FUND 416	LGIP		45,461.54	45,461.54	45,461.54		0.01
LGIP 4972	FUND 417	LGIP		45,558.16	45,558.16	45,558.16		0.01
			Subtotal	40,276,584.91	40,276,584.91	40,276,584.91	100.00	10.58
			Total	40,276,584.91	40,276,584.91	40,276,584.91	100.00	10.58
US Treasuries								
US Treasuries								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,053,500.00		1.31
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	13,924,302.80		3.62
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,257,209.70		0.59
912796F79	11193	U.S. Treasury	05/04/2021	12,000,000.00	11,996,009.33	11,997,240.00		3.15
912796A25	11194	U.S. Treasury	05/13/2021	23,000,000.00	22,992,077.78	22,995,170.00		6.03
912796A41	11195	U.S. Treasury	06/03/2021	8,000,000.00	7,996,753.78	7,997,840.00		2.10
9127962Y4	11197	U.S. Treasury	05/20/2021	42,000,000.00	41,984,880.00	41,990,340.00		11.02
9127962Y4	11198	U.S. Treasury	05/20/2021	12,946,000.00	12,942,098.22	12,943,022.42		3.39
9127964F3	11199	U.S. Treasury	03/04/2021	5,457,000.00	5,456,308.78	5,456,727.15		1.43
9127964B2	11200	U.S. Treasury	08/12/2021	401,000.00	400,830.80	400,851.63		0.10
9127965A3	11201	U.S. Treasury	05/06/2021	5,854,000.00	5,852,645.45	5,852,946.28		1.53
9127963H0	11202	U.S. Treasury	06/17/2021	10,000,000.00	9,997,528.89	9,997,200.00		2.62
9127963S6	11203	U.S. Treasury	07/15/2021	20,000,000.00	19,994,247.78	19,993,000.00		5.25
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,587,987.90		2.78
			Subtotal	171,302,000.00	170,967,628.06	171,447,337.88	100.00	44.98
			Total	171,302,000.00	170,967,628.06	171,447,337.88	100.00	44.98
			Grand Total	380,828,584.91	380,740,855.59	381,363,685.29		

Beaverton School District
Summary by Issuer
January 31, 2021
Grouped by Fund

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash Fund						
Subtotal	14	232,066,860.74	232,031,470.74	60.85	0.207	67
Fund: Debt Service Fund						
Subtotal	3	56,064,704.47	56,052,066.89	14.69	0.092	106
Fund: 2017 Non-Taxable Bond Issue						
Subtotal	9	51,946,461.54	52,211,972.87	13.69	2.196	114
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	9	40,750,558.16	41,068,174.79	10.77	0.967	143
Total and Average	35	380,828,584.91	381,363,685.29	100.00	0.541	87



RETURN TO SCHOOL UPDATE – TEACHING & LEARNING

POLICY ISSUE/SITUATION:

Based on the current state advisory metrics in Ready Schools, Safe Learners a plan has been updated for both a return to limited in person or hybrid instruction for BSD elementary and secondary students. The update also includes current metrics, an implementation timeline, and a summary of elementary family responses to the instructional model selection survey as of February 16.

RECOMMENDATION:

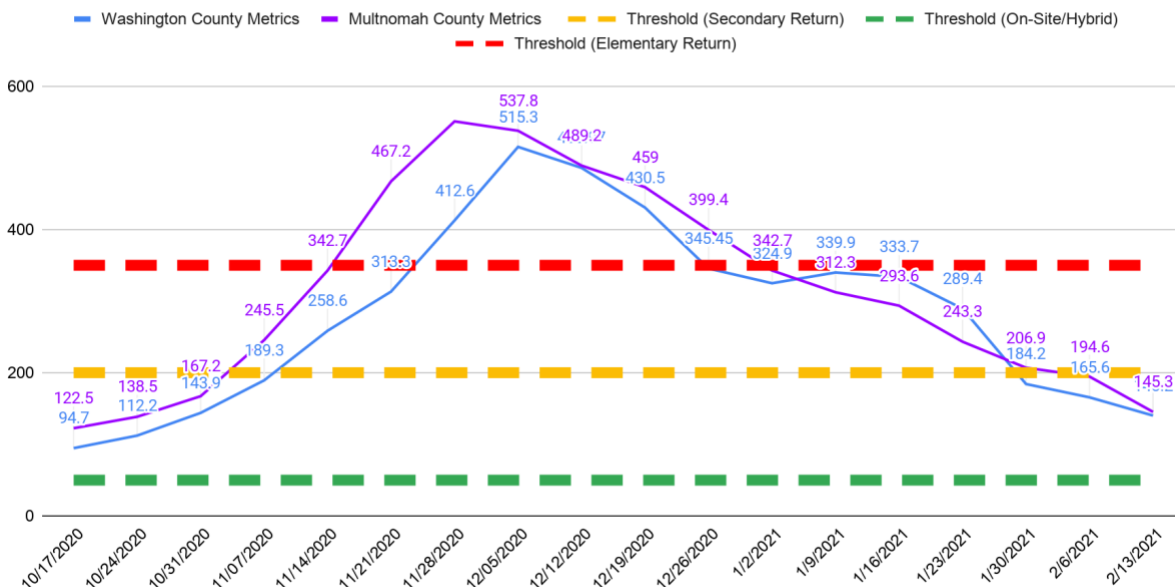
It is recommended that the Board review this update and offer any questions or comments following the presentation.

Return to School Update – February 22, 2021
Teaching and Learning
Brian Sica

Metrics Update

The figure below indicates that new Covid-19 cases continue to fall in both Washington and Multnomah counties. Washington County reports 140 and Multnomah County 145 cases per 100K residents. The test positivity rates are 3.7% and 2.7%, respectively. These numbers indicate the Beaverton School District can consider implementing “On - Site” and “Hybrid” in our Elementary schools followed by our secondary schools, provided there is not significant transmission within the schools.

New cases per 100K residents compared to State Thresholds



Timeline for Implementation (Pending the completion of the collective bargaining process and any unforeseen changes to guidance)

February 22, 2021 - Begin Phase 2 of Limited In Person Instruction -(Internet/Connectivity access)

March 29 - April 2 - Staff and Student training for hybrid implementation. (Three days of staff in-service)

April 5 - PK -2 implements a hybrid model across all sites

April 12 - Grades 3-5 implement a hybrid model across all sites

April 19 (not before, date tentative) - Begin the secondary hybrid

LIPI Phase 2

Limited In Person Instruction will be offered at most sites for Special Education, MLD, or connectivity support. The February 22 start date will begin with the internet cafe. The figure below is a summary of the initial numbers for phase two of LIPI.

Initial Student Counts for LIPI (Phase 2)				
	Elementary	Middle	High	Options
Number of Students	73	336	219	118

Hybrid (All hybrid plans are pending the collective bargaining process and any changes to guidance)

Elementary - Students in grades PK-5 will be able to attend class in-person, four days per week. Students will be assigned to an AM or PM group. Students will receive live instruction in Reading, Writing, Math and other subjects as well as a focus on social and emotional well being. Students will complete work in their other subjects, online either asynchronously or with a certified specialist.

Elementary families are required to choose between CDL and Hybrid. The figure below is a summary of the responses (as of February 16)

Instructional Model	KF	01	02	03	04	05	Total
No Choice	404 17.17%	448 16.59%	451 17.12%	569 20.72%	589 22.23%	560 19.99%	3021 19.02%
CDL	943 40.08%	1127 41.73%	1126 42.73%	1081 39.37%	1003 37.85%	979 34.94%	6259 39.40%
IPH	1006 42.75%	1126 41.69%	1058 40.15%	1096 39.91%	1058 39.92%	1263 45.07%	6607 41.59%
Total	2353	2701	2635	2746	2650	2802	15887

Secondary - The district will no longer be using the term BSD Connect to describe an expanded model of limited campus access. Rather, we intend to offer LIPI to the fullest extent possible until it is safe for students and staff to return in a hybrid (not before April 19).

The Secondary Hybrid model allows students in-person learning two days per week. Student schedules will remain unchanged and staff will not be reassigned. The daily student experience will be a combination of in-person instruction and both synchronous and asynchronous online work. The most significant difference between the Middle and High School implementation is the cohorting of students. Middle School Students will remain in a single classroom throughout the day (teachers will rotate) while high school students will pass between classrooms each period.

Return to School

Teaching and Learning and Operations Updates

February 22, 2021

Ginny Hansmann, Josh Gamez, and Brian Sica



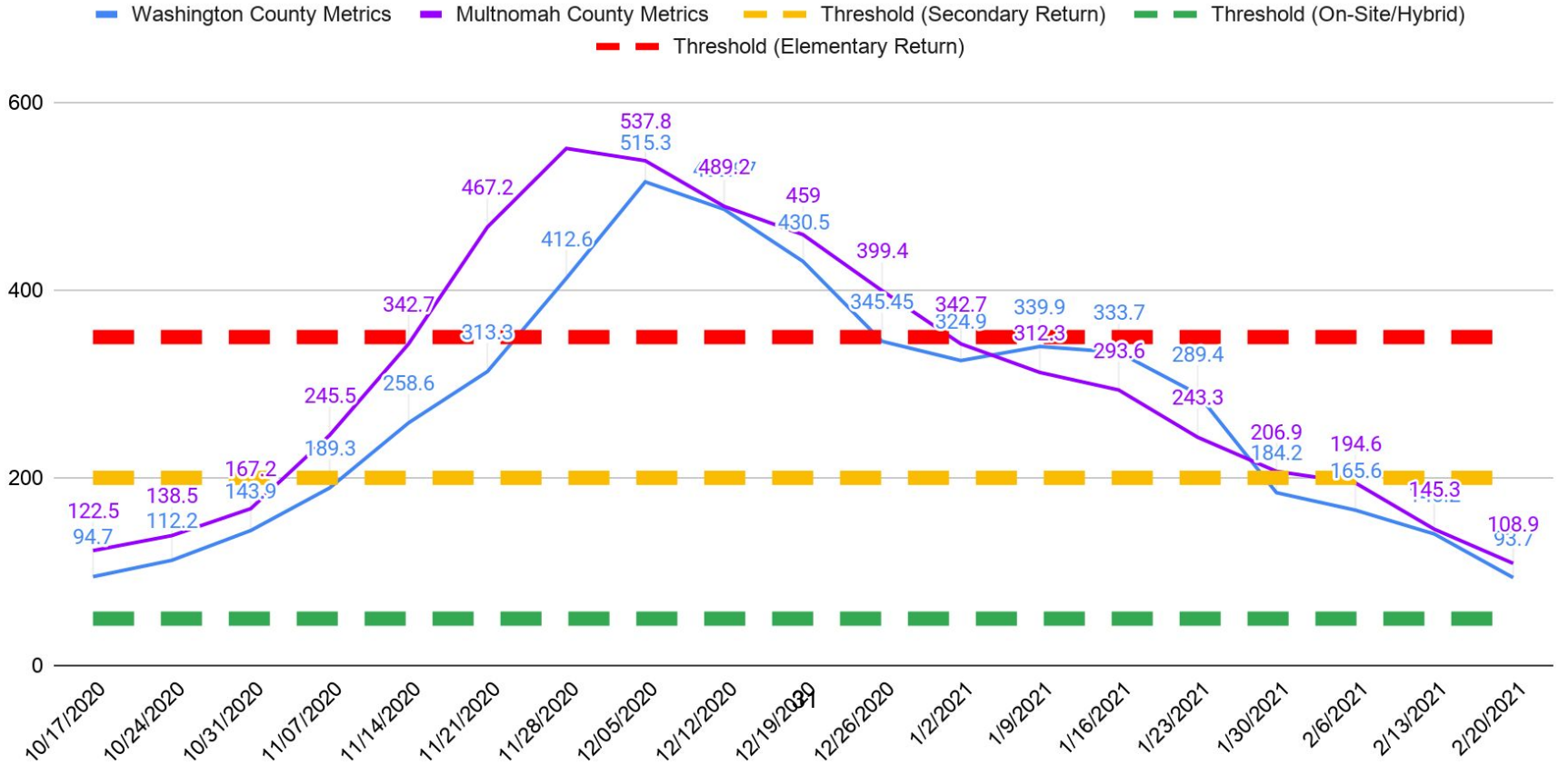
Update Topics

1. Review of Metrics
2. Timeline for Implementation
3. Limited in Person Instruction
4. Hybrid Models
5. HVAC
6. Questions and Comments

Advisory Metrics

1. **Advisory Metrics** are “new cases” per 100K residents over the past 14 days)
 - a. **350 - 200 cases** - Elementary only, including hybrid - prioritize younger students and add as able
 - b. **200 - 50 cases** - Continue to prioritize elementary - Introduce Secondary as transmission is limited
 - c. **50 cases** - Prioritize On-Site and Hybrid while maintaining small cohorts.

New cases per 100K residents compared to State Thresholds



Timeline

1. LIPI Phase 2 begins the Week of **February 22** - All Levels
2. Hybrid Staff Development (**Proposed/ Elementary**)
 - a. March 29-31 (**No Students**)
 - b. April 1 - 2 (CDL with existing teachers)
 - c. All students in grades PK-5 begin with their hybrid model assignment (teacher/student).
3. Elementary Hybrid Begins
 - a. **April 5** (PK-2)
 - b. **April 12** (3-5)
 - c. **April 19** (Secondary) Staff Development Dates are TBD

Limited in Person Instruction

- **Internet Cafe**
- **Special Education Services**
- **Multilingual Department Services**

Initial Student Counts for LIPI (Phase 2)				
	Elementary	Middle	High	Options
Number of Students	73	336	219	118

Elementary Hybrid

- Students will attend “in-person” four days per week.
 - Wednesday remains similar to CDL
- In person groups will attend AM or PM rotations
 - Needed to meet the 35 square feet requirement
- Students will have online learning the remainder of the school day
 - Either asynchronous or with a PE/Arts teacher.
- Families have the option to remain fully remote for the remainder of the school year.

Elementary Hybrid vs. CDL

Instructional Model	PA	PP	KF	01	02	03	04	05	Total
No Choice			1 0.04%	1 0.04%	1 0.04%	1 0.04%			4 0.02%
CDL	44 44.90%	49 41.53%	1194 50.83%	1419 52.59%	1435 54.52%	1447 52.62%	1377 52.02%	1328 47.36%	8293 51.52%
IPH	54 55.10%	69 58.47%	1154 49.13%	1278 47.37%	1196 45.44%	1302 47.35%	1270 47.98%	1476 52.64%	7799 48.45%
Total	98	118	2349	2698	2632	2750	2647	2804	16096

Secondary Hybrid

- The term “BSD Connect” will no longer be used.
 - BSD will continue to expand LIPI opportunities within the guidelines of Ready Schools, Safe Learners until it is safe to implement a hybrid model.
- No earlier than April 19:
 - Students will attend class in person two full days per week.
 - Students will participate online and in-person concurrently.
 - Students/families may choose to participate fully remote.

Next Steps

Building Walkthroughs - Departments representatives work on-site to simulate the school day and refine all health and safety protocols

Staff and Student Rosters (Elementary) - Analyzing the results of our survey to define the elementary classes for the remainder of the year (April - June)

Certified Staff Consultancy Groups - In partnership with BEA, the district is forming committees to collaboratively review elementary, middle, high school and options Hybrid plans prior to the implementation of said plans

HVAC Update

- Memo sent to all Administrators and Supervisors on February 10, 2021.
 - We are addressing feedback/questions as we get them.
- Memo also posted to BSD social media on February 11, 2021.
- Memo is also available on the BSD [website](#)
 - Select “RTS Update”
 - Under “FAQ” select “Health & Safety” and “Summary of HVAC Operations and Modifications Report”

HVAC Update (cont'd)

- MERV 13 filters
 - MERV 13 filters are not needed for LIPI Phase 2. Based on guidance, MERV 13 filters are needed when building occupancy is more than 50%.
 - Received a shipment of filters for 12 elementary schools late last week. The filters will be installed at these 12 schools by Wednesday, March 3.
 - The remaining filters for all other elementary schools are expected to arrive around Monday, March 8 with estimated installation Monday, March 15.
 - Phased shipment for middle schools and high schools expected in mid March through April timeframe.
- Extended run times have been programmed in all of our schools.
- All portable HEPA air cleaners were delivered to each school for isolation rooms.

Questions and Discussion



LONG RANGE FACILITY PLANNING UPDATE**POLICY ISSUE / SITUATION:**

Staff and the district's consultant team are developing a new Long Range Facility Plan for the Beaverton School District. This planning effort will replace the current Long Range Facilities Plan that was adopted in 2010. The Board will have an opportunity to review and comment on the work that has taken place, the scheduled community outreach, and future work tasks the remaining planning process.

BACKGROUND INFORMATION:

Pursuant to ORS 195.110, large school districts in the State of Oregon are required to have a Facilities Plan to help guide future planning and budgetary efforts for facilities in the school districts. The Facilities Plan identifies the facility needs of the district. The Plan is required for districts to apply for State grants, to participate in Construction Excise Tax (CET) revenue programs with agencies responsible for building permits, and to develop and promote capital bond program(s). Guidance from the State advises that Facility Plans should be reviewed and updated every seven to ten years.

Staff last presented to the Board at its February 1, 2021 work session. Since that time, staff have held 41 public community meetings, including three (3) 2-hour open houses. After February 22nd, staff will present at five (5) additional community meetings. Consistent comments from the meetings have been directed to the general condition needs of facilities, especially seismic upgrades. Infrastructure to facilitate the return of students to school, especially HVAC equipment, has also been a common comment. The replacement of Raleigh Hills ES has been universally supported. The Raleigh Hills community was especially appreciative of seeing the replacement of their facility as a priority in the Long Range Facility Plan. The community has also expressed support for replacing Beaverton HS. Generally, the community have expressed support for a larger capital bond measure based on the demonstrated needs of the District. However, community members have expressed their uncertainty on timing of such a capital bond measure.

The videos and survey prepared by the District's Community Involvement team have been shared with all school families and at the community meetings. To date, 970 people have responded to the survey. Responses have been in five (5) languages. The survey responses indicate a community preference for prioritizing repair/replacement of aging buildings followed by pre-kindergarten, seismic, and security upgrades in the buildings. Approximately 250 additional written comments are included in the survey responses.

RECOMMENDATION

Recommend the Board listen to the presentation and discuss the Long Range Facility Plan. Provide any direction deemed necessary to improve the planning work program and Plan content.

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."



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

DISTRICT WIDE FACILITY REPAIRS FROM THE 2014 CAPITAL IMPROVEMENT BOND

POLICY ISSUE/SITUATION

The 2014 Capital Improvement Bond includes a line item for deferred maintenance projects called “District-Wide Facility Repairs”. The initial budget for this project was set at \$98,000,000.00, and is often referred to as “the \$98M.” The current budget for the District-Wide Facility Repairs project sits at \$107,334,210.00.

The intent of the project was to complete repairs at all schools District-wide. It is made up of 200+ individual line items that cover a wide range of trades, from replacing full HVAC systems to repairing damaged classroom carpet. These line items were used to fill the voter engagement flyer, with the intent that all items would be completed by the end of the Bond.

In 2018 staff conducted a re-estimate of all the line items in the Facility Repairs project, and came to the conclusion that an additional \$25M from the Program Reserve would be needed in order to complete all project line items. The reasons for this increase are many, but largely driven by 2 factors, much higher than anticipated escalation, and inadequate initial scope analysis. Since June, 2018 this has been reflected as part of the Program Reserve Estimate at Complete number projected in the monthly 2014 Bond Program Status Reports.

In order to give the Program financial flexibility, the additional budget request was broken into two phases. Phase one was approved by the School Board in May, 2020, and resulted in a \$12M increase. In order to complete the remaining line items with this project, the second phase of the budget increase is needed.

BACKGROUND INFORMATION

BSD staff presented an overall summary of the budget challenges at the School Board Meeting on May 14, 2018 as part of the May 2018 EAC Analysis and Recommendation. Given the uncertainty around the remaining major Bond projects at the time, a formal budget increase

was deferred and the Board requested additional tracking efforts—integrated into the 2014 Bond Program Status Report on pages 2 and 11. The information was presented to the Bond Accountability Committee (BAC) in the same month, at their May 30, 2018 meeting.

Since May 2018, all remaining major projects in the Bond have been bid out, and are in a good financial position. Their current status is:

ACMA: project is over 90% complete, with favorable budget and schedule conditions. Current contingency is \$2,002,185.00, and we are projecting at least \$1M in savings when the project is closed..

Five Oaks: reached substantial completion in December, 2020, and is currently in the close out process. Any remaining savings will be minimal.

Raleigh Hills: suspended indefinitely as voted upon by the School Board in December, 2018. Current funding level hold is \$11,821,753.00.

Seismic Upgrades: Cooper Mountain ES is the final voter commitment line item remaining, and will be completed this Summer. Significant savings from other Seismic line items is being used to execute additional seismic scope within the Bond Program.

William Walker: project reached financial completion in January 2021, and returned significant savings to the Program Reserve.

On January 29, 2020, BSD staff presented a followup on the details of the budget shortfall to the BAC. As a result of the presentation and discussion, the BAC voted unanimously at the April 15, 2020 meeting to recommend a budget transfer of \$12M from the Bond Program Reserve to the District-Wide Facility Repairs project.

On January 27, 2021, BSD staff presented a followup presentation on the financial status of the Bond, and a recommendation was requested to move forward with phase 2 of the District-Wide Facility Repairs budget transfer. As a result, the BAC voted unanimously to recommend a budget transfer of \$14.07M from the Bond Program Reserve to the District-Wide Facility Repairs project.

This budget transfer is necessary to complete the remaining repair projects in the bond. This includes: seven reroofs, five HVAC upgrades, nine generator repairs, five electrical upgrades, three window repairs, three paging upgrades, one playground remodel, many flooring repairs, and District-Wide door and hardware repairs.

RECOMMENDATION

Recommend the Beaverton School District Board provide feedback to staff on the plan to

transfer \$14,070,000.00 from the Bond Program Reserve into the District-Wide Facility Repairs project and schedule a decision for the March 15, 2021 Business Meeting.



RALEIGH HILLS ELEMENTARY SCHOOL (ES) PREDESIGN

POLICY ISSUE/SITUATION

The 2014 Capital Bond included a Raleigh Hills ES Improvements project for renovations at the school. The initial budget for this project was set at \$9,700,000.00, and is currently at \$11,263,900.00. The intent of the project was to complete building additions to eliminate portables, renovations, and improvements to vehicle circulation across the site.

In 2018—in preparation to begin design on the 2014 Bond project—staff conducted a thorough review of the existing building conditions. It became apparent that further investments would be required in the near future (5-10 years), beyond those from this Bond, in order to support the aging building. The existing building consists of seven different additions to the original school building (built in 1927), and presents a number of accessibility and safety issues. Additional maintenance needs, such as a new roof, HVAC repairs, and electrical upgrades, would also be needed in the near future. Due to the significant investment that would be needed at the school, it was proposed by Bond staff that in lieu of completing the 2014 Bond project, the available budget be combined with funds in a future Bond to complete construction of a brand new school at the Raleigh Hills site.

This proposal was presented to the School Board, and at the December 2018 Business Meeting the Board voted 5-2 in favor of suspending indefinitely the Raleigh Hills K-8 Improvements project under the current Bond. Now that we are near the end of this Bond cycle, and planning for the next bond is taking place, staff recommend the use of a portion of those funds for pre-design services on a new Raleigh Hills ES.

BACKGROUND INFORMATION

BSD staff originally presented an overall summary of a remodel versus replacement at the October 18, 2018 Bond Accountability Committee meeting. At the conclusion of that presentation, the committee voted unanimously in favor of building a replacement school, pursuant to the following conditions:

- The 2014 Bond funds currently available for the Raleigh Hills Addition Project will be held and utilized at Raleigh Hills if the new bond doesn't pass.

- The School Board will make construction of a new school at Raleigh Hills a priority for consideration in the next bond.
- Staff will provide the School Board with feedback on this proposal from the Raleigh Hills community prior to their decision.

Staff held an open house at Raleigh Hills on October 30, 2018 to present this idea to the community and solicit feedback. The response from the community was generally positive and there was a strong desire that we consider the historical significance of the building during a rebuild.

With the recommendation of the committee, staff followed up with a [presentation](#) to the School Board on November 26, 2018. A followup discussion occurred at the December 17, 2018 meeting, at which time the Board voted in favor of the funding hold.

Since December, 2018, we have completed the Facilities Condition Assessment, and are in the process of developing the Long Range Facilities Plan. Each of these efforts confirms that Raleigh Hills ES is in very poor condition, and should be the top candidate for replacement. Community feedback thus far has been very positive for including the Raleigh Hills replacement in a future bond and it is currently included in both bond plan scenarios.

Additionally, all remaining major projects in the Bond have been bid out, and are in good financial position. Schedule and budget are tracking well in terms of completion of the Program in full, and efforts to begin planning the next Bond are underway. This presents a favorable opportunity to begin pre-design on a Raleigh Hills Replacement, and would help accelerate the schedule of a potential future Bond project.

The current funding hold for the Raleigh Hills Improvements project sits at \$11,821,753.00. We expect that the pre-design will cost approximately \$1M of that funding hold. The main purpose of pre-design will be to develop further budget certainty for the project. This will ensure that the budget request in the bond is as accurate as possible. We will also be able to solicit community feedback and engagement prior to a bond election. If a new bond is not passed, the remaining balance can be used for upgrades at the current building.

On January 27, 2021, BSD staff presented a follow-up presentation on the financial status of the Bond to the Bond Accountability Committee (BAC). BSD staff recommended to start design efforts for a new Raleigh Hills ES. As a result, the BAC voted unanimously to recommend use of the current Raleigh Hills Improvement Bond funds to begin a conceptual design.

RECOMMENDATION

Recommend the Beaverton School District Board provide feedback to staff on the plan to use project funds to begin pre-design services of a new Raleigh Hills ES and schedule a decision for the March 15, 2021 Business Meeting. The pre-design services will include a conceptual design and project estimating.



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 and Community Involvement Department publicized the middle school naming process. Planning Principal Jill O'Neill also convened future students, parents and community to gather names and narrow their suggestion for the names. In all, 543 individual suggestions were received.

The naming report, researched and prepared by Shellie Bailey-Shah, Public Communications Officer, provides history about the properties on which the new middle school is being constructed and the community suggestions.

Suggested names were organized in Phase 4 of the report with the top four names being listed.

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 select the new middle school name.

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.

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)

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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LAND OWNERSHIP

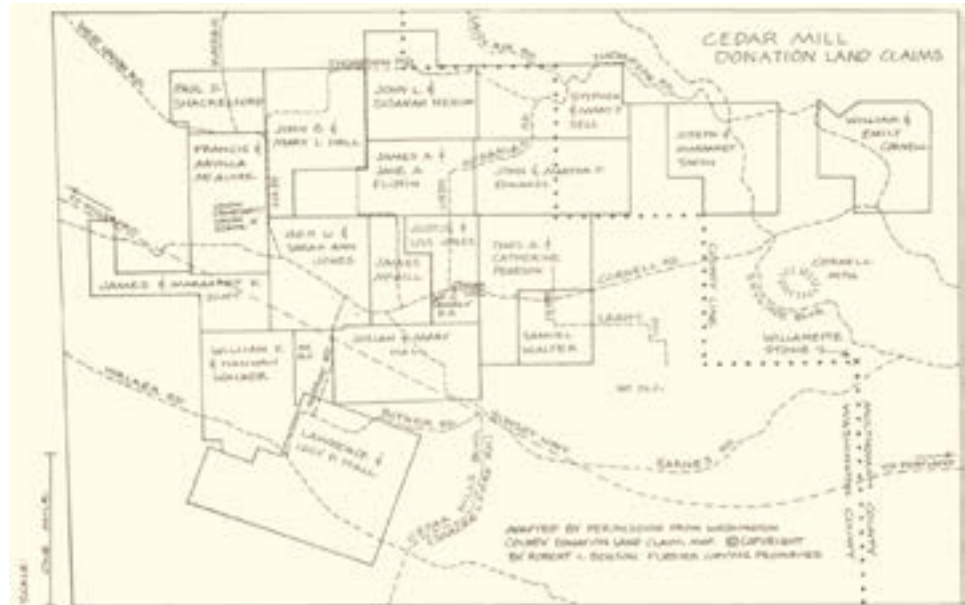
Brothers Josiah and Lawrence Hall traveled to Oregon Territory with their families along the Oregon Trail in 1845. Two years later, Captain Lawrence Hall led a troop of Oregon Mounted Volunteers

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: Cedar Mill News



Courtesy: Teufel Landscape

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

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

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





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

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
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
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

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

BEA Comments – Sara Schmitt – President

Expressed gratitude for the message that just came out to our community expressing challenges to returning to school. BEA is actively bargaining for safety in the work place. She also thanked the Middle School Administration for addressing what happened recently in our Capital.

OSEA Comments – Amy Knutson – President

Not present

BSAC Representatives –

Co-President: Neel Jain/WHS – Discussing mental health topic and school security. They would like to implement more frequent check ins with fellow students.

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Co-President: Miriam Gilliam/ISB – unable to attend
Secretary: Jonah Patterson/SRHS – Discussed SRO’s and school security. Want to start a dialog with SRO’s and administrators.
Social Media Representative: Riley Poindexter/MHS – Launched BSD Instagram program highlighting students. We have spotlighted SRHS and SHS so far.

Questions and Comments:

Anne- What do you see as next steps for your SRO committee? *Meeting with Principal at SRHS to see what the SRO’s do and how they work with schools and how they are used.* So you are in a research phase and will bring that information to the board. *Yes*

Becky- You had a poll on how you interact with the SRO’s. *Many students are wanting them to continue and adjust their roles.*

Public Comments - Board Member Becky Tymchuk stated there were 42 comments were received, see Public Comments attachment for a full listing of public comments submitted. There are also direct emails coming to the board.

REPORTS

A. Superintendent Comments – Don Grotting

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 8th.
- 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.
- Today we received revised guidance from ODE. This will be discussed later.
- We continue to be in required bargaining and are working with our associations to prepare for our eventual return to in-person instruction in a safe environment.
- He stated that we do not have definite timelines regarding vaccines. We continue to follow OHA guidelines for athletics. We will be sending out communication regarding participation.

Activities and Athletics

- We will follow the OHA guidelines and work with OSAA to provide our students the ability to practice, condition and complete when we can successfully adhere to the current rules and regulation set forth by OHA.
- We will be sending out continued guidelines tomorrow to families about the athletics and activities.

Financial Information

- BSD should be receiving approx. 18M from the Cares Act for off setting COVID expenses.

SRO Update

- We are currently in discussions of possible reforms of our SRO’s. We look forward to our meeting with the city of the future of the SRO’s in our school district.

National School Board Month

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

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- January is National School Board recognition month. Our school board members volunteer their time, resources and energy to serve nearly 40,00 students, 6,000 employees, our diverse families and other stakeholders in Beaverton School District.
- Unlike other states our School Board members are not paid for their time.
- They help set the vision and goals for our district.
- They adopt and oversee the budget.
- They are leading in times of significant economic uncertainty, social justice unrest, and political divisiveness, that impacts our school district.
- We have school board members that have lost family members and friends due to COVID-19 and continue to serve BSD.
- Thank you to each member for your multiple years of service to Beaverton School District and the sacrifices you make to enhance the learning environment for all our students, families and staff.

Questions and Comments: None

B. Financial Update— Mike Schofield

- Unchanged from the previous report
- 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 12/31/2020
- Portfolio Management and Summary
- Investments by Sector and Group
- Selected Funds Summary by Issuer
- Additional CARES Act that will be added to the fund.

Comments/Questions:

Susan: I wanted to compliment you and the communications team for the presentation on the budget.

Becky: Do we have any idea what our costs will be regarding reopening? *At this time we are still working through that and will get those figures to you as soon as we have them and how that affects the budget for next year.*

C. Naming Process for New Middle School – Shellie Bailey-Shah, Jill O’Neill

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.

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

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- 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.

The Timberland name was given to the area by the developer and has no significance. The following are the top 5 suggestions for the new school.

**Atfalati
Cedar Fall
Kalapuya**

**Ruth Bader Ginsberg
Timberland**

January 2021: School Planning Principal solicits input from incoming students. Students had an affinity with Timberland.

SUGGESTED NAMES	NUMBER OF VOTES
Tumwater	160
Timberland	319

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

February 22, 2021: School Board selects new name.

Comments/Questions:

Anne: Interested to see all of the research and variety of names. Pro’s and cons of the difference of Tumchuk instead of Tumwater. *Easier to say and more recognizable.*

Donna: Are there any other Timberland schools in Oregon? *Not to their knowledge. It doesn’t have a deep connection to the Cedar Mill neighborhood. So it’s not surprising that the community students chose Tumwater, as Timberland has no community connection.*

Susan: I wanted to call out Verna Bailey as one of the names put out there for her history in our school district. She was a principal in the district and the first black woman to attend the University of Mississippi.

Anne: Since we named Sato Elementary, I appreciate the community solidifying the name as it was impactful to our community. I hope we select a name to impact and represent our community.

Donna: I don’t believe we have any names after the key native people to our area. *We do, Chehalem is named after native peoples. We have talked about partnering with THPRD and incorporate the native plants and learning. We would want to incorporate the work and be respectful.*

LeeAnn: Thank you for the great research and the importance to the community. I am excited to be able to do something to honor our First Families. It is a rich opportunity.

Eric: I live in the area and really like the name Tumchuck. I’m excited about the opportunity.

Becky: I appreciate the research done in regard to this decision. Thank you for the perspective before the next Board meeting. She welcomes board members to reach out to Shellie or Jill for additional information.

D. Return to School – Ginny Hansmann, Brian Sica

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

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We appreciate the supportive leadership from the School Board for our team. We appreciate your service.

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.

Attendance - 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

Current Marks - Middle School			
	Red Zone	Yellow Zone	Green Zone
All Students	22%	15%	63%
Latinx Students	42%	18%	46%
African American Students	30%	18%	52%

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, D, or I, or more than two D's

Current Marks - High School			
	Red Zone	Yellow Zone	Green Zone
All Students	18%	14%	68%
Latinx Students	34%	20%	46%
African American Students	24%	19%	57%

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, D, or I, or more than two D's

Elementary

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

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.

Return to In-Person Instruction

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.

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.

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

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- Remain in Comprehensive Distance Learning as the primary mode of instruction.
- In-person opportunities will vary, prioritizing academic advancements and social/emotional interactions.

Advisory Metrics

Metrics were changed (all remain “new cases” per 100K residents over the past 14 days)

- 350-200 cases (increase in limit and definition) – Elementary only, including hybrid – prioritize younger students and add as able
- 200-50 cases (increase in limit and definition) – Continue to prioritize elementary – Secondary should remain “primarily Distance Learning with Limited in Person Instruction”
- 50 cases (no change) – Prioritize On-Site and Hybrid while maintaining small cohorts

It remains critical that the community case counts are low enough that the community is not regularly introducing new COVID-19 cases into the school which destabilizes the learning environment as contact tracing leads to quarantining. The county metrics remain.

Timeline for Retuning to In-Person Learning

- Returning to in-person instruction will require the responding to the changes in guidance that was released today
- Collective Bargaining Agreements – working conditions for our staff
- Community spread of SARS-CoV2/COVID-19
 - “Second Winter Wave”

We continue to work within the guidance to welcome students and staff as timely and safely as possible. We also continue to improve the systems within Comprehensive Distance Learning.

Questions/Comments:

Anne: All students includes everyone, but then you extrapolate the other two groups. That looks like white students make up 10% in the red zone and the rest are students of color? *Correct, we can pull that information out for you.*

Tom: Does this data show what our Health and Wellness teams are working with? *Yes, and our graduation mentors are also working with all students.*

Susan: Will there be any changes for learning targets for graduation requirements? *Not at this time.* My concern are for the students that are falling behind and for the students that have limited connectivity. *I am sure there are still students out there that have connectivity issues. We are working with the human stories out there. We will be navigating this for a long time to come. We need to further refine CDL.*

Tom: In the previous advisory there was something about paying attention to rising numbers. I was wondering if that part remained. *I will need to look further.*

Anne: I don't see any guidance from ODE on how to address the needs of our neediest students. *We are being told to use an equity lens and prioritize our impacted students.*

Tom: I am thinking about socialization and mental health. My questions are what are the mental health supports? What about socialization? Safe outdoor supervised activities? There are *Behavior Health and Wellness teams at every school. Social activities outside may provide opportunities for socialization.*

Donna: Getting elementary students back sooner and then work on getting Middle and High School students back next.

Becky: We appreciate the new information presented today. We are concerned about our students and staff.

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ACTION ITEMS

A. Second Reading of Phase 2 of the PE Adoption – Brian Sica

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.

LeeAnn Larsen made the motion to adopt the Phase 2 PE Adoption Recommendation as presented at the last meeting on December 14, 2020. Donna Tyner seconded and the motion passed by a vote of 7 to 7 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

BE IT RESOLVED that the School Board adopt the Phase 2 PE Adoption recommendation.

Questions / Comments:

There would be a cost of phase two \$200,000, the largest expense is wearables. The team is not recommending we move forward with wearables until we are back in person. The timeline is uncertain until we are out of CDL. Purchases are always dependent on the budget.

LeeAnn: How has Phase 1 implementation gone? The work HS is aligning all of their classes to the targets. They need more time since CDL has been going on.

Becky: Our PE teachers have been featured on tv for what they are doing.

LeeAnn: All of our PE teachers are amazing.

B. Consent Agenda – Becky Tymchuk

1. Personnel

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the December 14, 2020 Board Meeting are hereby approved as submitted at this meeting.

3. Grant Report

BE IT RESOLVED that the School Board approve the Grant Report as submitted in this meeting.

4. Public Contracts

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

LeeAnn Larsen made the motion to accept by the School Board as submitted.

Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 7 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 –

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Anne Bryan: I wanted to remind the public that starting in the month of February may apply to run for a Board member. I do not intend to run again. Volunteer organizations get strength from new passionate members.

Becky: I wanted to give a shout out to our communications team and thank them for all of their hard work. Also, to the Nutrition Services department. They are continuing to support our struggling families.

Superintendent Grotting: Keeping kids' number one is our priority.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:22 p.m.

Information Items

- Bond Status Report

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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BEAVERTON SCHOOL DISTRICT
School Board Work Session
Virtual
Monday, February 1, 2021
3:00 p.m.



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

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent of Operations
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Officer
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Camellia Osterink	District Legal Counsel
Ken Struckmeier	Executive Administrator for Middle Schools
Jon Franco	Executive Administrator for High Schools & Option Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Patrick Meigs	Executive Administrator for Elementary Schools
Kathleen Skidmore	Executive Administrator for Elementary Schools
Nicole Will	Executive Administrator for Elementary Schools
Kayla Bell	Administrator for Curriculum, Instruction & Assessment
John Peplinski	Administrator for Curriculum, Instruction & Assessment
Jon Bridges	Administrator for Accountability
Kelly Raf	Administrator for Special Education

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk
 School Board Chair Becky Tymchuk called the meeting to order at 3:00 p.m.

REPORTS

A. District Strategic Measures – Ginny Hansmann and T & L Team

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The School Board received progress on Beaverton's District's Strategic Plan Measures. The Strategic Plan measures data, the analysis of successes and issues, the description of short and long-term action plans organized into five sections: 1) principal learning action plans; 2) English Language Arts K-11; 3) Math K-11; 4) Science K-11; and 5) high school graduation and career learning; and 6) K-12 attendance.

Teaching and Learning Leadership is focused on growing our capacity in the Anti-Bias Anti-Racist leadership and changing biased and racist district/school practices. Other areas of focus are consistent curriculum / instruction implementation in all classrooms, meaningful feedback to students and teachers, and social emotional learning.

Teaching and Learning Focus – Kathleen Skidmore

School Learning Plans: Each school has a living document that is a Learning Plan to celebrate success, reflect on the learning and consider the next step. All schools have their Learning Plan on their website.

Equity and Inclusion - Pat McCreery

OEI has been at T & L meetings, Elementary and Secondary Leadership and planning meetings and District wide professional development.

Early Learning (PreK-2) – Kayla Bell

Our focus is Anti-Bias Anti-Racist Learning Practices, Habits of Mind and Playful inquiry. Kindergarten are in learning co-horts. Teachers College for workshop support for K-5 teachers as a resource. Best practices in Instruction and Consistent Curriculum sessions on Wednesdays during Professional Development to support the teachers.

Elementary - Kayla Bell and Secondary - Brian Sica

English Language Arts K-11 is focused on the vision for building capacity in the best practices in writing and reading around the district with successes, goals, analysis and action plan included in the presentation. **Secondary –** College readiness of 11th grade students with disabilities has increased over the last 3 years. Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender and ability. Classroom libraries continue to add text that reflect demographics and language backgrounds of all students.

Math K-11 is focused on continuing to implement consistent K-5 math curriculum and best practices in math with successes, goals, analysis and action plan included in the presentation. **Elementary -** Continue to implement consistent K-5 Math Curriculum and best practices in math. **Secondary –** Teachers Development Group is at 3 our buildings that are our most poverty impacted schools and have engaged in a multiyear project with sole goal of improving the math experience

Science K-11 is focused on continuing to support consistent implementation of NGSS standards in elementary. Successes, goals, analysis and action plan were included in the presentation. **Elementary –** new science curriculum for grades 1-5. **Secondary –** percentage of all students meeting or exceeding the college benchmark increased by 1.3%. Implementing the MS adoption of IQWST in 2021-2022 school year.

Implementation of Tribal History/Shared History lessons and professional development for all students

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High School Graduation – Jon Franco

Successes:

- The district average rose 7.1% points from the previous year and is the highest rate ever.
- The success rate for every student group reached an all-time high in 2019-20. Beaverton, Community School, Sunset, and Westview also attained all-time highs on this measure.

Areas for Growth:

- Some of our district options schools struggle to offer the curriculum options that fall within this measurement. Due to school program requirements and specific areas of focus, this measurement for these schools will continue at this rate.
- Rates at Aloha and Southridge are lower than they were five years ago.
- Health and Wellness teams at each site has made a difference at all sites.

Career Technical Education (CTE) – John Peplinski

- CTE in the BSD Snapshot
 - CTE programs of study increased from 18 five years ago to 33 present day
 - CTE teachers increased from 38 five years ago to 60 present day
 - Career Pathway funding increased from \$175K five years ago to \$298K present day
 - Number of programs earning \$\$ increased from 13 five years ago to 25 present day
 - High School Success \$\$ for CTE increased from \$0 five years ago to \$5 M present day
- Perkins Performance and Priorities
 - Performance measures increased across the board
- Work-based Learning
 - iExperience CTE Series
 - Site-Based Experiences
 - Advisory Boards
 - Internships
- CTE Promotion

K-12 Attendance - Ken Struckmeier

Successes:

- In 2019-2020, for all student groups, the percentage of students missing 10 or more school days declined. (This was impacted by the school closure in March 2020).
- The improvements made in our Early Warning System provides secondary schools with a resource to identify attendance concerns. Synergy elementary attendance reports were implemented showing student attendance and trends.
- The implementation of the Behavior, Health and Wellness teams has been a success this year. In each elementary school they have been critical to supporting students and families with addressing barriers to their attendance.

Areas for Growth:

- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- As we transition back to in person instruction, we plan to continue the laser focus on attendance patterns and outreach to families that have been so successful during remote learning.

Behavioral Health and Wellness Teams – Dr. Danielle Hudson, Toshiko Maurizio, Kelly Raf

- There have been 6, 824 referrals
- 37% of referrals have resolved and students are engaging in CDL

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- 45% of referrals need ongoing BHW team support
- 18% of students who were referred are still not engaged in CDL
- The team members have had 35,495 contacts with students and families
- BH&W team members have had 35,495 contacts with students and families following BH&W referrals, of these 2,662 have been home visits.

Comments/Questions:

- Teaching ES Math – There were a number of teachers not comfortable teaching math. How long are we going to give the teachers to become proficient? *We adopted a very robust curriculum. Math TOSA team have been able to create slide decks to help teachers teach. There is also SD on Wednesdays and teachers are becoming more confident this year because of the additional attention. Principal's also attended the PD so they were engaged in the learning as well.*
- Words are very important. The district says that a student's socioeconomic status is not a predictor of outcomes. But today I am hearing the opposite. I would like us to think about how we frame that in the future.
- What is our messaging in the future? *We are addressing these mind sets in our Staff Development and Leadership meetings.* I am focusing on the messaging. I am aware of the efforts to change our mindset. It's the messaging that is concerning and needs to be changed.
- Did students take ACT's this year. *They will not take it this year.* Are the questions biased and not culturally sensitive? If so, why are we using them? *At this point that is what is available to us. We are looking at making some adjustments.* Are there about 1200 students not engaged in CDL? *Yes that's correct.* I just want to point out that is a large number. *That is why we are concentrating on our LIPI program coming up. We are hopeful that we will be better able to engage students and families. We are finding students whose families are in dire situations.*
- Has FLEX Online made a difference in student engagement? *The curriculum is different and through an outside company modeled off of other online schools. At this point the engagement is good. Parents and students seem to be happy.*
- How is our FLEX online program doing? The grades are the determining factor of how the students are doing. The engagement is positive currently. It would be good to have Paul come and discuss his program.
- When we are talking about graduation rates, do we have any indicators of the impact of COVID or was it due to pass/fail option? Our graduation rate for the past 5 years has been on an upward trend. We believe the learnings are sustainable moving forward.
- I wanted to acknowledge the work and opportunities we are providing students through CTE. Future planning I would like to call out divergent graduation rates and achievement. We need to parallel those.
- I don't see a rationale for the trend lines in our data. This is concerning for me. I am hoping that in the future we will be able to see that and report out on it. This is necessary in being able to turn those trend lines around. *The why is very important and needs to be addressed. We need a new strategy in reports.* Even if you have a guess at the why, that is helpful.

B. Return to School –

Operations – Josh Gamez

- PPE & supplies-focused on Ready Schools and safe learners guide/ we are purchasing Face coverings for both adults and children. Hand sanitizer in various different products, Plexiglass barriers, disinfectant wipes
- District office is implementing

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- Isolation rooms
- Heating and Ventilation, and air conditioning (HVAC)
 - Most of the areas have mechanical ventilation.
 - Most have direct digital control that can be remotely controlled
 - MERV- a rating at how a filter stops dust and other contaminants
 - RSSL- Maximizing outdoor air and run ventilation systems continuously
 - Use combination of filters
 - Focus on personal hygiene – face covering and handwashing
 - Target five total clean air changes per hour
- Action Plan
 - Introduce more outside air
 - Extend operation run times
 - Upgrade all MERV 8 filters to MERV 13
 - The district will use HEPA air cleaners in areas that need them.
 - Some areas will be off limits for LIPI Phase 2 and hybrid learning
- Completed to date
 - Analyzed all district facilities in preparation for LIPI Phase 2 and hybrid learning
 - Programmed extended run times in half of our buildings
 - Ordered 8400 MERV 13 filters
 - Based on guidance
- Upcoming actions
 - Complete the programming of extended run times in our buildings
 - Install MERV 13 air filters upon receipt
 - Distribute HEPA air cleaners to all isolation rooms in preparation for LIPI
 - Finalize procedures on what to do if an HVAC system needs repair or has complete failure in a building
- Disinfection
 - Actions completed to date
 - Custodial disinfecting outlined in guidance
 - Received Electrostatic sprayers
 - Increases capability to disinfect more areas in the event of a significant outbreak in a building
 - Upcoming actions
 - Develop a plan and training so that all school staff can do their part to support systematic disinfecting
 - Classroom staff: disinfect desks and chairs used by cohorts with household wipes
 - Custodial staff: disinfect high touch points common spaces, door knobs, drinking fountains; cleaning/disinfecting restrooms

T & L – Brian Sica

- Ready School, Safe Learners is a plan being developed for both a return to limited in person or hybrid instruction for BSD elementary and secondary students
- Time line
 - February 22, 2021 – Expand LIPI to 29 Sites
 - April 5 – Begin the K-2 Hybrid with grades 3-5 added as COVID-19 spread is contained
 - April 19 – Begin BSD Connect (Secondary Schools) Pending the community spread of COVID-19

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- LIPI Models – Limited to cohorts of 20 students for 2 hours a day
 - o Multilingual Department
 - o Special Education
 - o Internet Café
- BSD Connect-maintains CDL with enhanced academic opportunities
 - o Invites students for social emotional support
 - o Access to WiFi and other resources only available in schools
- Current Actions
 - o Continue to work closely with BEA and OSEA to define working conditions
 - o Monitoring the distribution of vaccine
 - o Launched a survey for Elementary Hybrid or CDL
 - o Developing questionnaires to solicit community preferences for BSD Connect
 - o Continue to plan of the increased return at the secondary level
 - o Looking forward to Fall of 2021
- Grading policy in CDL
 - o Requirements for grading and reporting
 - o Last year ODE did a statewide requirement, this year it is a district decision
 - o Evidence of Learning Progress for Elementary
 - Significant growth
 - Growth
 - Insufficient Evidence
 - o Grading Guidance for Secondary
 - A-D - not different than what we have done in the past
 - I - student has not reached proficiency (non-credit bearing) but has ability to get that credit
 - N - not enough interaction (non-credit bearing) work with student to gain ability to earn credit
 - o Any grade given in November had an impact on the GPA
 - We won't be awarding F's during CDL – move F's earned in November to I's
 - Do "no harm" should apply consistently to all students

Comments/Questions:

- Secondary students may have to option of BSD connect, students will be contacted by the schools when its identified as what that looks like? District wide data, exact options would then be sent out by schools to the families at a later date.
- Families are concerned about their children, as a team the number one goal is to have our students to return to school. What is required by the state that we have to comply with? Limits on number of people they can interact with in a week, which is 100. Students do not travel to the second class together. 1st period would on average travel to 12 different classes for 2nd period. Every person in a class must have 35 square feet of space, lunch periods, passing periods and such. It gets very difficult to plan an onsite model.
- As a district are, we working on what is safest for kids and staff? We are working on doing all that is safe. If we go outside the metrics, we will have to perform testing along with all the protocols being followed. We are required to work with our certified union on how to safely return. We have been making great progress with them and ensuring our students and staff are safe.
- Safe schools – how many freshman contacts are there on an average week? Only 4 classes, many of them would be over 100 unless you lower all classes to 20 or less. The good news of the

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metrics going down and teachers are getting vaccinated is hard for our community to see that secondary students not to be able to return due to the RSSL guide.

- Will students still receive proficiency for the I's? No. How do they figure out the next steps for getting the credit they need? Work on Learning targets they still need, not the whole course. If with the same teacher, they may find evidence of the learning and apply the grade. Counselors, graduation counselors and teachers may set up a course for the students to learn the needed target. Do we know what percentage of students are looking at I's? We will see after Thursday, when teachers turn their grades in. We think that number will be significant.

Anne Bryan - I would recommendation of the board to make a motion that this new grading practice is in place during CDL. Amendment to include hybrid.

Approval of using N's and I's in grade reporting for the secondary schools and Evidence of Learning in grade reporting for Elementary schools during the period of Comprehensive Distance Learning and Hybrid, be approved by the School Board of the Beaverton School District.

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

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

C. Committee Updates – Committee Chairs

Planning and Advocacy Committee Meetings – LeeAnn Larsen

- Communication
 - o Monitoring CDL
 - o Budget communications
 - o Return to School
 - o Student Success Act
- Advocacy
 - o COVID related concerns
 - o City of Beaverton – SRO funding
 - o Washington County Legislative summit
- Bond
 - o LRFP
 - o Communication of the Bond
 - o Strategies 360
 - o Long range planning and how that relates to the bond

Return to School and Finance Committee – Eric Simpson

- Different models and cost exposure
- CDL and Hybrid and Return to school
 - o COVID related concerns
- Strategies for finance and ending fund balance
 - o PERS
 - o Pay some liabilities down

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- Robust ending balance in the future

Bond Advisory Committee & Return to School Committee - Anne Bryan

- A lot of work is going into this through District sponsored committees and we did not feel it was beneficial for additional meetings to be added, as these committees are doing the work and members of the board attend these.

Equity Task Force – Tom Colett

- Creating with Parents, teachers, students, educators and administrators and we want to make this a long-term task force
- With an equity and antiracism lens to look at
 - Student Handbook
 - Hate speech policy -All Students Belong
- Using an outside agency to assist – Education Northwest for their expertise
- Continuous work

Color Caucus – Donna Tyner

- Went over some Bills brought forward for education to the caucus
 - HB 2942 – removes certain non-violent crimes from keeping folk’s ineligible from getting a teachers license
 - School Safety Bill – silent panic alarms in school to public safety
 - Internet access bill for rural communities

Comments/Questions: none

D. Long Range Facility Planning Update – Carl Mead, Josh Gamez, Steve Sparks, Aaron Boyle

Presentation and discussion of community outreach and work program

- Focus groups in Nov 17 (District Need), Dec 15 (preliminary plan) and March 8 (Outreach review/final plan)
- Community Meetings in January & February
 - PTO meetings
 - City of Beaverton NAC meetings
 - Washington Co CPO meetings
 - Principal at each site
 - Survey went out district wide to all community members – 790 responses after 1 week
- Went through schedule
- Major findings of LRFPP
 - Facility Condition
 - Strategic Building replacement
 - Modernization
 - Deferred maintenance
 - Seismic Improvements
 - Educational Programming
 - Capacity and enrollment projections
- Bond Planning –
 - Essential Future Needs
 - Bond Planning and potential Capital Bond Options
 - Option 1 – Renew expiring bond, not tax rate increase (\$325 M)

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- Option 2 – Tax rate increase - \$0.25/\$1,000 APV (\$723 M)

Comments/Questions:

- How do we get out of having deferred maintenance? Is Plan 2 going to get us there earlier? How might we bring the goals out to the public and get all that we need? We would love to no longer have deferred maintenance. We have measuring tools to use. Do we have a goal and where is that information? We don't have a goal but we will use the group to find out if we will move forward with Plan 1 or Plan 2. To be covered on the seismic, what do we need to get all our buildings safe. Our goal is to be compliant with ORS 455-400 which says to be seismically safe by 2032.
- Wasn't our last bond over 600 million? We are not that much over. *Construction costs are that much higher. We want to have our figures as accurate as possible.*
- Next steps, committee going to further the work and in April get the Board's recommendation? Yes, and we'll provide an update at the March meeting.
- We have the Board, and outside committee looking at this and appreciate you keeping us up to date. Aaron is meeting with all of our principals and we have received 700+ surveys to date. Understand that depending on the age of the school you are at determines the conversation regarding projects.
- We are happy to meet with Board members individually for additional information.

Strategies 360 – Amy Ruiz

- Bond
 - Research
 - Framing
- Ballot & Electoral
 - November
 - 30% countywide average
 - Approximately 27,783 yes votes needed
 - May
 - 33.64% countywide average
 - Approximately 32,851 yes votes needed
 - Advantages with May electorate – not seeing property tax bills during this time
- Factors
 - May referral would need to happen by mid-February
 - Short timeline to gather community feedback, assess and make any changes needed changes to bond package scope or scale
- Research
 - Get past May election
 - Hopefully more economic and health certainty
 - More certainty about when to return to classrooms
- Framing
 - COVID responsive
 - More specificity on proposed investments
 - Clearer example of increase and impact

Comments/Questions:

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

- Is there anything that shows how folks are voting post COVID? Most funding measures in November passed in East County.

E. ACTION ITEMS – Becky Tymchuk

The following motion formally clarifies the earlier one noted in T & L presentation section.

Anne Bryan made a motion that the Board Recognizes the exigent circumstances posed by the COVID-19 pandemic and the challenges of accurately grading students during distance learning and other limited in-person learning options that may arise.

Therefore, the board suspends the relevant sections of policy IK requiring letter grades and board-mandated processes for changes to grading practices. Explicitly, the board recognizes the need to issue “incomplete” and other equivalent marks in addition to letter grades so that students may meet standards at a later date to earn credit.

And further that elementary reports will be used solely for progress monitoring. This suspension of IK and recognition by the board will stand through August 2021.

If additional extension is needed, staff will bring a formal request to the board at that time.

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

LeeAnn Larsen moves that we accept the collective bargaining compensation reopener between the school board and the BEA for the period of July 1 2020 through June 30 2021 which results in a 2% cost of living adjustment.

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

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 7:00 p.m.

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
American Indian/Alaska Native Educator Success	Oregon Department of Education	\$125,000	8 Jan 2021	28 Jan 2021	Permission to receive funds
Funds are available to 1) develop and grow staff and educators to support American Indian/ Alaska Native student success, 2) increase the number of American Indian/ Alaska Native identified teachers, paraprofessionals, and administrators, and 3) foster and support the capacity of Title VI educators.					
Elementary and Secondary School Emergency Relief (ESSER II) Fund	Oregon Department of Education	\$ 20,656,919	Not required	NA	Permission to receive funds
ESSER II funds provide emergency financial resources to address the impact that COVID-19 has had, and continues to have, on school districts across the Nation.					
Pathways for Recovery and Return Grant	Oregon Department of Education	\$255,726	2 Oct 2020	NA	Permission to receive funds
These additional non-competitive IDEA funds support district implementation of summer programs for students experiencing disability. Funds can be used to provide supplementary education for students with disabilities specifically addressing skill loss, to proactively prepare students for transition to the upcoming school year, or to provide compensatory education services for students impacted by the pandemic and Distance Learning for All.					

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

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
ESEA Title Funds	Oregon Dept. of Education	\$9,143,487	\$ 9,143,487
Grow Your Own Funding (Teacher Partnership Pathways Grant)	Oregon Dept. of Education	\$324,000	\$ 324,000*

* Reported in January as not funded, but the availability of additional funds has changed the status to funded.

RECOMMENDATION:

It is recommended that the proposals be approved.

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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Beaverton HS Track Repair	Aaron Boyle	Cooperative Contract #AEPA/IMESD#020Aw /2021 contract extension through 2024	Beynon	\$224,569.00	6/2021	8/2021	Authorization to Award Contract
Rock Creek Freezer Replacement	Aaron Boyle	Invitation to Bid (ITB) 20-0021	Paradigm Construction	\$163,525.00	3/2021	10/2021	Authorization to Award Contract
Phase II WHS CTE Upgrades Design-Build Contractor Services	Aaron Boyle	Request for Proposals (RFP) 20-0017	RA Gray Construction	\$800,000.00	2/2021	8/2021	Authorization to Award Contract
Cooper Mountain Seismic General Contractor	Aaron Boyle	Invitation to Bid (ITB) 20-0011	Emerick Construction Company	\$1,963,300.00	2/2021	10/2021	Authorization to Award Contract
20-0013 Mobile Onsite and Cardlock Fuel and Lubricant Products	Craig Beaver	Request for Proposal #20-0013	Bretthauer Oil Company	\$1,500,000.00	7/2021	6/2022	Authorization to Award Contract



PROJECT NAME: Beaverton High School (BHS) Track Repair

PROJECTTIMELINE: 3/2021–8/2021

PROJECT BUDGET: \$239,646.00

PROJECT SCOPE: Replacement of track surface

CONTRACT NAME: BHS Track Repair

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Cooperative Contract #AEPA/IMESD#020Aw/2021 contract extension through 2024

CONTRACTTIMELINE: 6/2021–8/2021

CONTRACT AMOUNT: \$224,569.00

CONTRACT SCOPE: Removal of existing track rubberized surface. Furnish and install BSS 200WB track surface on an 8-lane track oval – approximately 5,000 sq yds. Includes all track markings, lane lines and 5-year warranty. Supply and install black BSS 200RE track surface on existing D Area surface at 2 long jump runways and 1 pole vault runway, approximately 191 SY. Remove existing track surface and apply BSS 200 track surface at Javelin area, approximately 70 SY.

RECOMMENDATION: Authorization to Award Contract to Beynon

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Beaverton High School (BHS) Track Repair



PROJECT NAME: Rock Creek Freezer Replacement

PROJECT TIMELINE: 3/2021 – 10/2021

PROJECT BUDGET: \$300,000.00

PROJECT SCOPE: Replacement of the walk-in freezer and reach-in cooler. This will entail the demolition of the existing cooler and freezer, removal of existing concrete slab and mechanical equipment. A new insulated concrete slab will be placed together with installation of new rooftop mechanical equipment and the replacement of the non-code compliant ceiling tile / grid in the kitchen.

CONTRACT NAME: Rock Creek Freezer Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0021

CONTRACT TIMELINE: 3/2021 – 10/2021

CONTRACT AMOUNT: \$163,525.00

CONTRACT SCOPE: Replacement of the walk-in freezer and reach-in cooler as described in Project Scope above.

RECOMMENDATION: It is recommended to award the contract to Paradigm Construction

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Rock Creek Freezer Replacement



PROJECT NAME: Westview High School Career Technical Education (CTE) Phase 2

PROJECTTIMELINE: 8/2020–8/2021

PROJECT BUDGET: \$1,000,000.00

PROJECT SCOPE: Exterior canopy and workspace with exterior storage for CTE program

CONTRACT NAME: Phase II WHS CTE Upgrades Design-Build Contractor Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 20-0017

CONTRACTTIMELINE: 2/2021–8/2021

CONTRACT AMOUNT: \$800,000.00

CONTRACT SCOPE: Exterior canopy and workspace with exterior storage for CTE program

RECOMMENDATION: Authorization to Award Contract to RA Gray Construction

FUNDING SOURCE: Measure 98, Career Technical Education



PROJECT NAME: Cooper Mountain Seismic

PROJECTTIMELINE: 2/2021–10/2021

PROJECT BUDGET: \$3,320,475.00

PROJECT SCOPE: Seismic upgrades and renovations

CONTRACT NAME: Cooper Mountain Seismic General Contractor

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0011

CONTRACTTIMELINE: 2/2021–10/2021

CONTRACT AMOUNT: \$1,963,300.00

CONTRACT SCOPE: Provide General Contractor services for Cooper Mountain Elementary School (ES) seismic improvements.

RECOMMENDATION: Authorization to Award Contract to Emerick Construction Company

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades, and Oregon Seismic Rehabilitation Grant (\$2,3 M); Cooper Mountain Seismic



PROJECT NAME: Fleet Fueling and Lubricants

PROJECTTIMELINE: 7/2021–6/2022

PROJECT BUDGET: \$1,500,000.00

PROJECT SCOPE: Provide Fleet Fueling and Lubricants for Transportation Services

CONTRACT NAME: 20-0013 Mobile Onsite and Cardlock Fuel and Lubricant Products

RECOMMENDED BY: Craig Beaver

SOLICITATION METHOD: Request for Proposal #20-0013

CONTRACTTIMELINE: 7/2021–6/2022

CONTRACT AMOUNT: \$1,500,000.00

CONTRACT SCOPE: Provide mobile onsite and card-lock fuel and lubricant products for the 2021/2022 school year.

RECOMMENDATION: Authorization to Award Contract to Bretthauer Oil Company

FUNDING SOURCE: General Fund



BEAVERTON SCHOOL DISTRICT INTER DISTRICT TRANSFER PROCESS, 2021-2022**BACKGROUND INFORMATION:**

Senate Bill 709 was enacted by the February 2015 Legislature, providing new rules for school choice for Oregon students. Senate Bill 709 will be applied to the 2021–2022 school year.

The proposal for 2021-2022 Inter District Transfers is as follows:

- Approval for all seniors into, and out of, the Beaverton School District.
- Approval of hardship requests into, and out of, the Beaverton School District as defined by Senate Bill 709 for student health and/or safety interests.
- Unfilled Beaverton School District Open Enrollment slots will be open for Inter District Transfers at the following schools:

Beaverton High School – 36 open slots for students (no grade levels designated)

Southridge High School – 19 open slots for students (no grade levels designated)

RECOMMENDATION:

It is recommended that the Beaverton School District Board approve the Inter District Transfer proposal for the 2021–2022 school year.

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

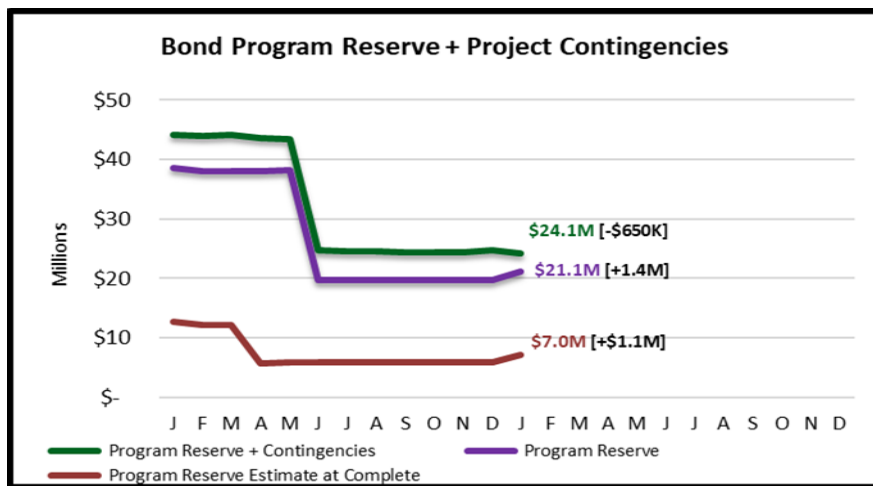
The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical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

Bond Program Status Report

Through January 2021

2014 Bond Program Executive Summary

January 2021



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	- \$	786,292,909
Bond Program Reserve	\$	21,138,037
Bond Program Reserve	\$	21,138,037
Net Contingency Balance	+ \$	2,988,090
Bond Program Reserve + Contingencies	\$	24,126,127
Bond Program Funding Total	\$	807,430,945
Program Estimate at Complete (EAC)	- \$	800,362,909
Projected Program Reserve Estimate at Complete	\$	7,068,037

Budget Perspective

This month the overall Program Reserve increased by \$1.1M, while the Reserve + Project Contingencies increased by \$1.4M. All projects remain within their current approved budgets. Primary cost events were:

- The Sato and Hazeldale projects were financially closed, and returned an additional \$328K in savings to the Program Reserve. William Walker is not completely financially closed, but returned \$1.59M in outstanding contingency to the Program Reserve—no further cost events are expected at this time.
- \$500K was added to the District-Wide Facility Repair project, in order to add additional funds to the New Schools Post-Warranty Fund—which will bolster on-going post-warranty support for the new schools. The budget increase was approved by Josh Gamez, Chief Facilities Officer, in accordance with the Cost Management and Control Plan.
- ACMA's contingency decreased by \$55K due to miscellaneous construction changes.
- Maintenance Facility Improvement's contingency decreased by \$80K due to the ongoing stormwater changes necessary to complete Phase 3.
- Beaver Acres Seismic's contingency decreased by \$110K for ongoing steam line remediation efforts. The project uncovered an issue with the way excess steam was being released from the building, which was causing water damage and mold growth. The drop in contingency is the result of remediation efforts.
- Bethany Roof & HVAC's contingency decreased by \$78K due to design changes needed for the additional seismic scope being incorporated into the project. The District is pursuing an additional Seismic Rehabilitation Grant, which would cover the construction costs—if the grant application is not successful, the District will proceed with only the original roof and HVAC scope.

Schedule Perspective

- We are working with THPRD staff to develop a plan for mitigating storm water leaving the Maintenance Facility site. We are expecting to bring this forward to their board of directors in the next couple of months.
- At their January 27, 2021 meeting the BAC voted unanimously to recommend use of the Raleigh Hills Improvement funds for conceptual design of a new school building. The Raleigh Hills Improvement funds had previously been put on hold, after staff recommended building a new school in lieu of the designated Bond project, due to the number of maintenance and accessibility issues with the current building. The motion will be brought to the School Board in February for discussion.

Challenges and Opportunities

- SRGP: We have submitted grant applications to the state for seismic upgrades at McKinley and Bethany Elementary Schools. We selected these two schools because they were high need, and have upcoming roof replacements. There is a great deal of efficiency to installing seismic upgrades at the same time as a roof replacement

School Bond Program 2021 Activity Map

January 19, 2021

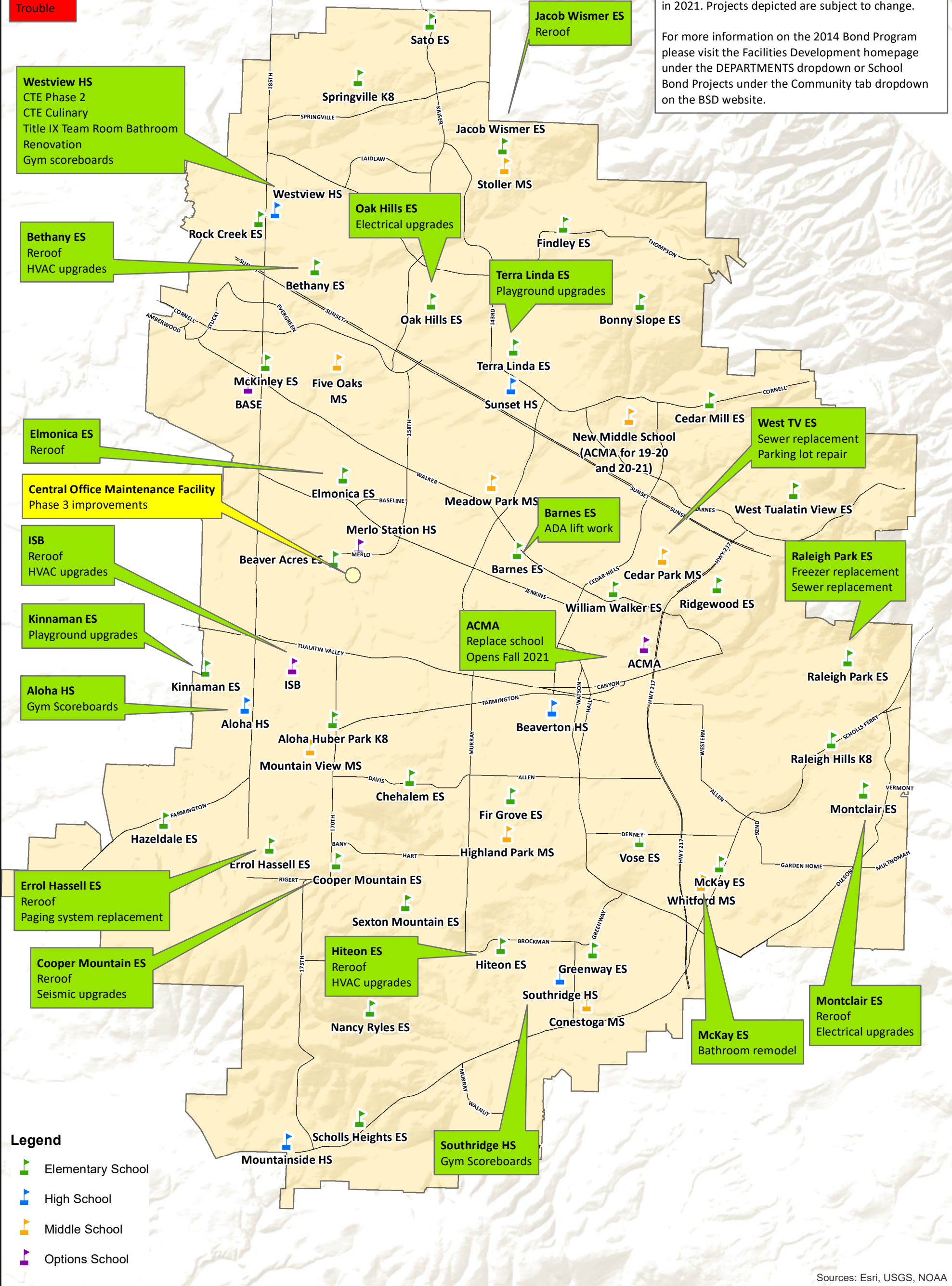
Project Status

- On Track
- Watch List
- Trouble

Thousands of Beaverton School District students are benefitting from the 2014 Bond Program through new schools, technology, repairs and improvements.

This map depicts projects that will be underway in 2021. Projects depicted are subject to change.

For more information on the 2014 Bond Program please visit the Facilities Development homepage under the DEPARTMENTS dropdown or School Bond Projects under the Community tab dropdown on the BSD website.



- Legend**
- ▲ Elementary School
 - ▲ High School
 - ▲ Middle School
 - ▲ Options School

Sources: Esri, USGS, NOAA

January 2021

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

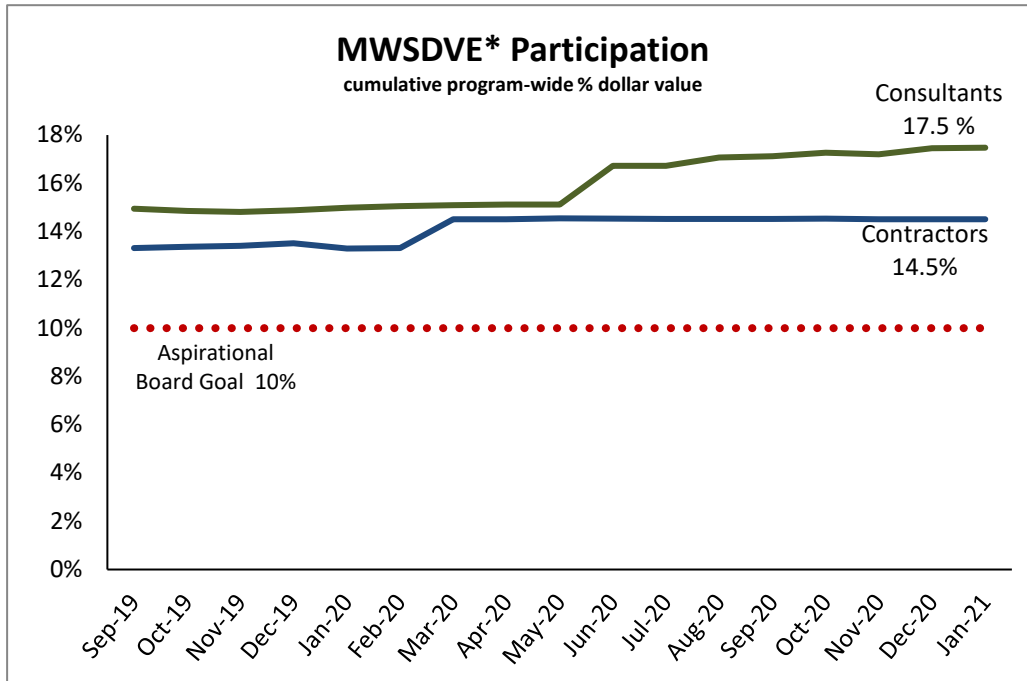
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	86.00%	84.00%	8.00%	0.00%	3.00%	4.00%	0.00%
Overall Schedule Performance	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	98.00%	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)	(2-2021)	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	(2-2021)	(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)	(8-2021)	(10-2021)	(9-2021)	(8-2021)	(8-2021)	(8-2021)	(8-2021)

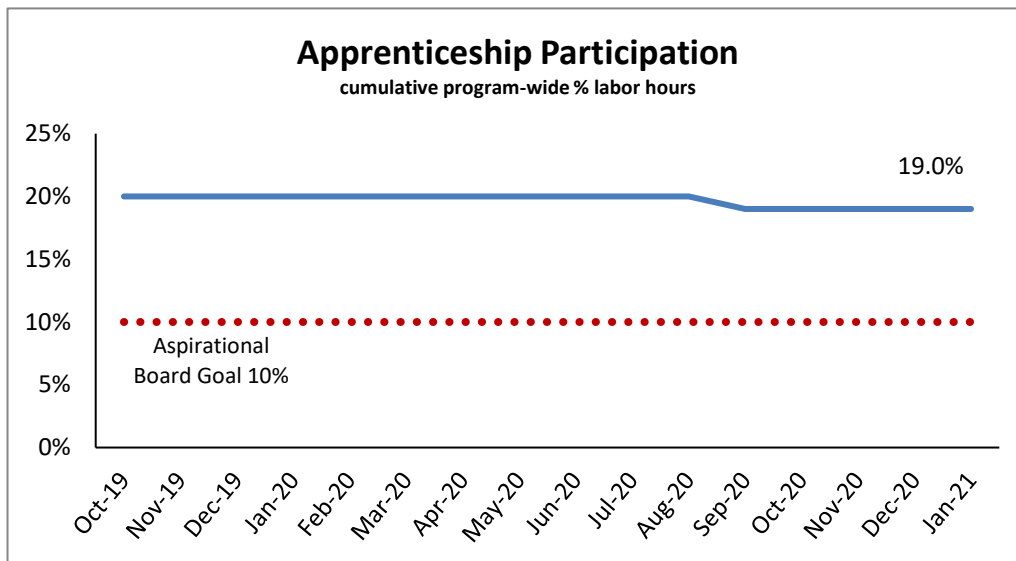
Equity Goals			
Participation	Target %	Current %	Change %
MWSDVE - Consultants	10.0%	17.5%	No change
MWSDVE - Contractors	10.0%	14.5%	No change
Apprenticeship	10.0%	19.0%	No change

2014 Construction Bond Program

Equity Performance January 2021 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of January 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	December-20 Est @ Comp	January-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,947,202	5.5%	Current contingency decreased by (\$55K) due to miscellaneous construction changes
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	\$ 107,834,210	\$ 121,134,210	\$ 121,904,210			Current budget increased by +\$500K due to additional funds transferred to the New Schools Post-Warranty Fund
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	\$ 31,504,877	\$ 31,756,091	\$ 31,504,877			Completed; Final Cost
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	\$ 49,129	0.4%	Current contingency decreased by (\$80K) due to stormwater changes
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		
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,175,000	\$ 38,097,642			Completed; Final Cost
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 January 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	December-20 Est @ Comp	January-21 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	\$ 35,097,453	\$ 36,684,200	\$ 35,097,453	\$ -	Current budget by (\$1.59M) due to ongoing financial 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		
Construction Subtotal	\$ 600,000,000	\$ 706,292,909	\$ 721,508,228	\$ 720,362,909	\$ 2,988,090	
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		
Tech & Equip Subtotal	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000		
Grand Totals	\$ 680,000,000	\$ 786,292,909	\$ 801,508,228	\$ 800,362,909	\$ 2,988,090	Contingency Balance change of (\$2.1M)
Added Funding to Bond Program						
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					
Grand Total Added Funding	\$ 127,430,945					
GRAND TOTAL 2014 BOND FUNDING	\$ 807,430,945					Total Funding unchanged
Program Reserve		\$ 21,138,037	\$ 5,922,717	\$ 7,068,037		Program Reserve increased by +\$1.4M
Program Reserve + Project Contingencies					\$ 24,126,127	Change of (\$650K)

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

Data as of January 31, 2021

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	\$ -	
TOTAL	\$15,288,402		\$9,858,118	

2014 Bond Program Financial Status Report
Added Projects

Data as of January 31, 2021

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	December-20 Est @ Comp	January-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	Budget 69% complete; phase 2 work ongoing
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
Added Projects Total		\$ -	\$ 6,516,007	\$ 6,516,007			

2014 Bond Program Financial Status Report

Data as of January 31, 2021

District-Wide Repair Projects

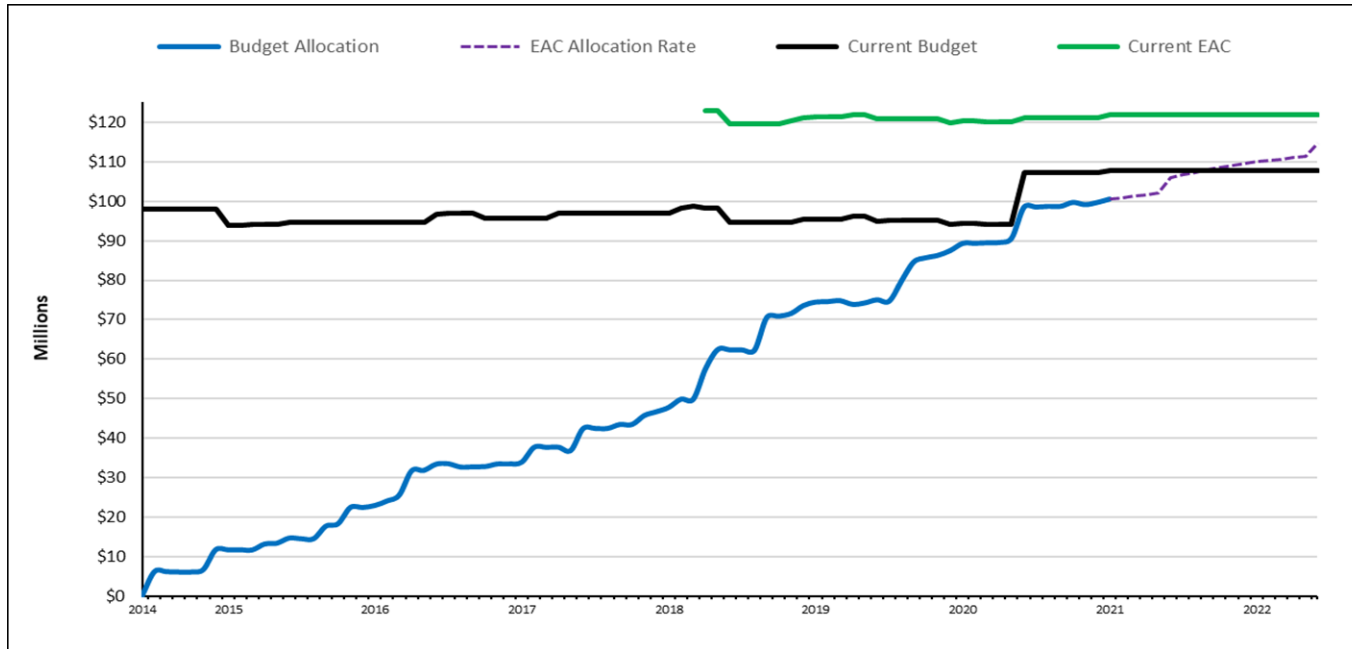
"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	December-20 Est @ Comp	January-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 26,061,905	\$ 52,217,429	\$ 52,217,429	\$ 52,217,429		Completed; Final Cost
Projects in Close-out	\$ 8,135,538	\$ 29,168,562	\$ 29,168,562	\$ 29,168,562	\$ 1,273,924 4.6%	
Chehalem Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2022
McKinley Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000		Project added from Program Reserve; scheduled to begin 2022
2021 Roof Replacements	\$ 1,972,000	\$ 4,793,549	\$ 4,793,549	\$ 4,793,549	\$ 470,685 10.9%	
Bethany Roof & HVAC	\$ 982,000	\$ 2,230,000	\$ 2,230,000	\$ 2,230,000	\$ 145,000 7.0%	Current contingency decreased by (\$78K) due to seismic scope design changes
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	\$ 17,000 7.3%	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	\$ 30,250 4.2%	Scheduled to begin 2021
BHS Track Repair	\$ -	\$ 232,500	\$ -	\$ 232,500	\$ 11,000 5.0%	
BHS Dugout Repair	\$ -	\$ 80,000	\$ -	\$ 80,000	\$ 5,000 6.7%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 150,000	\$ 650,000		Current budget increased by +\$500K
Maint Dept Repair & Improvement Projects*	\$ 8,140,593	\$ 8,140,593	\$ 8,112,631	\$ 8,140,593		
Repair Projects Total	\$ 46,545,036	\$ 100,499,632	\$ 99,659,170	\$ 100,499,632		
Repair Program Balance Available	\$ 51,454,964	\$ 7,334,578	\$ 7,675,040	\$ 7,334,578		
Repair Program EAC Balance	\$ -	\$ -	\$ 13,800,000	\$ 14,070,000		
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 107,834,210	\$ 121,134,210	\$ 121,904,210		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
Transfer Tracking						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (5,405,282)					
SB 1149 Reimbursements	\$ 2,704,083					
ETO Reimbursements	\$ 85,546					
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					
Additional Funding - Post Warranty Fund - Approved 1.28.2021	\$ 500,000					
Balance	\$ 107,834,210					

2014 Bond Program Financial Status Report

District-Wide Repair Projects Budget Allocation Rate

Data as of January 31, 2020



2014 Bond Program Financial Status Report
Seismic Projects

Data as of January 31, 2021

Seismic Projects	Original Budget	Revised Approved Current Budget	December-20 Est @ Comp	January-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 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	\$ 2,263,075 37.9%	Current contingency decreased by (\$110K) due to steam line remediation	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program) (Budget Moved to Facility Repairs)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771						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)							
Seismic Projects Total	\$ 4,200,000	\$ 31,114,043	\$ 31,114,043	\$ 31,114,043			
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)			
Seismic Program Bond Cost Balance	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			
Seismic Program Less Transfers In/Out	\$ 23,754,138						
Transfer Tracking							
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
January 31, 2021

Data as of January 31, 2021

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 01/31/2021	Annual Description of Expenditures
Networking Upgrades	\$ 9,550,039	66%	\$ 6,274,530	\$ 2,617,044	\$ 813,260	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	80%	\$ 4,230,198	\$ 713,941	\$ 343,188	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	\$ 29,541,017	97%	\$ 28,715,807	\$ 4,986,382	\$ 4,161,171	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	\$ 8,772,092	77%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	86%	\$ 48,310,966	\$ 8,752,920	\$ 5,459,197	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
January 31, 2021

Data as of January 31, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 01/31/2021	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	35%	\$ 353,897	\$ 827,675	\$ 159,834	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	47%	\$ 1,077,017	\$ 1,031,537	\$ 258,554	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.
Critical Equipment Total	\$ 24,000,000	88%	\$ 21,028,518	\$ 2,444,824	\$ 440,006	
Grand Total	\$ 80,000,000	87%	\$ 69,339,484	\$ 11,197,744	\$ 5,899,203	
Total Bond Funds Remaining	\$ 10,660,516					

BOND PROGRAM CASH FLOW

