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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	6:00 - 6:05 p.m.	
Becky Tymchuk		
<b>II. BEA/OSEA COMMENTS</b>	6:05 - 6:10 p.m.	<b>3</b>
Sara Schmitt, Amy Knutson		
<b>III. BSAC REPRESENTATIVE REPORT</b>	6:10 - 6:15 p.m.	
<b>IV. PUBLIC COMMENTS</b>	6:15 - 6:20 p.m.	<b>4</b>
<b>V. REPORTS</b>	6:20 - 7:45 p.m.	
A. Superintendent Comments		17
Don Grotting		
B. Financial Update		18
Mike Schofield		
C. FLEX Online School		27
Paul Ottum, Mike Chamberlain		
D. Equitable Policies Task Force Update		34
Pat McCreery		
E. Communication Report - Fake & Fatal		68
Shellie Bailey-Shah		
F. Return To In-Person Instruction Update		69
Ginny Hansmann, Brian Sica, Steve Langford		
<b>VI. DISCUSSION ITEMS</b>	7:45 - 7:55 p.m.	
A. First Reading of School Board Policy DBDB		98
Mike Schofield		
B. Low-Income Tax Exemption Resolution		103
Mike Schofield		
<b>VII. ACTION ITEMS</b>	7:55 - 8:00 p.m.	
A. 2020-2021 Supplemental Budget Approval Resolution 21-426B		110
Mike Schofield		
B. COVID Summer 2021 Emergency Contracting Resolution 21-426A		113
Mike Schofield		
C. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		118
c. Grant Report		135
d. Public Contracts		136
e. Approval of School Board Meetings for 2021-2022		146
f. Approval of Transportation Middle School Boundary Change Supplemental Plan for 2021-2022		147
<b>VIII. BOARD COMMUNICATION</b>	8:00 - 8:05 p.m.	
<b>IX. ADJOURNMENT</b>	8:05 p.m.	
<b>X. INFORMATION ITEM</b>		
A. March Bond Program Status Report		



April 26, 2021  
School Board Comments  
Sara Schmitt  
Beaverton Education Association

Supt Grotting, Chair Tymchuk and Members of the Board,

As schools and other institutions across the nation grappled with how to address the pervasive issue of systemic and institutional racism, educators in BSD developed and facilitated an anti-racism workshop for all staff. This past week, months after that workshop took place, comments made by educators were taken completely out of context and were contorted by the national media to be used as part of a larger cultural battle that is taking place in cities and states throughout the country. Rather than leaning into the equity work and acknowledging that every single staff member in BSD has an official role in the equity efforts of our district, Beaverton School District leadership instead chose to distance themselves from their own employees and from the equity training that all district educators attended.

Our member-educators are really disturbed by the impact of this incident. We have members who are feeling invalidated, angry, disappointed, hurt, afraid, and some have become the targets of vitriol from people they've never met.

The foundation of equity work is love. We do equity work because we care deeply about our students and our community. We need to do this work. We need district leaders to stand with educators who are working to make our school district a safe and welcoming place for our students. We need to thoughtfully and intentionally create spaces where students and educators can be vulnerable and have important conversations. We need BSD to plainly tell, and show, those in our community who seek to undermine our critical anti-racism and anti-bias work that we are undeterred.

The Beaverton Education Association stands with educators who are boldly undertaking this difficult work. We will not allow educators to be intimidated into silence, and we will not stand idly by while this critically important work is attacked in the public square. If we are serious about our commitment to supporting and honoring our students and staff of color, this moment must not go unanswered. BEA members are vocally reaffirming our dedication to making our schools a safe and welcoming space for everyone, and it's time for BSD leaders to do the same.



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## PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for April 26, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, April 22, 2021 through 12:00 p.m. on Monday, April 26, 2021. As stated on the form, only one comment per person is allowed. These are the comments submitted by Monday, April 26, 2021 at 12:00 p.m.

Elizabeth Webber – Parent - Please consider adding summer enrichment programs for children who will be entering kindergarten. For many of them there was a loss of traditional preschool and entering kindergarten following social distancing may be very difficult for them.

Karen Juarez - Community Member - Foreign exchange students would really benefit our high schools and community! Please reconsider. It's a crisis, trying to predict enrollment and FTEs. This program guarantees more students here in school, so more \$\$\$. PAX had a successful year despite the pandemic. 250 exchange students participated fully and safely in our program despite the pandemic! They are now getting parent permission and vaccines. Recognition by the US State Department with the Medallion award is given to schools for hosting both YES and Flex global scholarship recipients. It's awarded yearly to those districts dedicated to diversity and cultural awareness, committed to the Bureau of Educational Diversity's "better understanding for a better world. As a local, retired educator, I understand how tough things have been for schools. As a PAX coordinator, I'm here to help you, the students and the families. Consider re-opening the door to taking at least one student this fall to see how it goes.

Emily Ann Grant Molina - Parent - As the parent of biracial students in Beaverton, it is essential that all staff continue to be trained in anti-racist and anti-biased teaching methods and approaches. The Equity Summits and the work of BMEC needs to be supported by everyone in the district and the voices of BIPOC staff need to be both uplifted and protected from public scrutiny. Not supporting this work does harm to staff and students and perpetuates systematic racism.

Nadia Hasan – Parent - Dear Beaverton School District, We are thankful for the work staff is doing to become an anti-bias, anti-racist district. This work is exhausting, overwhelming and fundamentally important. Educators committed to evolving their practice in the classroom to meet the needs of our students earn my highest respect. As the diversity of our district evolves, it's critical that every student regardless of race, religion, ethnicity, income, disability, gender and other elements feel welcome, safe and seen in our schools. For many, this has not been happening. Thank you to the individuals who continue to work towards creating an inclusive and equitable environment for every single student, especially our traditionally underserved students.

Casey Betcher - Staff - I am deeply concerned by the districts recent response to a Fox News article targeting BIPOC teachers in our district. These teachers have been asked to lead the districts anti-racist work, putting themselves at risk to discuss important changes needed in education and educate staff

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about the systemic racism they have had to grapple with all their lives. Instead of supporting these educators against groups targeting this work, the district chose to suggest that this was not the work of our district. We need to amplify voices of minorities in our district, not silence them by a lack of support. How will other teachers and families have confidence to share their ideas when the district abandons them so quickly? What will our school board do to protect and support our BIPOC staff being asked to lead this work?

Anna Gustaveson – Staff - As a white educator and teacher leader in Beaverton School District, I want to express my complete support for my BIPOC colleagues, and I advocate for policies that protect students and staff of color such as continued Anti-Bias and Anti-Racism PD that is required for all staff, a clear system for reporting incidents of racism and bias, re-examining teaching practices and curricular materials through the lens of equity and inclusion, and the removal SROs from our school buildings. I urge the School Board to take a courageous stance against racism through public messages of unequivocal support and continued action in creating an Anti-Racism and Anti-Bias plan for our district.

Hannah Hardt – Staff - I am extremely disappointed with the district's response to the fox article about the equity summit. The part where teachers spoke freely was the most powerful part of the summit. It was the part that actually gave me hope that we will make a change. Then to send out a message today to staff saying that this is a roadblock we can get over like going to hybrid? What?! Working as an anti-racist district includes backing up and supporting our teachers of color and has nothing to do with how the district chooses to follow COVID protocols and return to Hybrid. "If you're not evolving into an anti-racist educator, you're making yourself obsolete in this field of profession," said Watkins.' This should be a true statement that the district backs up! If you can not put in the work to become anti-racist then you should not be teaching in ANY district. Giving in to angry white people is not ok. Their time for having the loudest and most violent voices is over. You are backing the wrong people.

Audrey Hood – Parent - Please continue the equality work that you have started in BSD. It is important for all voices to be represented within the district curriculum & policy. Please continue to support the ABAR work the district has started with staff:

Kristen McMurtry – Staff - Regarding equity work in the district. We cannot authentically do this work without the guidance, wisdom and experience of our BIPOC teachers. BSD is long overdue for doing honest equity work. Our students need us to push back against the voices of white supremacy that undermine and threaten our BIPOC community members. We need our district to stand by BSD staff when we go to bat for the students in our care.

Jenny Bevacqua - Parent - In the summer of 2020, the Superintendent said there would be "a requirement for all staff and School Board members to engage in professional development on racism, in all its forms". I appreciate that stance, thank you. Can you tell us what mandatory education has already been completed and what is coming up? I've heard some of the education is optional and I worry that those who opt out of evolving to an anti-racist education system will undermine the success of the District if they are not pulled along or terminated. Can you tell us what your process is for dealing with staff or School Board members who are not on board with evolving to become an anti-racist school district? Lastly, can you tell us if/how you are tracking various outcomes (discipline, academics) as they relate to different demographics? Will you please post them online for transparency? Thank you

Evelyn Shoop – Parent - I'm raising three biracial children in the Beaverton School District and

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we want to see continued commitment to BSD's antiracist promises. This means just as much commitment to personal growth among board members as it does commitment to promises outlined for hiring, training, and student voice. We have a real opportunity to continue to stretch and grow--to move away from making everyone comfortable and into positive changes. Please be bold.

Brian R Decker – Parent - The District should stand behind its teachers and for anti-racism, rather than distancing itself in a Fox News article from anti-racist comments of its teachers.

Carissa Marrs – Staff - For the sake of our students, families, and our staff, BSD needs to have a clear antiracist plan that is solid, funded, and focused on making systemic changes, because harm is being done to our BIPOC community on a regular basis. Communication with, for, and about our BIPOC community also needs to change. Harm is being done. We spend so much effort on diversifying the workforce, but we will not be able to retain the excellent BIPOC educators we have if we do not honor, protect, and care for them and their well-being. All of this impacts the way we serve students. Research has proven that academic scores are boosted and graduation rates increase when students have a teacher of color. We as a district need to make some significant changes to the way we function if we desire to retain our BIPOC educators.

Cheryl Brous – Staff - I am extremely disappointed and disheartened by the events of the past week surrounding the Fox News story. As a BIPOC staff member I am not feeling supported by BSD and need to see that we are "walking our talk" of working towards being an ABAR focused district. The comments made to Fox News and the email response sent on Friday to staff make me question if we are just talking about being an ABAR district or are actually willing to do the work to get there.

Myla Stauber - Community Member - As a friend of a BIPOC BSD staff member I am disappointed and disheartened with the response of BSD in the Fox News article. In addition, I feel that BSD should publicly make a statement apologizing to the two women who were directly quoted in the article, should publicly denounce the organization Parents Defending Education, and should retract their comments from the Fox News article.

Jocelyn Nelson - Staff - BSD has made public statements in support of BLM and equity, but they don't mean anything unless they support the educators, especially those who are BIPOC, who are putting in enormous efforts to move the practice of education toward those aims. We have taken a few small steps in the right direction--let's not hesitate now. It is imperative that the district makes a public statement in support of our leaders in equity and ABAR work who are coming under fire for being the driving force behind this important work. Work that the district has committed to doing. It's not safe to put your heart and soul into this work and not have the district at your side with their neck on the line as well. Nor does it feel safe knowing that there are people who may be elected to our school board who intend to dismantle this work and message. Those people should be disqualified from candidacy based on their opposition to the core values of our district.

Marianne Stupfel-Wallace - Community Member - As a friend of a BIPOC BSD staff member I am disappointed and disheartened with the response of BSD in the Fox News article. In addition, I feel that BSD should publicly make a statement apologizing to the two women who were directly quoted in the article, should publicly denounce the organization Parents Defending

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Education, and should retract their comments from the Fox News article.

Lea Molczan – Staff - As a 21 year veteran teacher I have always taught in our high poverty middle schools watching our budgets decrease, while our needs increased. Years ago, we began focusing on the beliefs, or pillars, in BSD, with equality being one. This helped to increase funding to low-income secondary schools to help meet our needs. For once, all middle schools were not treated the same. This allowed us to increase staffing and better serve our kids. However, in the last 2 years, there has been a push for a common middle school schedule so we'd all be the same again. Then came the new boundary map which brought to light the inequities across our district. You have increased the poverty levels in our neediest schools and made our high SES schools even higher. At the same time, you want to treat us as if we're all the same by implementing a harmful schedule. How can you preach equality when implementing these two detrimental plans? Equity is NOT equality! Our kids deserve better!

Jodi Pope - Community Member - As a friend of a BIPOC BSD staff member I am disappointed with the response of BSD in the Fox News article. In addition, I feel that BSD should publicly make a statement apologizing to the two women who were directly quoted in the article, should publicly denounce the organization Parents Defending Education, and should retract their comments from the Fox News article. I expect the school district to center racial equity and support its staff and students in this essential work. There is no neutrality when it comes to this equity work, because neutral is maintaining the current system and upholding the inequities that have disproportionately harm BIPOC communities currently and historically.

Maggie Myers - Community Member - Regarding the incident involving the BSD antiracist training and teachers Katherine Watkins and Stephanie Yelder; I would first like to applaud the district for hosting this training for staff and also applaud the remarks that were made (and subsequently released to the media) BSD should stand by Katherine Watkins and Stephanie Yelder and publicly support their statements rather than distancing the district from potential controversy and undermining the significance of what is represented by their words. If BSD is truly committed to antiracism and antiracist education, then substantiate that commitment and publicly support the teachers who have the courage to confront those who are not willing to make these commitments. Please rescind the district's previous response and make a statement supporting both of these teachers and their efforts towards racial justice for our schools and students.

Jessica Voodre – Staff - BSD has publicly stated many times that Black Lives Matter, and that Anti-Bias, Anti-Racist (ABAR) work is part of what we ALL do. Thus, the teachers, admins, staff, and students who do that work should also be publicly supported by the district. However, BSD as an entity did not publicly support or even align itself with the named and pictured staff and students in direct response to the recent negative publication regarding district ABAR work from Thursday, April 22. In said publication, the district was said to "distance themselves" from the specific names and statements printed (which may be heavily edited for the publication's angle). So, how and when will this public statement to support ABAR work of staff and students occur, and when will BSD's non-edited stance be shared?

Ty Brack - Community Member - Dear BSD Board: With the violently racist way BSD allowed Fox News and Parents Defending Education to violate the safety and character of two BSD BIPOC educators, my soon-to-be born white son won't be entering BSD under this leadership. Leadership that caves to pressure from racists, endangers its BIPOC educators, and loses the

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trust of its staff as it sides with white supremacy. The harm done can't be undone, but actions might begin the repair: the district issues a public apology, an acknowledgment of complicity in white supremacy, a statement of support for Ms. Watkins and Ms. Yelder, and a plan to do better moving forward; and the district pays for any medical/leave expenses that come from the physical and emotional trauma this is causing your BIPOC educators. Without these actions, it's clear that BSD doesn't really value antiracism, and it's most definitely not a place I want my white son learning from. Please step up. The community is watching. Sincerely, Ty Brack

Kara – Parent - As a parent who has long anticipated sending my kids to public school, the actions of BSD this school year are testing my resolve as my oldest approaches kinder next fall. I realize the situation is complex, but as I've watched friends and relatives in many other states have their kids back in school this year, as I hear of teachers pushing for hybrid next fall, as my own child attended Pre-K in person all year without issue, the fact that BSD appeared to be so resistant to getting kids (especially K-3) back in the class full-time has been disheartening. I sincerely hope to hear BSD and teachers expressing resounding support of kids in our communities – not only their physical safety and academic needs, but their mental health, social and developmental needs. It will take strong assurances and clear, child-oriented goals for us to stick with BSD next year. For the benefit of ALL kids and families in our communities, please prioritize getting and keeping kids back in class full time.

Kate Rosson – Parent - I would like the Board to ensure that summer programming prioritizes students who have struggled the most during distance learning. Any student who has failed to meet minimum grade level targets in core subjects should have access to extra instruction this summer to help narrow achievement gaps before full time school resumes in the fall. Methods of enrollment, locations, hours, and transportation all need to be structured in a way to ensure equitable, needs based access to services and programming. I know this adds extra challenges to an already challenging situation, but if BSD is truly committed to equity then those challenges must be addressed.

Emily Thackray – Staff - What is the school board doing to help BSD retain its BIPOC staff? Also how is the district going to undo any harm it has done to BIPOC staff and its BIPOC student body which accounts for over half of the district student population? How is the school board addressing and listening to the needs of BIPOC staff students?

Becky Adkins – Staff - I should have made my thoughts known earlier. But I have kept telling myself, "equity is on their mind, they are making decisions with that in mind", but then I continue to be disappointed. How does taking a school that houses a large portion of students that are most vulnerable, and jam packing it to 99% percent full make any sense? Then add the new Middle School schedule which strips our ability to team (a Middle School Philosophy) and support our students (particularly our larger population of needy students) and you have yourself the perfect recipe for making the achievement gap even bigger. Many at Mtn. View feel angered by your decision to further segregate BSD students and take away our ability to plan our schedule based on our specific needs. I would love to have a meeting with you and our staff to discuss this further. If you really care about equity you will, at the very least, hear us by meeting with us.

Colleen Ellis – Staff - As a school district, we have made the commitment to become anti-bias/antiracist. This means standing by the BIPOC community and disrupting racism. As White allies in the Beaverton School District, we want to stand up and show our support for our

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colleagues who not only gave their time and energy, but also their passion and vulnerability to present and prepare for our District Equity Summit held on February 10, 2021. A national news organization recently ran a story that shamed presenters stating that our colleagues pressured others into pursuing “anti-racist” ideology.” In the article, it was mentioned that the employee “has no official role in the equity efforts of the district”. Aren’t we all a part of this equity work? Didn’t Don ask us last spring to get on board with this work or to move on? Shouldn’t we be supporting and listening to our BIPOC staff who are not only part of the equity work, but who were brave enough to step forward and lead it? What does this show our students?

Kerrin Moeller – Staff - As a BSD educator, I am heartened by the district’s commitment to an anti-bias, antiracist education for our students and the professional development of staff this year. Statements of intent are not enough - they must be followed by purposeful action steps resulting in real, systemic change for our students, staff and families of color. It is time to recognize the harm perpetuated by systemic racism inherent in BSD and take decisive steps to dismantle those systems by prioritizing the creation of a clear district anti-racist action plan in collaboration with our most underserved communities. Without a clear anti-racist action plan, harm continues to be perpetuated because district leadership is unprepared to tackle the complexities of authentic equity work. An anti-racist plan must put systems and processes in place to respond to events in a way that uplifts, honors and supports students, staff, and families of color.

Dana Ruginis – Staff - To provide equitable access to our students, I urge you to review decisions made by the District to accelerate math for all in middle school. Students are asked to learn three years of math in two. The NCTM suggests curriculum not be accelerated, but to broaden the purpose, implement equitable structures and instruction, and develop deeper understanding. For some students, being placed in an above grade-level course can affect their confidence and mindset in math, and many are impacted on a social and emotional level. The toll will be greater on high-risk students who don’t have the resources to get additional support. As the common middle school experience is designed, please make sure to hold the District to the equity pillar and not step backward to one of equality. An equitable experience is accessible to all, not just those that can afford tutors to teach a year of missed math. Equity can only be achieved by making decisions that change policy and this is where I look to the board

Shawna Patawaran – Staff - I am writing to you as a staff and as a parent. I was deeply hurt upon reading the Fox article. I was and continue to be worried about our BIPOC staff that were named and identified in that article. The email sent to staff stated that the district will continue its work on antiracism. I implore the board to be even more outspoken about anti-racism. Not just having equity summits for staff but community events similar to this fentanyl response. I also ask how is the district ensuring the safety and support to those BIPOC staff, specifically Stephanie who was explicitly named in that article. How does the board plan on supporting them? How do we plan to recruit more BIPOC staff if we can not ensure safety of our current staff. Lastly, IF we as a district are truly with this movement then why isn't it explicit in all of our media? Why is it not at the top of our website?

Lexie Barth – Staff - As a Beaverton educator, I am incredibly concerned about the ongoing harm being caused by the district to our BIPOC staff and students. Last week, the district once again created a divisive tone to the public by distancing itself from our educators and the ongoing ABAR work we are doing. A statement was made within the district, but has yet to be made publicly. BIPOC and white-ally staff have given up their personal and plan time to lead the

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district in much needed professional development, only to have the district pull away when questioned publicly. This has created more pain and distrust that is threatening our work moving forward. The district needs to make a powerful statement to the public that they are invested and partnering in this work and that they stand behind these educators.

Katrina Flasch - Staff - I am a teacher at Mountain View Middle School and I would like to voice my disappointment in BSD's lack of regard for our students. BSD has made claims to do hard work to be equitable and an anti-racist district, yet continues to make decisions that leave our most vulnerable populations of students behind. I am proud to work with the diverse community in our school and I greatly enjoy this work. However every year BSD makes it harder for our students or staff to be successful. This year alone BSD is pushing our school to 99% capacity, moving the EGC to our school, forcing a ""common MS experience"", and giving no additional resources. When did BSD forget that equal is NOT equity. My students are amazing humans that require a lot of emotional support and often have experienced more trauma than any 12 year old should. They need MORE than you are giving them. You are setting our school, students, and staff up for failure. If you want our school to be at 99% full you need to rebuild it.

Kacy Smith Paterson – Staff - As an BSD educator, I fully support the district's commitment to an anti-bias, antiracist education for our students. We have for too long held dear to pedagogy, curriculum, and school operations that have benefitted a small minority while burdening our students, staff, and families of color. Harm was done recently to some of our BIPOC staff, and repair and restoration of trust must happen. Even if the statements from BSD were not meant to harm, the impact was harm, causing some to feel unsafe. That is accountability. I absolutely support the staff members who planned and facilitated sessions at the last Equity Summit. The work of our BIPOC staff should be supported and funded fully to continue into every corner of every classroom. They should be honored, and they should feel safe. Too many of our BIPOC staff do not feel honored, or even comfortable and safe at work. This is essential if BSD wants to retain and attract teachers of color. Thank you.

Lauren McCartney – Staff - I am proud that BSD has publicly stated many times that Black Lives Matter, and that Anti-Bias, Anti-Racist (ABAR) work is part of what we ALL do. I am concerned that the actions of District leadership, particularly white people in leadership, are not acting based on these words. As a white partner in this work, doing equity and ABAR work personally, in my building and with educators across this District, I wonder what work white District leaders are doing to honor and celebrate Black lives and lead in ABAR work. We deserve transparency about what actions District leaders are personally and organizationally taking to implement an ABAR action plan, to honor the partnership of Native American families and Native Nations, to act on what was heard from Black students and families last summer, center BIPOC communities in the SRO decisions, and support BIPOC educators who are doing the work.

Melissa Rochford – Staff - I am concerned about an image I have seen recently of Beaverton School Board Candidate, Jeanette Schade holding a thumbs up symbol and accepting \$1000 from a hate group, the Proud Boys. Beaverton School District is 55.7% comprised of People of Color and I am concerned about the impact connection with hate groups will have on all of our students.

Sonya Wilson – Staff - I love my BIPOC friends/leaders and I'm grateful for the powerful and important anti-racism work they have completed with the strong support of the district in the

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past. I hope their vital work and our continued drive as a district will be positively recognized nationwide in the future. Let us strive together in unity for the integral betterment of our children to love one another and teach racial equality.

Mitzzy King – Staff - Hello, Thank you for the work you are doing. I think it is very important that the district begin to do the work of recruiting, hiring and retaining of more Black, Indigenous and People of Color. Retaining BIPOC staff means prioritizing the safety of our BIPOC staff, supporting our staff of color and creating opportunities for influence and power. We, as a district, need to be accountable to our commitment to be anti-racist.

David Nelson - Staff - Good evening, I am troubled by the recent district response to the FOX News article that endangered specific BIPOC staff members and sent an unsupportive message to our BIPOC staff, students and families. I am specifically bothered by the response of our Public Communications Officer who has repeatedly shown disrespect to BSD staff. We cannot be an anti-racist school district until our BSD leadership supports the voices of our BIPOC staff. We should not talk the talk if we are not going to walk the walk. Please take action to support BIPOC staff, students and families.

Gretchen Mollers – Staff - As a white member of the fishbowl discussion from February's Equity Summit, I'm reflecting on how much harm could have been prevented to my BIPOC colleagues had the district's position in the Fox News article been, "We stand firm in our Anti-Bias, Anti Racist values and support all work that moves us closer to those goals." Judging from superintendent messages, it seems that we are very committed to equity work. But judging from the district's actions, we have a long way to go. I know change is difficult and growth can be painful, but we MUST center the lived experiences of our BIPOC staff, students, and community members if we are to remain relevant in our Beaverton community.

Katie Swartwood – Staff - As a white educator, I urge you to take action for our long term vision of becoming an antiracist district by developing a clear district antiracism statement and plan. This should outline our stance and commitment to the work of antiracism, as well as how we as a district support the physical and emotional safety of our staff members of color, and support for staff members engaged in antiracism work in our district. This should not be a reactionary statement, but a foundation for the work that needs to be done. In Don Grotting's 3-17-20 email: "We believe in the inherent value, dignity, and potential of each member of our community, and will work to ensure that as a community we collectively affirm and empower each other." This value of affirming and empowering each other, specifically BIPOC staff, students and families, is not showing up consistently in the actions of district communications and leadership. We need to show up for our students, families and staff. Thank you.

Patricia Kelley – Staff - If BSD is going to claim to be an Anti-racist district, then they need to prioritize the safety of our BIPOC Staff. When staff members are attacked in the media for doing the work that the district claims to promote, then they need to show more support than just a generic email to staff. Talk means nothing if there is no action. One action the district should be taking in terms of ABAR work is hiring and retaining BIPOC staff. The lack of support for BIPOC staff doing Anti-racist work takes the district in the opposite direction. BSD needs to start taking a hard look at how their actions match up to their stated goals, and start to take accountability in a meaningful way.

Allison Schrader – Staff - ABAR work and social justice advocacy is critical to my work as a social

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worker. Addressing the discrepancies in privilege, access to resources, and empowering those that hold some sort of power to be part of the change movement are basic principles of my profession and belong in staff trainings as well as in classrooms (to a certain degree). To do nothing is to still doing something and if we are passive to the BLM movement, social justice movements, and inequities in our culture that immediately impact our students, their families, and fellow staff, then we are failing as educators and as professionals.

Crystal Jordan – Parent - (In reference to the article that Fox News put out) The district has stated that they are working to dismantle systemic racism, but they did not defend the educators who were speaking, on the districts behalf, about moving towards anti-racism. Why? You can't hold an equity summit and then say what has been spoken doesn't agree with the districts ideology! It's a complete oxymoron! Please step up and defend the very people the district hired to put that equity summit on! I'm VERY concerned that any positive changes the district has made towards dismantling systemic racism will be overturned if Jenette Schade is elected onto the school board. Her ideologies and plans DO NOT align with the message of anti-racism that BSD has been trying to move towards.

Taylor Lee-Rouille – Staff - I feel the district has not adequately supported its staff members and the incredible equity work they are doing for our school. In light of recent news articles, BSD should fully support its BIPOC educators who have been speaking up and leading our equity work. The comments that the district made were very unsupportive. These educators are leaders in our equity work and WE embrace equity. Katherin Watkins is an incredible leader in equity work for our school district and we need to support all of our staff who are working towards an anti-biased, anti-racist school district. WE believe in equity. We need ALL of our teachers to be committed to serving ALL of our students equitably. In order to do that we must be committed to learning ABAR practices, and constant reflection of our teaching habits in order to improve and move forward on this journey to serve our students to the best of our abilities.

Case Kauzer – Staff - I am dismayed by the lack of support for two of our colleagues. My question for the Beaverton School District is, what exactly is wrong with saying that teachers who are not on board with being anti-racist will find themselves to be obsolete? Are we an anti-racist district or a district that just likes to say we're anti-racist? When Black educators are doing the work of leading our district toward being anti-racist, which is really not their responsibility, the least we can do is throw our full support behind them.

Sara Groat – Staff - BSD we need to prioritize the safety of our BIPOC staff. We need accountability when harm is done to our BIPOC staff in our schools and community. We need action not just another statement of support. Hiring and retaining BIPOC educators in our district must be prioritized. And finally, BSD we must "hold up a mirror" every day and recognize the harm in BSD and seek to repair that harm. Impact over intent. Let's not just talk about being an anti-bias and anti-racist district, let's actually do the work!

Laura Burger – Staff - As an educator who sees blatant biases and inequities in our schools, I am deeply concerned with the candidate, Jeanette Schade and her position on gay rights and her push back on anti-racist work in schools. Our students, especially our BIPOC and LGBTQ+ students, deserve and demand more. I am disappointed in recent reports where BSD did not take a stronger stance on Anti-racist work in our schools in print media. While they stood by the teachers, they distanced themselves from their words. This is not support. This is neutrality and we all know that "if you are neutral in situations of injustice, you have chosen the side of the

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oppressor". Our kids are watching. Do better.

Norma – Staff - BSD has publicly stated many times that Black Lives Matter, and that Anti-Bias, Anti-Racist (ABAR) work is part of what we ALL do. Thus, the teachers, admins, staff, and students who do that work should also be publicly supported by the district. However, BSD as an entity did not publicly support or even align itself with the named and pictured staff and students in direct response to the recent negative publication regarding district ABAR work from Thursday, April 22. Our pillar of equity states that, “we believe in the inherent value, dignity, and potential of each member of our community, and will work to ensure that as a community we collectively affirm and empower each other.” BSD has so many opportunities every day to show up for BIPOC staff, students, and families--to contribute to healing and yet continue to cause harm. What are we showing our BIPOC staff? What are we showing our students and families? How will we show up for them?

Nicole McGee - Staff - I currently teach at Mountain View. It is one of the most diverse schools in the district. With middle school boundaries changing, we will also become the middle school with the highest free and reduced lunch rate, capacity, and number of homeless students. Currently, the staff has not been informed if we will receive resources to assist us in accommodating these changes. The staff expects a nearly impossible workload next year, and I am concerned about not only how I will navigate these monumental tasks, but ultimately, how it will be a disservice and cause harm to our most vulnerable students. The lack of equity in this situation is discouraging, at best. MVMS has aging facilities, lack of mental health support, growing class sizes, and increasing expectations of teachers. I often hear, “I am so sorry” from teachers at other middle schools as we discuss plans and supports that are put in place. If Beaverton School District truly upholds equity, it will better support MVMS students.

Julia Cohen – Staff - I am troubled about the District’s response to the Fox article. Why would BSD leaders want to ‘distance’ themselves from the situation? Rather, we need to ‘lean in’ to challenges like these. This highly reactionary response is confusing, as District Leaders, including many of you, were in attendance. You heard the original commentary with your own ears. Why is there a sudden need to ‘distance’ so long after the fact? It appears an effort to pacify a certain segment of the constituency. Validating that faction at the expense of our entire ABAR efforts questions BSD leadership sincerity, at a minimum. To ask BIPOC staff members from BMEC to lead our efforts and then compromise their safety is unconscionable. ABAR work is complex. We know that our intentions don’t matter when the impact is harmful, especially to our BIPOC community (staff, students, families and community at large). The harm caused by the response must be repaired. Please take immediate action to do just that!

Carrie Matsuo – Staff - The young people are watching how we navigate our challenges. You have a commitment to both current families and future generations. It is heavy work, but essential for personal and economic growth. Anti-bias and anti-racism should not be a BSD pillar... it should be embedded in all that we say and do. Period. #BBetter

Katja Freeborn - Staff - The BSD MUST use all of its clout to fight the terrible trashing of its two teachers of color (Katherine Watkins and Stephanie Yelder) by the Fox "News" Network. As a Board, WE must stand behind, in front of, and at the side of these colleagues and employees, who presented in the service of the district. The ACTIONS of the Board will speak much louder than WORDS.

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Cory Coleman – Staff - As a district we MUST do better at "holding up a mirror" to ourselves, and employing the restorative justice principals we have committed to,. An apology by any district employ tasked to speak with news media in necessary now. Retract the statement made that our leaders in ABAR work Katherine Watkins and Stephanie Yelder-Stovall "do not speak for the district." It is the only way to discredit the assumption that the district is "distancing itself from" these teachers or this work. I implore the board to approve the addition of Equity TOSAs now, and get those people into their positions immediately to navigate our commitment to ABAR work.

Timothy P Leyden – Parent - I would like the School Board and the District to publicly commit making permanent the current 8:30 start time for high schoolers. The medical science behind altered circadian rhythms for adolescents is solid and inarguable. On behalf of our teen learners, please abide with the consensus opinion of experts on sleep and the teen body and maintain our current 8:30 start time as we strive to move out of the Covid era. This plea comes from me as: a 20+ yr. veteran HS teacher in BSD, a parent of two teen daughters in the BSD, and as a longtime AP Psychology teacher. In addition to later school start times, I urge the District to seriously consider making the current "flex" type Wednesday (or another day of the week...) permanent, and to go to a year-round schooling model. Both of these ideas have huge support among staff, students, and parents, and have their own research to support how they help optimize the learning experience. Thank you for your consideration of these matters!

John Keaton – Parent - Regarding the February 2021 Beaverton Scholl District Zoom Teachers conference meeting. Clearly the Beaverton School District is teaching hate have completely lost their way. I am against the teaching of systemic racism in this country. Obsession with race must stop. I reject the view that a person should be judged by the color of their skin. You are desecrating the legacy of Dr. Martin Luther King Jr. No person should be made to feel they are superior or less than another based on their skin color. Our country can't survive students being taught to be self-loathing and to hate their own country, hate its history, and believe Socialism is better than our Constitutional Republic. I object that our children are being taught what to think, instead of how to think. What happened to teaching critical thinking, to look for, and use facts? It is for all the above reasons I decided to pull my grandson who happens to be black out of Beaverton Public School and send him to private school.

Deanna Berning – Staff - BSD has publicly stated, many times that Black Lives Matter, and that Anti-Bias, Anti-Racist work is part of what we ALL do. Thus the teachers, admin, staff and students who do that work should also be publicly supported by the district. However, BSD as an entity did not publicly support or even align itself with the named and pictured staff and students in direct response to the recent negative publication regarding district ABAR work from April 22. In said publication, the district was said to "distance themselves" from the specific names and statements printed (which may be heavily edited for the publication's angle). So, how and when will this public statement to support ABAR work of staff and students occur, and when will BSD's non-edited stance be shared?

Wendy Evans – Staff - Dear School Board, I have been so pleased with the district's push towards equity and commitment to providing staff training, specially the first equity summit. However, I was very disappointed with the district's response to the sharing without permission of some of the presenter's comments. To really believe this district is working for change, I need to believe that those who are sharing their experiences and hopes for the future will be supported in in district memos and communications to the public. Please take a firm stance in supporting those

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who identify as BIPOC as they share their truths. Thank you.

Jacy Jukkala – Staff - In light of what happened in the Fox news article, I want to say that I'm disappointed in our district's response. As a staff member, parent, and community member I find it appalling the district did not better support the change that our BIPOC staff members were referring to. As a white woman, I know I can't speak for all of our BIPOC community, but I can support. This year, the district's focus has been ABAR trainings and how we can be allies. We absolutely support and care about our BIPOC community and value their voices! This article discredits those voices. I feel like the approach Sherwood took to combating racist language was stellar please see the attached response from Sherwood Schools Superintendent in support of their BIPOC population: <https://sherwood.k12.or.us/2021/01/29/statement-from-superintendent-cordie-regarding-01-28-21-sherwood-community-facebook-post/>. Thank you listening and valuing our community. We can all get better together!

Betsy Thornewood – Staff - Considering the message that was sent out from Superintendent Grotting following the verdict in the Derek Chauvin case, stating that we were ""reaffirming"" our support of BLM and our BIPOC educators, the district's lack of support for the words of our BIPOC educators seems like a slap in the face. How we can expect to attract and retain the educators of color that are badly needed in our district when in the face of a predictable, racist challenge, we dropped the ball. We let down our BIPOC educators and our BIPOC students. We eroded the needed trust between our District and our BIPOC staff who will not be willing to sacrifice their time, energy, and psyches in the future if this is what happens when they do. If we want change, if we really value Black lives, we must do better. We must support our teachers, repair the harm we've cause them, and rethink the policies that allowed this harm to come to them in the first place.

Kathleen Parker – Staff - Dear School Board, Superintendent, and Cabinet leaders, please continue to fund ABAR and Equity work in BSD with full-time dedicated TOSAs and continued PD focused on racial equity and social justice. Please clearly and unanimously support the BIPOC admin, teachers, and staff teachers who are leaders in this work publicly with the community as well as within our district communication.

Moe Caryl – Staff - The recent news article targeting our BIPOC staff members who led sessions at our most recent Equity Summit was shameful and I would like to see the board and district leadership provide a bold response of support for those leaders in the ABAR work. They have been put in a position to tell their stories and inspire us to keep moving forward in our mission toward equity. It's unfortunate that someone among us recorded and leaked the Equity Summit for the purpose of making the planning team and presenters look bad. But it's equally unfortunate that district leadership didn't take steps to protect these vulnerable staff members, inform them of the news interview in advance, and respond publicly with a message of support for the difficult work they are doing. We need to do better.

Amanda Brandom – Staff - BSD has publicly stated many times that Black Lives Matter, and that Anti-Bias, Anti-Racist (ABAR) work is part of what we ALL do. Thus, the teachers, admins, staff, and students who do that work should also be publicly supported by the district. However, BSD as an entity did not publicly support or even align itself with the named and pictured staff and students in direct response to the recent negative publication regarding district ABAR work from Thursday, April 22. In said publication, the district was said to "distance themselves" from the specific names and statements printed (which may be heavily edited for the publication's angle).

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So, how and when will this public statement to support ABAR work of staff and students occur, and when will BSD's non-edited stance be shared?

Ashley Bolick – Staff - How are we ensuring that we are supporting the safety and wellbeing of our BIPOC colleagues, especially our Black colleagues at this time. It was said in June 2020 that “we will set the expectation, and require that all staff and School Board members engaged in professional development that racism, in all its forms, will not be tolerated in our schools and facilities...” However, I want to know how will we engage in anti-bias and anti-racist (ABAR) work without further causing harm to our BIPOC staff. How are we lifting and backing the voices that need to be heard? What is being done when staff are threatened and harassed over speaking up? District Leadership and communications have had so many opportunities to show up for BIPOC staff, students, and families to contribute and support healing and yet, continue to cause harm. Lack of action further puts our BIPOC staff at risk. If not you, then who?

Kellette Elliott – Staff - BSD has publicly stated many times that Black Lives Matter, and that Anti-Bias, Anti-Racist (ABAR) work is part of what we ALL do. Thus, the teachers, admins, staff, and students who do that work should also be publicly supported by the district. However, BSD as an entity did not publicly support or even align itself with the named and pictured staff and students in direct response to the recent negative publication regarding district ABAR work from Thursday, April 22. In said publication, the district was said to "distance themselves" from the specific names and statements printed (which may be heavily edited for the publication's angle). So, how and when will this public statement to support ABAR work of staff and students occur, and when will BSD's non-edited stance be shared?

Eric Passes – Staff - I was disheartened to read that our district's immediate response was to cover themselves politically and legally before making a direct statement of support for our BIPOC staff and students.

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## Superintendent's Report

**Comprehensive Distance Learning/Limited In-Person Instruction/ Return to School Planning:** I am pleased to announce that all of our students Prek-12 are now engaged in Hybrid-in person learning or comprehensive distance learning. I want to thank all of our teachers, administrators, and other support staff for their preparation and on-going efforts to provide the safety measures, creative instruction, and outreach to students and families as we move forward in this pandemic.

**Activities and Athletics:** We continue to follow OHA guidelines and work with OSAA to provide our students the ability to practice, condition, and compete when we can successfully adhere to the current rules and regulations set forth by OHA and OSAA. Contests and activities are currently taking place and students are excited to be participating again. Recently, after guidance from OHA, the Oregon School Activities Association announced the approval to begin winter indoor contact sports which includes basketball and wrestling.

**Budget:** While we are building our ending fund balance, we know we are experiencing a significant decline in enrollment, uncertainty of future COVID 19 financial requirements, roll up costs, and what K-12 budget will be passed by our legislature. The Governor's and Ways and Means proposed budget allocates 9.1 billion dollars to K-12 education, with full funding **for Measure 98 and the partial funding for the Student Investment Act**. Today I, and a few other superintendents, were able to meet with Governor Brown to advocate for revenue above the 9.1 Billion dollar allocation currently being proposed.

**Summer School:** The legislature is expected to allocate approximately 250 million dollars to K-12 districts for the specific use to address unfinished learning, credit recovery, and to provide enrichment activities for students. The funding will come through non-competitive grants, requiring districts to provide 25% matching funds. Beaverton's allocation is about 15 million with an additional 3.2 million dollar match from the district. The funds must be spent between May and September. We have hired Stacey Geale, retired Beaver Acres principal to help oversee our grant and programming. This is a great opportunity for our students and families. ODE is finalizing grant requirements and we will keep stakeholders informed of the process and opportunities.

**Graduations:** High School Executive Director Jon Franco is currently working with principals to design graduation ceremonies in our stadiums to provide our graduating seniors an in person experience. Spectator and participant requirements are being evaluated at each site. As Covid 19 rates continue to change, we are also planning for different options. We are hopeful to provide a great experience for our graduates.

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## **MONTHLY FINANCIAL UPDATE**

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

Michael Schofield will present the attached financial report as of March 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 Allocations as of 03/31/2021
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

### **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 March 31, 2021**  
*(\$ in millions)*

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 32.0	\$ 32.0	\$ 56.4	\$ -	\$ 56.4	\$ 56.4
State School Fund:						
State School Fund	285.8	285.8	236.7	-	236.7	282.8
Property Taxes	149.0	149.0	146.1	-	146.1	150.5
Common School Fund	4.0	4.0	2.3	-	2.3	4.5
County School Fund	0.8	0.8	0.5	-	0.5	0.8
Local Option Levy	35.3	35.3	34.7	-	34.7	35.6
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	9.2	-	9.2	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	1.5	-	1.5	6.0
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 487.4</b>	<b>\$ -</b>	<b>\$ 487.4</b>	<b>\$ 548.4</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 276.5	\$ 276.5	\$ 173.7	\$ -	\$ 173.7	\$ 262.5
Benefits	176.7	176.7	108.7	-	108.7	164.9
Purchased services	28.3	28.3	14.5	9.0	23.5	23.2
Supplies & materials	20.1	20.1	8.2	1.6	9.8	12.6
Capital outlay	0.8	0.8	0.3	-	0.3	0.8
Other	2.6	2.6	0.7	0.1	0.8	1.5
Transfers out	4.7	4.7	3.2	-	3.2	4.9
Contingency	26.7	26.7	-	-	-	26.7
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 309.3</b>	<b>\$ 10.7</b>	<b>\$ 320.0</b>	<b>\$ 497.1</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 51.3</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 78.0</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	<b>14.2%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 77.9	<b>14.1%</b>
Local Option Levy Fund		0.1	<b>0.1%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 320.2	\$ 320.2	\$ 194.7	\$ 2.6	\$ 197.3	\$ 298.3
Support Services	182.8	182.8	111.1	8.0	119.1	165.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	6.3	3.5	0.1	3.6	6.3
Contingencies	26.7	26.7	-	-	-	26.7
<b>Total</b>	<b>\$ 536.4</b>	<b>\$ 536.4</b>	<b>\$ 309.3</b>	<b>\$ 10.7</b>	<b>\$ 320.0</b>	<b>\$ 497.1</b>

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

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 16,305,000	\$ 6,069,756	\$ 1,318,243	\$ 414,352	\$ 1,732,595	\$ (14,572,405)	10.63%	\$ 4,337,161
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,763,708	379,360	51,706	431,066	(3,693,934)	10.45%	1,332,642
Scholarship Fund	490,000	412,080	32,976	19,500	52,476	(437,524)	10.71%	359,604
Grant Fund	92,489,664	27,172,833	29,790,202	3,723,189	33,513,391	(58,976,273)	36.23%	(6,340,558)
Equipment Replacement Fund	4,570,000	4,417,142	1,627,692	19,866	1,647,558	(2,922,442)	36.05%	2,769,584
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	6,678,363	6,105,184	1,967,523	8,072,707	(11,739,915)	40.75%	(1,394,344)
Debt Service Fund	91,206,599	84,630,885	14,304,153	-	14,304,153	(76,902,446)	15.68%	70,326,732
Capital Projects Fund	154,840,000	142,738,490	49,748,358	18,984,116	68,732,474	(86,107,526)	44.39%	74,006,016
Insurance Reserve Fund	7,703,790	6,372,396	4,904,340	1,298,705	6,203,045	(1,500,745)	80.52%	169,351
Workers' Compensation Fund	4,239,092	3,490,736	1,195,841	60,505	1,256,346	(2,982,746)	29.64%	2,234,390
<b>Total</b>	<b>\$ 402,605,010</b>	<b>\$ 288,519,695</b>	<b>\$ 110,333,208</b>	<b>\$ 26,539,462</b>	<b>\$ 136,872,670</b>	<b>\$ (265,732,340)</b>		<b>\$ 151,647,025</b>



**General Fund and Local Option Levy Allocations  
As of 03/31/2021**

School				Budget		Actual		Increase
	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	850	822	(28)	31.5	39.5	31.4	39.3	
Barnes	569	526	(43)	20.5	25.5	20.1	25.1	
Beaver Acres	698	696	(2)	25.5	31.5	24.8	30.8	
Bethany	524	447	(77)	17.5	22.5	17.5	21.5	
Bonny Slope	670	573	(97)	22.5	28.5	20.5	26.5	
Cedar Mill	433	368	(65)	14.5	17.5	12.5	16.5	
Chehalem	471	427	(44)	17.5	21.5	16.5	21.5	
Cooper Mountain	472	401	(71)	16.5	20.5	15.5	18.5	
Elmonica	527	466	(61)	18.5	23.5	18.0	23.0	
Errol Hassell	409	340	(69)	14.5	17.5	13.5	16.4	
Findley	589	539	(50)	19.5	23.5	18.5	23.5	
Fir Grove	371	348	(23)	13.5	16.5	12.4	16.4	
Greenway	311	308	(3)	12.5	14.5	10.5	13.5	
Hazeldale	488	438	(50)	17.5	22.5	17.5	22.5	
Hiteon	646	553	(93)	22.5	27.5	21.5	26.5	
Jacob Wismer	723	658	(65)	23.5	29.5	22.5	28.5	
Kinnaman	602	550	(52)	22.5	28.5	22.8	27.8	
McKay	303	284	(19)	10.5	13.5	10.5	13.5	
McKinley	658	608	(50)	24.5	30.5	23.5	29.5	
Montclair	327	254	(73)	11.5	14.5	10.5	13.5	
Nancy Ryles	600	516	(84)	20.5	25.5	19.5	24.5	
Oak Hills	570	482	(88)	19.5	23.5	18.0	23.0	
Raleigh Hills (K-8)	500	448	(52)	16.5	21.5	15.5	20.5	
Raleigh Park	331	323	(8)	12.5	14.5	11.5	14.5	
Ridgewood	421	352	(69)	14.5	17.5	12.5	15.5	
Rock Creek	483	418	(65)	14.5	18.5	15.5	19.5	
Sato	717	670	(47)	23.5	29.5	22.5	28.5	
Scholls Heights	632	591	(41)	21.5	26.5	21.5	26.5	
Sexton Mountain	549	475	(74)	18.5	22.5	17.8	21.8	
Springville (K-8)	928	856	(72)	30.5	37.5	30.5	37.5	
Terra Linda	367	306	(61)	10.5	14.5	11.5	14.5	
Vose	719	699	(20)	26.5	33.5	26.3	32.3	
West TV	322	275	(47)	11.5	13.5	9.5	12.5	
William Walker	527	473	(54)	20.5	25.5	20.7	25.7	
<b>Elementary School Total</b>	<b>18,307</b>	<b>16,490</b>	<b>(1,817)</b>	<b>638.0</b>	<b>793.0</b>	<b>613.0</b>	<b>770.9</b>	<b>157.9</b>



**General Fund and Local Option Levy Allocations  
As of 03/31/2021**

School	Budgeted Enrollment	9/30/2020 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	939	841	(98)	30.0	35.0	28.5	33.5	
Conestoga	959	892	(67)	30.5	36.0	29.0	34.0	
Five Oaks	1,039	978	(61)	38.2	44.7	34.9	40.9	
Highland Park	777	705	(72)	25.0	29.5	25.4	30.4	
Meadow Park	864	821	(43)	31.2	36.7	30.0	35.0	
Mountain View	849	793	(56)	30.8	36.3	29.6	34.6	
Stoller	1,580	1,413	(167)	46.0	54.5	44.8	52.8	
Whitford	729	719	(10)	28.8	33.3	28.3	33.8	
<b>Middle School Total</b>	<b>7,736</b>	<b>7,162</b>	<b>(574)</b>	<b>260.5</b>	<b>306.0</b>	<b>250.5</b>	<b>295.0</b>	<b>44.50</b>
Aloha	1,728	1,768	40	66.4	77.0	61.0	71.8	
Beaverton	1,488	1,522	34	57.8	67.0	57.1	67.1	
Mountainside	1,860	1,717	(143)	62.4	72.6	59.9	69.7	
Southridge	1,439	1,464	25	50.8	59.6	49.5	58.9	
Sunset	2,036	2,000	(36)	61.6	72.4	61.3	71.9	
Westview	2,408	2,344	(64)	76.0	88.4	76.1	89.1	
<b>High School Total</b>	<b>10,959</b>	<b>10,815</b>	<b>(144)</b>	<b>375.0</b>	<b>437.0</b>	<b>364.9</b>	<b>428.5</b>	<b>63.60</b>
Arts & Communication Magnet Academy (6-12)	695	707	12	25.4	29.4	25.4	29.4	
Beaverton Academy of Science and Engineering (6-12)	846	841	(5)	29.4	34.6	29.6	34.2	
Community School (9-12)	200	106	(94)	10.2	11.4	9.8	11.0	
FLEX Online School (K-12)	-	1,214	1,214	-	-	34.4	43.3	
International School of Beaverton (6-12)	828	867	39	30.8	35.2	30.9	35.3	
<b>Options Schools Total</b>	<b>2,569</b>	<b>3,735</b>	<b>1,166</b>	<b>95.8</b>	<b>110.6</b>	<b>130.1</b>	<b>153.1</b>	<b>23.07</b>
<b>Address Extreme Class Size K-12</b>				<b>25.0</b>	<b>25.0</b>			
<b>District Total</b>	<b>39,571</b>	<b>38,202</b>	<b>(1,369)</b>	<b>1,394.3</b>	<b>1,671.6</b>	<b>1,358.5</b>	<b>1,647.5</b>	<b>289.1</b>

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/01/20:	\$ -	\$ 1,057,179	\$ 1,057,179
Projected Revenue:	35,300,000	35,600,000	34,740,296
Projected Expense:	35,300,000	36,522,840	24,220,644
Projected Fund Balance 6/30/21:	\$ -	\$ 134,339	\$ 11,576,831

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**  
**March 31, 2021**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Corporate Notes	35,000,000.00	35,242,250.00	35,000,730.55	9.73	120	2.383
Commercial Paper Disc. -At Cost	27,000,000.00	26,994,240.00	26,976,300.00	7.50	45	0.201
Federal Agency Disc. -At Cost	38,250,000.00	38,248,950.00	38,236,279.17	10.63	46	0.067
Treasury Coupon Securities	18,796,000.00	18,905,266.96	19,100,077.32	5.31	87	0.778
Treasury Discounts -At Cost	202,738,000.00	202,731,003.32	202,095,481.02	56.18	67	0.183
LGIP	38,342,837.39	38,342,837.39	38,342,837.39	10.66	1	0.600
<b>Investments</b>	<b>360,126,837.39</b>	<b>360,464,547.67</b>	<b>359,751,705.45</b>	<b>100.00%</b>	<b>62</b>	<b>0.462</b>

<b>Total Earnings</b>	<b>March 31 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	177,521.99	1,826,744.63
<b>Average Daily Balance</b>	<b>362,938,256.30</b>	<b>298,092,757.98</b>
<b>Effective Rate of Return</b>	<b>0.58%</b>	<b>0.82%</b>

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

Beaverton School District, Prepared By Business Office

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Home Loan Bank</b>								
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,249,830.00		1.18
313385EN2	11192	Federal Home Loan Bank	04/19/2021	23,000,000.00	22,993,722.92	23,000,000.00		6.38
313385HW9	11208	Federal Home Loan Bank	07/08/2021	11,000,000.00	10,999,660.83	10,999,120.00		3.05
			<b>Subtotal</b>	<b>38,250,000.00</b>	<b>38,236,279.17</b>	<b>38,248,950.00</b>	<b>35.00</b>	<b>10.62</b>
			<b>Total</b>	<b>38,250,000.00</b>	<b>38,236,279.17</b>	<b>38,248,950.00</b>	<b>100.00</b>	<b>10.62</b>
<b>Corporate Indebtedness</b>								
<b>Australia &amp; NZ Banking Grp NY</b>								
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,073,000.00		1.38
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,076,400.80</b>	<b>5,073,000.00</b>	<b>5.00</b>	<b>1.39</b>
<b>Bank of Montreal</b>								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,003,200.00		1.38
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,094,868.00</b>	<b>5,003,200.00</b>	<b>5.00</b>	<b>1.39</b>
<b>Bank of Nova Scotia</b>								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,006,150.00		1.38
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,097,953.90</b>	<b>5,006,150.00</b>	<b>5.00</b>	<b>1.39</b>
<b>Koch Industries</b>								
50000DR65	11191	Koch Industries	04/06/2021	12,000,000.00	11,992,133.33	11,999,640.00		3.33
			<b>Subtotal</b>	<b>12,000,000.00</b>	<b>11,992,133.33</b>	<b>11,999,640.00</b>	<b>5.00</b>	<b>3.33</b>
<b>Toronto Dominion Bank</b>								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,021,650.00		1.38
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,021,650.00		1.38
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>9,868,607.85</b>	<b>10,043,300.00</b>	<b>5.00</b>	<b>2.78</b>
<b>Toyota Cap Corp</b>								
8923A0TH6	11196	Toyota Cap Corp	06/17/2021	15,000,000.00	14,984,166.67	14,994,600.00		4.16
			<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,984,166.67</b>	<b>14,994,600.00</b>	<b>5.00</b>	<b>4.17</b>
<b>US Bank</b>								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,084,000.00		1.38
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,034,650.00</b>	<b>5,084,000.00</b>	<b>5.00</b>	<b>1.39</b>
<b>Westpac Banking Corp</b>								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,032,600.00		1.38
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>4,828,250.00</b>	<b>5,032,600.00</b>	<b>5.00</b>	<b>1.39</b>

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Total</b>				<b>62,000,000.00</b>	<b>61,977,030.55</b>	<b>62,236,490.00</b>	<b>35.00</b>	<b>17.22</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		35,450,688.57	35,450,688.57	35,450,688.57		9.84
LGIP 5173	FUND 300	LGIP		2,844,671.95	2,844,671.95	2,844,671.95		0.79
LGIP 4966	FUND 416	LGIP		1,879.33	1,879.33	1,879.33		0.00
LGIP 4972	FUND 417	LGIP		45,597.54	45,597.54	45,597.54		0.01
<b>Subtotal</b>				<b>38,342,837.39</b>	<b>38,342,837.39</b>	<b>38,342,837.39</b>	<b>100.00</b>	<b>10.65</b>
<b>Total</b>				<b>38,342,837.39</b>	<b>38,342,837.39</b>	<b>38,342,837.39</b>	<b>100.00</b>	<b>10.65</b>
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,036,700.00		1.38
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	13,868,566.96		3.83
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,257,909.68		0.62
912796F79	11193	U.S. Treasury	05/04/2021	12,000,000.00	11,996,009.33	11,999,880.00		3.33
912796A25	11194	U.S. Treasury	05/13/2021	23,000,000.00	22,992,077.78	22,999,310.00		6.38
912796A41	11195	U.S. Treasury	06/03/2021	8,000,000.00	7,996,753.78	7,999,760.00		2.22
9127962Y4	11197	U.S. Treasury	05/20/2021	42,000,000.00	41,984,880.00	41,999,160.00		11.66
9127962Y4	11198	U.S. Treasury	05/20/2021	12,946,000.00	12,942,098.22	12,945,741.08		3.59
9127964B2	11200	U.S. Treasury	08/12/2021	401,000.00	400,830.80	400,963.91		0.11
9127965A3	11201	U.S. Treasury	05/06/2021	5,854,000.00	5,852,645.45	5,853,882.92		1.62
9127963H0	11202	U.S. Treasury	06/17/2021	10,000,000.00	9,997,528.89	9,999,700.00		2.77
9127963S6	11203	U.S. Treasury	07/15/2021	20,000,000.00	19,994,247.78	19,999,200.00		5.55
9127962Y4	11204	U.S. Treasury	05/20/2021	9,000,000.00	8,999,580.00	8,999,820.00		2.49
912796D48	11205	U.S. Treasury	08/19/2021	25,000,000.00	24,996,354.17	24,997,750.00		6.94
912796A41	11206	U.S. Treasury	06/03/2021	10,689,000.00	10,688,431.70	10,688,679.33		2.96
912796B24	11207	U.S. Treasury	06/10/2021	11,000,000.00	10,999,873.19	10,999,670.00		3.05
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,589,576.40		2.94
<b>Subtotal</b>				<b>221,534,000.00</b>	<b>221,195,558.34</b>	<b>221,636,270.28</b>	<b>100.00</b>	<b>61.52</b>
<b>Total</b>				<b>221,534,000.00</b>	<b>221,195,558.34</b>	<b>221,636,270.28</b>	<b>100.00</b>	<b>61.52</b>
<b>Grand Total</b>				<b>360,126,837.39</b>	<b>359,751,705.45</b>	<b>360,464,547.67</b>		

**Beaverton School District**  
**Summary by Issuer**  
**March 31, 2021**  
**Grouped by Fund**

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash Fund</b>						
Subtotal	13	214,450,688.57	214,439,138.57	59.48	0.164	57
<b>Fund: Debt Service Fund</b>						
Subtotal	3	57,790,671.95	57,789,573.03	16.03	0.104	47
<b>Fund: 2017 Non-Taxable Bond Issue</b>						
Subtotal	8	47,134,879.33	47,308,967.98	13.13	1.856	89
<b>Fund: 2017 Taxable Bond Issue Fund</b>						
Subtotal	9	40,750,597.54	40,926,868.09	11.36	0.967	84
<b>Total and Average</b>	<b>33</b>	<b>360,126,837.39</b>	<b>360,464,547.67</b>	<b>100.00</b>	<b>0.464</b>	<b>62</b>



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## FLEX Online School Update

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

[FLEX Online School](#) opened this year as the first district K-12 fully online option for families. This update includes demographic data for current students, students new to the district that joined FLEX Online and students who have left the district for private or homeschools. The data is disaggregated by grade, resolved race/ethnicity, ELL status, and SPED status. The report also includes a timeline of the school's opening, successes and challenges we have experienced to date and equity opportunities and threats we foresee in this format.

### **RECOMMENDATION:**

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

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.

## FLEX Online School Update

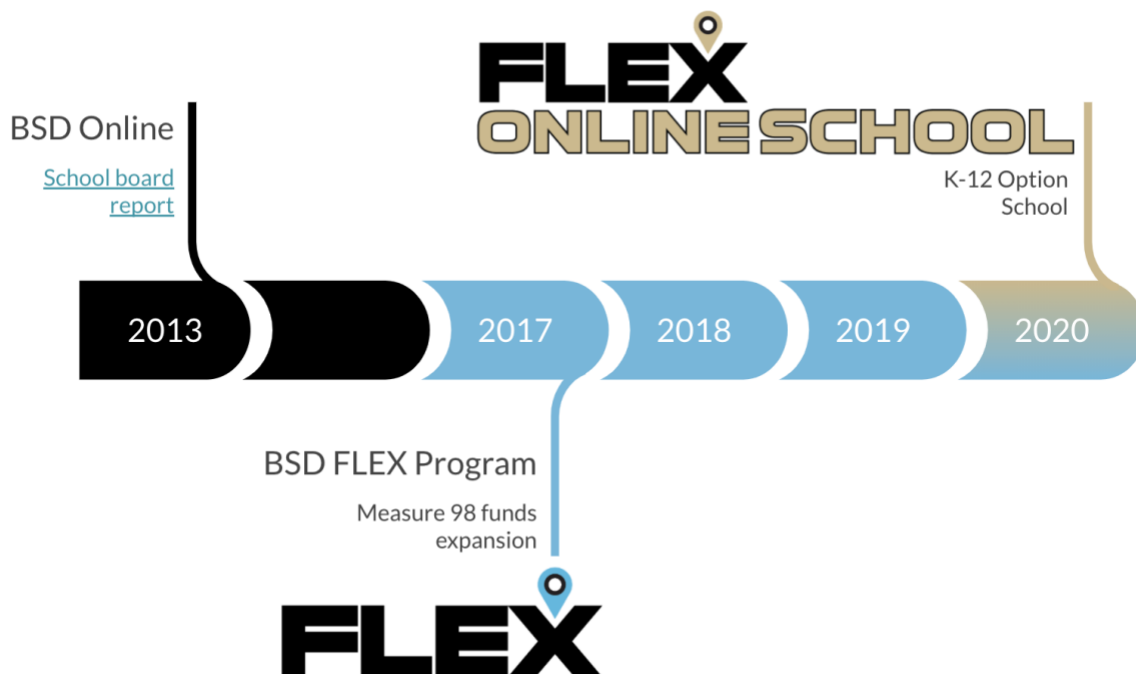
Principal – Paul Ottum

School Board Meeting April 26<sup>th</sup>, 2021



### TIMELINE FOR OPENING FLEX ONLINE SCHOOL

We have been gaining organizational knowledge and trying different models for online learning since my first [online learning board report in 2013](#). At that time, the program was limited to courses taken at schools in online learning labs. Then, in 2017, the passing of the High School Success Act (Measure 98) provided the opportunity to expand the model by hiring staff, securing a location and working with schools at a greater capacity. Our plan was to propose an online school to open for the 2021/22 school year. The pandemic provided us an opportunity to open earlier so we started work in June of 2020 and opened the school last fall.



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.

## FLEX Online School Update

Principal – Paul Ottum

School Board Meeting April 26<sup>th</sup>, 2021

### ENROLLMENT AND DEMOGRAPHIC DATA

The tables below represent the demographic and grade-level breakdown for students enrolled in FLEX Online School as of April, 2021.

#### Current FLEX Students

Elementary Enrollment		Middle School Enrollment		High School Enrollment	
Grade	Count	Grade	Count	Grade	Count
1	96	6	80	9	74
2	101	7	107	10	69
3	110	8	120	11	38
4	118	<b>Grand Total</b>	<b>307</b>	12	32
5	119			<b>Grand Total</b>	<b>213</b>
KF	59				
<b>Grand Total</b>	<b>603</b>				

Resolved Race/Ethnicity	Count	% of Total
American Indian / Alaskan Native	6	0.50%
Asian	152	13.50%
Black / African American	22	2.00%
Hispanic	123	11.00%
Native Hawaiian / Other Pacific Islander	20	1.80%
Two or More	123	11.00%
White	677	60.30%
<b>Grand Total</b>	<b>1123</b>	<b>100.00%</b>

SPED Flag	Count	% of Total
NO	1025	91.27%
YES	98	8.73%
<b>Grand Total</b>	<b>1123</b>	<b>100.00%</b>

ELL Flag	Count	% of Total
NO	1078	95.99%
YES	45	4.01%
<b>Grand Total</b>	<b>1123</b>	<b>100.00%</b>

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.

## FLEX Online School Update

Principal – Paul Ottum

School Board Meeting April 26<sup>th</sup>, 2021

The tables below represent students that are living within district boundaries but were not attending a district school until joining FLEX.

### FLEX Students New to the District

Previous School	Count
Unknown	4
Charter Arco Iris	7
Home School	2
Out of Country	3
Out of District	14
Out of State	6
Private	17
Private School	2
Public - OCA	5
Public - Willamette Connections Academy	2
<b>Grand Total</b>	<b>62</b>

Grade	Count
KF	1
1	6
2	2
3	8
4	11
5	10
6	3
7	8
8	3
9	5
10	1
11	3
12	1
<b>Grand Total</b>	<b>62</b>

Resolved Race/Ethnicity	% of Total
Asian	11.30%
Black / African American	4.80%
Hispanic	4.80%
Two or More	12.90%
White	66.10%
<b>Grand Total</b>	<b>100.00%</b>

ELL Flag	Count
NO	96.80%
YES	3.20%
<b>Grand Total</b>	<b>100.00%</b>

SPED Flag	Count
NO	95.16%
YES	4.84%
<b>Grand Total</b>	<b>100.00%</b>

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.

## FLEX Online School Update

Principal – Paul Ottum

School Board Meeting April 26<sup>th</sup>, 2021

### Overall District Students Leaving for Private School or Homeschooling

This year, 424 students have left the district to join private schools (PRIV) or to do homeschool (HSCH).

Counts	Leave Code	
	HSCH	PRIV
Grade		
KF	39	31
1	32	21
2	36	15
3	26	28
4	35	14
5	16	15
6	16	7
7	19	13
8	8	6
9	10	6
10	5	5
11	2	4
12	2	3
<b>Grand Total</b>	<b>246</b>	<b>168</b>

% of Total	Leave Code	
	HSCH	PRIV
Resolved Race/Ethnicity		
American Indian / Alaskan Native	50.0%	50.0%
Asian	34.8%	65.2%
Black / African American	33.3%	66.7%
Hispanic	78.8%	21.2%
Native Hawaiian / Other Pacific Islander	60.0%	40.0%
Two or More	57.1%	42.9%
White	59.4%	40.6%
<b>Grand Total</b>	<b>59.4%</b>	<b>40.6%</b>

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## **FLEX Online School Update**

**Principal – Paul Ottum**

School Board Meeting April 26<sup>th</sup>, 2021

### **SUCSESSES**

FLEX Online School was able to open on an incredibly short timeline. In an 8-week timeframe, were able to advertise the school, take applications (over 3,400), hire over 50 staff, investigate and procure online curriculum, train the staff and build our culture. Our overall enrollment since the beginning of the year has had minor fluctuations and has generally remained stable. Families for whom our format is a good fit have been successful and satisfied.

*“FLEX has provided . . . the flexibility to switch up his lessons if he's having a rough day or challenge him if he's up to it. Most importantly, his confidence has increased to the point that he can honestly answer "good" when someone asks him how school is going.”*

***Parent of an elementary student***

*“[O]nce my dance competition season starts I will be a lot busier and it will be really helpful if I am able to do school in the early morning or late afternoon, in a hotel room or even at the competition site if I really need too.”*

***Parent of a middle school student***

*“[S]he appreciates . . . not being required to attend meetings at pre-set times . . . She has [medical] issues . . . that keep her awake . . . so she can have a . . . mixed up sleep schedule and it doesn't impact her ability to get her work done and turned in on time which is immensely helpful!”*

***Parent of a high school student***

Our staff has worked collaborated and connected even though we haven't ever been in the same space together. In staffing surveys, all but one teacher asked to remain with FLEX. Teachers at all levels have mentioned that for the first time in their careers, they can focus all of their time on building relationships and teaching. They also say they have gotten to know their students and families more than in any time in their career. Teaching online is not simply posting pre-developed curriculum and waiting to grade submitted work. It requires constant feedback, support, adjustments and individualization.

### **CHALLENGES**

The speed with which we opened the school and the asynchronous format have not been without their challenges. Families are required to have a “learning coach” at home that can provide support and motivation for students, especially in primary grades. Not all families have this ability as the adults or older siblings may work fulltime or have school or other obligations.

The asynchronous format is also a challenge for families as it requires time management and self-regulation skills that aren't required at the same level in the brick-and-mortar format.

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

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## **FLEX Online School Update**

**Principal – Paul Ottum**

School Board Meeting April 26<sup>th</sup>, 2021

We are currently sharing the Tumwater Middle School campus with ACMA. This poses a transportation issue when families want to come and take part in in-person activities or events or pick up technology, supplies or printable curriculum supports.

### **EQUITY**

We have worked hard to embed anti-bias, anti-racist professional development and practices into our hiring, staff retention, community outreach and teaching. We understand this ongoing work is challenging and will require discomfort and a lack of closure. The nature of our format with regards to having a learning coach and transportation poses a challenge for many of our marginalized population families.

Our challenge is to create a learning environment and community where students feel they belong and are connected to something that gives them a sense of pride and ownership. All families should feel welcome, safe and appreciated. Social structures, systemic racism and bias are challenges we must continuously address. We are focused on being inclusive and culturally responsive. We have implemented the following strategies this year:

- Develop teacher leadership, confidence and growth in the challenging area of ABAR (anti-bias and anti-racism)
- Professional development around Culturally Responsive Teaching practices
- Professional development devoted to equity and inclusion
- District survey feedback regarding students feeling accepted, safety, bullying and ability to talk to staff they trust
- Secondary level advisory structure and curriculum designed to address these issues
- Curriculum review and support for ABAR work including adding Multicultural Studies and African American History to our catalog.

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.

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October 7, 2020

*Updated to reflect language in permanent rule and rule's name change to 'Every Student Belongs' as of 3/5/2021*

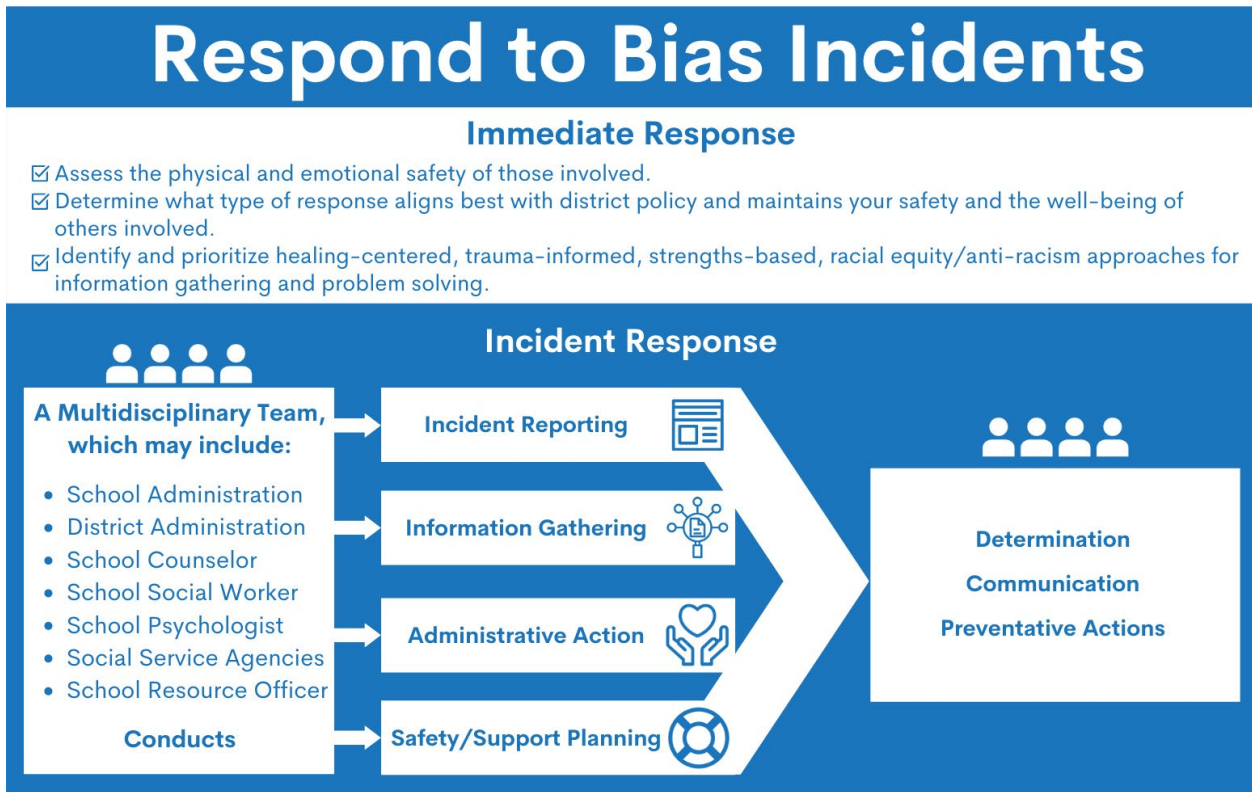
# Every Student Belongs Bias Incident Response Guide

**Companion Guidance to  
*Every Student Belongs Initial Guidance***



## Background and Purpose

This Bias Incident Response Guide is offered to support district administrators, principals, school climate/Positive Behavior Interventions and Supports (PBIS) team leaders, school safety and prevention specialists, teachers, school counselors, school psychologists, school social workers, and other school-based professionals in implementing the Every Student Belongs (ESB) rule. Procedures described in the guide include incident reporting, information gathering, administrative action, and safety/support planning. The process is intended to foster culturally responsive community engagement and communication within a multidisciplinary team approach.



## Every Student Belongs Rule

The Every Student Belongs rule, OAR 581-022-2312, prohibits the use or display of any noose, swastika, or confederate flag on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned with the Oregon State Standards. This applies to both in-person, hybrid, and distance learning environments.

## Every Student Belongs Bias Incident Response Guide

The rule also requires districts to adopt policies and procedures for responding to bias incidents. Consistent implementation of these policies is essential to ensure that all students are treated equitably. School districts are encouraged to use their existing antidiscrimination and safety policies as a starting point for implementation. Districts may also choose to engage their regional Education Service District (ESD) School Safety and Prevention teams (formerly known as threat assessment teams) to assist with providing support for safety planning and policy implementation.

### Requirements

Responses to incidents must incorporate healing-centered/trauma-informed, racial equity-centered, strengths-based, SEL-oriented practices.

## Immediate Incident Response

**In responding to any incident, refer to your district's policies and procedures developed in accordance with the Every Student Belongs rule. Prior to January 1, 2021, districts may still be developing these policies and procedures. Where this is the case, refer to the [Every Student Belongs Initial Guidance](#) along with this guide and any applicable district resources and policies.**

Immediate procedural considerations should include:

- Assessing the physical and emotional safety of those involved.
- Determining what type of response (in-person, by phone, or by email) aligns best with district policy and maintains your safety and the well-being of others involved.
- Identifying and prioritizing healing/centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.

For resources and more information on the immediate response, please see [Appendix A](#).

## Incident Response Checklist

The following incident response checklist aligns to the requirements in **Every Student Belongs Initial Guidance** and provides additional detail to support incident reporting, information gathering, administrative action, and safety/support planning.

Action	Checklist
<b>Incident Reporting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record who reported the incident (e.g., Student; Staff; School Counselor; School Psychologist; School Social Worker; Other Mental Health Provider; School Administrator; Parent; School Community Member; SafeOregon Tip Line).</li> <li><input type="checkbox"/> Investigate the incident fully, ensuring that due process rights are upheld.</li> <li><input type="checkbox"/> Write a summary of the incident, including the location where it occurred. Note that the location may be remote or on-site.</li> <li><input type="checkbox"/> List names of person(s) impacted, including witnesses and other students in the broader community, and their role in the incident.</li> <li><input type="checkbox"/> List race(s)/culture(s), primary spoken language if other than English, disability status of persons involved. Explicitly note if one or more participants identifies as LGBTQ2SIA+. Consider <a href="#">intersectionality</a> in your approach and response.</li> </ul>
<b>Immediate Crisis Support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure the safety and well-being of person(s) impacted.</li> <li><input type="checkbox"/> Plan for immediate crisis support for people involved in the incident if needed. This may include the person(s) impacted, staff, the person(s) who caused harm, witnesses to the event and/or members of the broader school community. Please refer to <b>crisis resources</b>, such as those listed on the <a href="#">mental health webpage</a>.</li> </ul>
<b>Short-term/ Immediate Administrative Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide verbal and written notice to all involved person(s), including parents consistent with district policy, that you are investigating the incident. Ensure that documents are translated for non-English speaking families.</li> <li><input type="checkbox"/> Complete a safety plan for all appropriate parties (<a href="#">Appendix B</a>).</li> <li><input type="checkbox"/> Consult your <a href="#">ESD Safety Assessment team</a>.</li> <li><input type="checkbox"/> Follow your district policy regarding any legal violations or required disciplinary actions based on the severity of the incident.</li> </ul>
<b>Student/Staff Engagement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a <a href="#">multidisciplinary team</a> to engage in information gathering or support planning.</li> <li><input type="checkbox"/> Consider race, culture, language, sex, gender identity, disability status and intersectionality to determine how the investigation is conducted.</li> <li><input type="checkbox"/> Identify the staff member who is closest to the person(s) impacted and engage their support in this process.</li> </ul>

Every Student Belongs Bias Incident Response Guide

<b>Information Gathering</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a comprehensive plan for a healing-centered, trauma-informed, strengths-based, racial-equity attuned <a href="#">information gathering</a> process.</li> </ul>
<b>Safety/Support Planning for the Person(s) Harmed</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult with individuals and families of students who have been harmed by incidents of bias on their own <a href="#">safety and support planning</a> to the extent desired.</li> </ul>
<b>Safety/Support Planning for the Person(s) Who Caused Harm</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Offer educational opportunities for safety and support planning that address the impact of the actions.</li> <li><input type="checkbox"/> Prioritize non-punitive remedial measures, unless there is a risk to health or safety and/or this is a repeated violation with intent to cause harm and previous educational opportunities and remedial measures have not been effective.</li> </ul>
<b>Determination &amp; Communication</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination.</li> <li><input type="checkbox"/> Provide <a href="#">written communication of the outcome</a> to all parties in accordance with district policies and procedures.</li> </ul>
<b>Consequences for continued rule violation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under school policy.</li> <li><input type="checkbox"/> When considering the appropriate response to repeated bias incidents, staff should prioritize the safety and healing of the person(s) impacted by the harm over the intent of the person(s) who caused harm.</li> </ul>
<b>Preventative Actions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future.</li> <li><input type="checkbox"/> Identify steps to remediate the hostile climate if it continues to exist.</li> <li><input type="checkbox"/> Recommend improvements or changes to district policies and procedures, if applicable.</li> </ul>

## Appendix A. Immediate Incident Response Resources

When an incident occurs, it is important for the district and/or school professionals to take immediate steps to secure the physical and emotional safety of those involved. Following are high level considerations and resources to support that process.

1. Assess the situation for the physical and emotional safety of:
  - a. the person(s) at whom the bias incident was directed
  - b. those who are responding to the incident
  - c. witnesses to the incident
  - d. the broader school community
2. Decide what type of response (in-person, by phone, or by email) aligns best with district policy and maintains your safety and the well-being of others involved.
  - a. Ensure your response acknowledges the [impact of bias](#) on the person(s) at whom the bias incident was directed. In many cases this will include [African American/Black people, people of color, members of Tribal communities, LGBTQI2SA+](#) people, the [Jewish community](#), and others from historically oppressed backgrounds.
  - b. Focus on incident [impact, not the intent](#) of the person(s) who caused harm.
  - c. Be [aware of the impact of unconscious bias](#) on decision making.
3. Select an immediate response that maintains your personal safety, aligns with district policy, reduces harm to those involved, and ensures a safe environment for all.
4. Review [Responding to Racial Injustice with a Trauma-Informed Approach](#). Always prioritize a healing/centered, trauma-informed, strengths-based, racial equity/anti-racism approach to information gathering and problem solving.

## Appendix B. Incident Response Checklist Resources

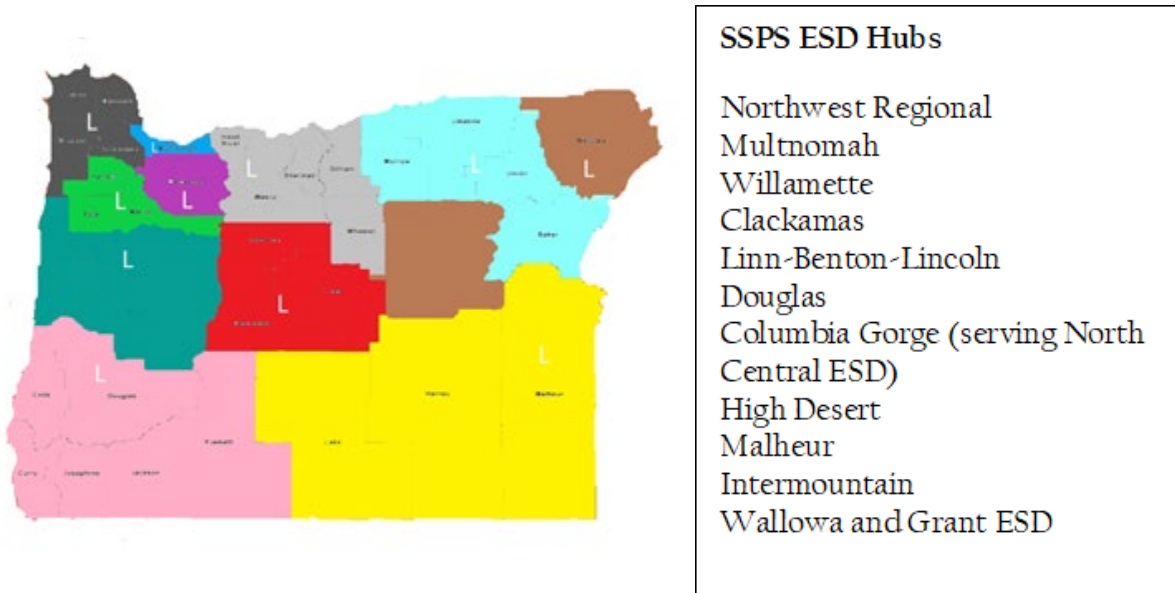
### ESD Safety Assessment Team

Two (2) ESD-based levels of safety planning and resource supports are available to school districts through School Safety and Prevention Teams.

The first level of support is available through School Safety and Prevention Specialists (Prevention Specialists) implementing the School Safety and Prevention System (SPSS) ([Section 36 of the Student Success Act](#) and [Senate Bill 52, Adi's Act](#)). Based in 11 ESDs statewide, Prevention Specialists are able to assist in training and providing equity and racial equity-centered technical assistance to school district administrators and behavioral safety assessment teams on safety concerns and threats made in response to implementation of the Every Student Belongs policy.

## Every Student Belongs Bias Incident Response Guide

The second level of support is available through Prevention Specialists and ESD-based School Safety and Prevention teams that can assist school districts and administrators in coordinating safety planning with public health, safety, and social service agencies as well as community-based resource providers. These teams are able to provide a network of support to students, staff, and school communities to assist in the implementation of the Every Student Belongs policy.



### Multidisciplinary Team

The following individuals and groups should be considered when developing a team to address a bias incident:

- School Administration
- District Administration
- School Counselor
- School Social Worker
- School Psychologist
- Social Service Agency(ies)
- Community-Based Organization Representative
- School Resource Officer

### Information Gathering

Interviews and other methods of information gathering may cause harm when not conducted in an appropriate manner. Before gathering any information:

- [Review \*Trauma-Informed Interviewing Techniques\*](#) to assist in developing your interview protocols.
- Review [Defining Restorative for facilitating restorative practices with people who have caused harm](#) to assist in developing your interview protocols.
- Develop a plan which includes:
  - An inclusive list of interviewees. Ensure no participant is interviewed more than 2 times.

## Every Student Belongs Bias Incident Response Guide

- How to determine who will conduct each interview with consideration to the **relationship between the person being interviewed and the interviewer.**
- If more than one interviewer is needed, make sure that they have consistent training, and are asking similar or identical questions.
- Information about when and where each interview will be conducted.
- The interview protocol(s) to be used.
- A list of supports to be provided for the person(s) who have been harmed during the interview process, if applicable, or information about how the person(s) can connect with an advocate to receive support.
- Arrange translation services as necessary for individuals who are not fluent in English.
- Review information gathering plan for potential areas of bias as a team and plan to address those concerns proactively.

### **Safety and Support Planning for Person(s) Harmed**

The safety and healing of the individuals who have been harmed must be prioritized in safety and crisis support planning. What is supportive for one person may be harmful for another. Make sure to offer culturally and linguistically responsive support. Involve family and supportive community members throughout the process.

The following list of safety plan considerations regarding the person(s) who experience harm serves as a starting point for discussions to evaluate needs and supports to inform plan development.

- Regular staff check-ins
- Referral to short-term counseling
- Referral to outside supports/services including employee assistance programs and other mental health supports
- Coming to and going home from school
- Coming to, going from, and attending classes
- Distance learning
- Person(s) impacted encounters the person(s) who caused harm
- Places where contact may be unavoidable
- Who or where to seek emotional support including contact information
- Who to call in addition to 911 in case of emergency
- Safety measures (e.g., carrying cell phone, having contact numbers on person at all times, informing trusted persons of whereabouts, calling 911 when at risk, keeping copies of threatening emails or texts, obtaining a protective order if appropriate)
- Phone and online safety measures and safety apps
- Academic accommodations
- Staff access
- No contact orders for students

## Every Student Belongs Bias Incident Response Guide

Consider if the following law enforcement supports for the person(s) impacted may be appropriate:

- No contact orders
- Safety escorts
- Temporary notices of criminal trespass
- Enforcement of no-contact orders
- Acknowledge [the differential impact of policing](#)

### **Safety and Support Planning for the Person(s) Who Have Caused Harm**

The following list of safety plan considerations regarding the person(s) who caused harm is intended to serve as a starting point for discussions to evaluate needs and supports to inform plan development. Include family and supportive community members in the planning process as needed.

- Limit access to school and athletic activities
- Limit access to cafeteria and shared campus spaces
- Refer to short-term counseling
- Educate regarding the impacts of hate speech and symbols, the history of racism and its effects, and other key related content areas.
- Refer to outside supports/services including mental health supports.
- Offer healing-centered conferencing
- Offer small group circles
- Offer community circles
- Engage in relationship building
- Engage in Collaborative Problem Solving
- Develop [a plan to repair the harm](#)
- [Reintegrate individuals into the school community](#)
- Consider schedule changes that may include:
  - Travel to and from school
  - Travel between classes
  - Utilizing distance learning
- Consider places where contact may be unavoidable, and where an escort may be necessary and plan accordingly.
- Identify who or where to seek emotional support and provide contact information.
- Review phone and online safety measures and safety apps.
- Implement or revise a functional behavior assessment/behavior improvement plan.

In the case of a protective or restraining order or other actions that are mandated by district policy:

- Make provisions for an alternate school site, home instruction, or remote class viewing/CDL option.

### **Written Communication of Outcome**

Schools must provide written communication of the outcome of the information gathering process. At a minimum, the following information must be included in the written communication of the outcome:

- A statement that an investigation has been initiated;
- A statement that an investigation has been completed;
- Details of the findings and the final determination;
- A list of actions taken and measures employed to prevent a recurrence of harassment; and
- A citation to the law prohibiting release and an explanation of how that law applies to the current situation.

### **Contact:**

[Grace Bullock](#), Senior Mental Health Strategist, 971-283-8473.

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# Every Student Belongs

## UPDATED GUIDANCE 2.0



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

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## Cover Letter

Dear Superintendents,

I'm writing to you about a significant health and safety rule passed by the State Board of Education: [581-022-2312 Every Student Belongs](https://www.ode.state.or.us/2020/05/20/581-022-2312-Every-Student-Belongs).

**ODE recognizes that student health and safety are at the cornerstone of education and that every student is entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.** Staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in school activities without fear for their safety.

The **Every Student Belongs** OAR is an important step in creating safe and inclusive school climates where all who participate in our school communities feel welcome.

### Background

In July 2020, an Oregon high school student sent a letter to Governor Kate Brown asking for help. In the letter, the student stressed the importance of banning the Confederate flag in Oregon public schools. In the student's words, *"Banning the Confederate flag is far more than just an act to please some people. It shows students and educators that the State of Oregon sees them in their struggles to be considered equal and aiding in the fight against racism... Right now is a great time for Oregon to be a leader for its own citizens and throughout the United States and install this overdue policy."*

This student's experience is not alone. In the last few years alone ODE has received complaints or been made aware of multiple incidents involving hate symbols such as symbols of neo-Nazi ideology or the battle flag of the Confederacy, and nooses. These incidents have disrupted education for students across Oregon.

In response, Governor Brown wrote to the State Board of Education Chair and me urging us "to take immediate action to address and correct the adverse impacts symbols of hate and other manifestations of hate speech have on students in Oregon public schools." She requested that the Board establish rules to ensure that no Oregon student "be subject to actions or expressions of hate, intolerance, marginalization, or racism." The Board received a similar letter from Representatives McKeown and Brock-Smith asking it to take immediate action.

This student and others from across Oregon have come forward to show us the extreme disruption and harm that hate symbols cause. When we hear from students that their safety,

mental health, well-being, and ability to learn are threatened, we must listen, trust, and take immediate action. This policy change begins that action.

In Oregon, we value both freedom and responsibility, and are charged with ensuring that **Every Student Belongs**. This means affording our school communities the freedom of expression while removing barriers to students' educational progress, including the prohibition of display of hate symbols that incite fear and violence, and cause emotional distress and trauma. The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin causes harm, and significantly disrupts the operation of schools. When one person in a school community is treated poorly, everyone suffers.

At the instruction of Governor Brown, the Oregon Board of Education has enacted the **Every Student Belongs** rule, which prohibits hate symbols, including some of the most recognizable symbols of hate—the noose, symbols of neo-Nazi ideology and the battle flag of the Confederacy. The temporary OAR took effect on September 18, 2020, and was made permanent on February 18, 2021. It requires districts to adopt and implement policies and procedures that prohibit the use or display of hate symbols, including the noose, symbols of neo-Nazi ideology, or the battle flag of the Confederacy in any program or school-sponsored activity except where used in teaching curriculum that is aligned with the Oregon State Standards by January 1, 2021. This applies to both in-person and distance learning environments.

### **Safety and Health**

As with all OARs, the safety and health of students is our first priority. Discrimination, exclusion, othering, harassment and the use of hate symbols and hate speech are complex and multifaceted, and often reflect systemic problems rather than individual shortfalls. Swift disciplinary actions, zero-tolerance policies, and other punitive responses frequently ignore this multidimensionality in favor of immediate resolution. These approaches do little to alter the attitudes and biases that resulted in the negative, and often violent, behavior and provide little chance for growth, healing or understanding.

Trauma-informed, healing-centered, and educational approaches will be needed to address the root causes and consequences of these harmful acts, and to create opportunities for education and learning while avoiding blame, punishment, or further exacerbating the attitudes and biases that may have prompted the initial event(s). We will continue to support school districts in developing rules, policies, and procedures by providing guidance and resources to support implementation of these policies over the next several months.

Together, we must protect the health of our school communities by removing any and all barriers that impede a student's ability to thrive. Students have asked that the state as a whole follow their lead. We trust in young people and communities throughout Oregon to lead us into a future where students, staff and families are welcome in our school communities. It is our

## Every Student Belongs Updated Guidance 2.0

collective responsibility to make certain that **Every Student Belongs**.

Thank you for supporting the health and safety of our students and educators. Please review the guidance we've paired with this letter and submit any questions or suggestions to [EveryStudentBelongs@state.or.us](mailto:EveryStudentBelongs@state.or.us).

Sincerely,

A handwritten signature in blue ink, appearing to read "Colt Gill", with a large, sweeping flourish underneath.

Colt Gill  
Director of the Oregon Department of Education

## Context

Oregon school communities are the bedrock of our children’s learning, development, and flourishing. Each district and school is responsible for ensuring that their *students, families, staff members, and leaders belong*. This involves actively adopting and implementing rules, policies, and practices that promote equity and inclusion, and standing up against harmful and racist acts that run counter to these values.

Oregon’s youth and their families entrust the adults in their schools with students’ health and well-being, and rely on school communities to be welcoming and inclusive. Acts such as bullying, harassment, discrimination, intimidation, dismissal, using hate speech and symbols, and creating environments where some are excluded, marginalized, or discounted give students the message that they are not welcomed, valued, or important. These communications, whether intentional or unintentional, can, and do, cause immediate, and sometimes irreparable harm. No student is immune from being a recipient of these acts, and most will be physically, mentally, or emotionally injured by them in some way.

School districts and the adults within them have the responsibility to make sure that this does not occur, and that students are safe, included, and free from harm. When students or members of a school community experience hate or racism, whether directly through words, actions, or symbols, or indirectly through exclusion or inequitable access to resources, their safety, health, well-being, and ability to learn and thrive are compromised. These experiences cause stress, which puts everyone involved; those who are harmed, those who cause suffering, and those charged with responding, at elevated risk for physical, emotional, and social illness. In other words, when one person in a school community is treated poorly, everyone is affected.

Discrimination, exclusion, othering, harassment, and the use of hate symbols and hate speech are complex and multifaceted, and often reflect systemic problems rather than individual shortfalls. Swift disciplinary actions, zero-tolerance policies, and other punitive responses frequently ignore this multidimensionality in favor of immediate resolution. They do little to alter the attitudes and biases that resulted in the negative, and often violent behavior, and provide little chance for growth, healing, or understanding.

[Trauma-informed, healing centered](#) approaches that address the root causes and consequences of these harmful acts need to account for these systemic factors by creating opportunities for education and learning while avoiding blame, punishment, and disciplinary strategies that can further exacerbate the attitudes and biases that may have prompted the event(s).

## State Law

The Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary, or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.

It is the policy of the State Board of Education that students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

## Every Student Belongs Rule

The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin, including the noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy, create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

First, school districts, public charter schools, the Oregon School for the Deaf, Education Service Districts, Youth Corrections Education Program providers under contract with the Oregon Department of Education, Juvenile Detention Education Program providers under contract with the Oregon Department of Education, or a program that receives money pursuant to ORS 343.243, must prohibit the use or display of any noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned the Oregon State Standards. This applies to both in-person and distance learning environments.

Second, the rule requires districts to adopt policies and procedures for dealing with bias incidents. A sample policy is available upon request from the [Oregon School Boards Association](#).

## Implementation Framework

This guidance document provides districts with resources to support their development and implementation of policies and procedures in response to this administrative rule. The six sections below are designed to support schools and districts in recognizing symbols of hate; acknowledging harm, harm reduction, and response; developing policy; developing procedures; implementing a complaint process as well as resources to assist with implementation.

## 1) Symbols of Hate

A symbol is a visual image or sign representing an idea<sup>1</sup>. Symbols are powerful because within a cultural context they convey complex messages, ideologies, and history in a compact, recognizable form. Symbols help people make sense of the world around them. Throughout the world, symbols hold significant value for human cultures as evidenced in the reverence held for national flags, heroic figures, significant texts, or religious symbols. Symbols can help to unify and celebrate cultural heritage.

Symbols can also be used to send messages of hate, division, derision, and intimidation. The presence of symbols of hate on school grounds or during school-sponsored activities must be addressed by school communities. Failure to condemn symbols of hate potentially normalizes or affirms the intended message and ideology of the symbol. The [Every Student Belongs OAR](#) requires school staff and students to be educated about the impacts and consequences of symbols of hate.

**Neo-Nazi** and other hate groups use symbols to intimidate individuals and communities. Hate symbols are more than "signs" demonstrating racist, anti-Semitic and anti-LGBTQ2IA+ attitudes and beliefs -- these symbols are meant to instill a sense of fear and insecurity within particular communities and simultaneously establish a broader culture of hate and domination.

In schools, these symbols may be found in graffiti, flyers, pamphlets, flags, banners, clothing, bumper stickers, and on digital avatars or backgrounds. These symbols give extremists a sense of power and belonging, and a quick way of identifying with others who share their ideology. It is important to note that symbols carry different meanings depending upon the cultural background from which they originate or are used. For example, many people with knowledge of the history of WWII view the Hakenkreuz (commonly referred to as the Nazi Swastika) as synonymous with the Nazis and the Nazi party, their extreme racist and anti-Semitic ideology, and the crimes they committed against Jews, Roma, and LGBTQ2IA+ individuals and groups.

*Every Student Belongs* prohibit the use or display of **Neo-Nazi** hate symbols, including the Hakenkreuz (known to some as the "Nazi Swastika"). However, educators and the community should understand that the origins of the Swastika pre-date the Nazi party and neo-Nazi use. Variations of the Swastika or similar imagery were used in many ancient cultures and they remain in use today, particularly within the cultural and religious displays of the Navajo nation and Hopi tribe, and practitioners of Hinduism, Buddhism, and Jainism. Neo-Nazi symbols may also include lightning bolts of the SS, the imperial Reich flag, the fascist salute, or a combination of letters and numbers conveying allegiance to racist and anti-Semitic ideology. The symbols

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<sup>1</sup> Adapted from North West Counter Terrorism Report on "Extreme Right Wing symbols, numbers and acronyms." Last accessed February 23, 2021  
<https://www.trafford.gov.uk/residents/community/community-safety/docs/extreme-right-wing-symbols.pdf>

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and ideology of the Nazi party and Nazi era are used by Neo-Nazi individuals and groups, and those trafficking in antisemitism, racism, anti-LGBTQ2IA+, and so called white power.

**The Battle Flag of the Confederacy** is the most commonly displayed symbol addressed by the Every Student Belongs rule. Although individuals and groups may seek to defend the display of this symbol as “Heritage, not Hate” or as a symbol of rebellion, the Every Student Belongs rule recognizes the racialized history and harm of the flag.

Recognizing the history of this flag is essential for understanding the rationale for prohibiting its display at school-sponsored events. During the Civil War, when southern states seceded from the Union in the name of “State’s Rights”, it was the right to maintain the institution of slavery with which they were most concerned<sup>2</sup>. The Confederacy and its armies designed several flags throughout the Civil War. The red flag with blue St. Andrew’s cross and thirteen stars was one such battle flag. After the war, the flags of the Confederacy were typically only displayed during commemorations of the war. Throughout the early 1900s, the display of the flag became more popular as white people claimed it as part of southern heritage, or regional pride.

Over time, the flag became associated with anti-Civil Rights policy when it was adopted by the Dixiecrat party in 1948 in opposition to the Democratic Party’s desegregation platform. The flag that had represented the maintenance of slavery in the 1860s, became a symbol for the maintenance of racial segregation.

The use of the flag expanded in response to the 1954 *Brown v. Board of Education* decision to desegregate schools. Many southern states incorporated the Battle Flag into their state flags. As of January 2021, Mississippi became the final southern state to remove the image of the Confederate Battle flag from its flag (Alabama and Florida continue to display a red St. Andrew’s cross).

*Every Student Belongs* prohibiting the display of the Battle Flag of the Confederacy because of its long association with violent anti-Black beliefs and actions. The voters of Oregon rejected secession in 1861 and remained loyal to the Union during the U.S. Civil War. The Confederate Flag has no legitimate connection to Oregon’s history. The display of the Confederate Battle flag conveys a message of the rejection of democratic government and racial equality and has no place in our schools.

**The noose**, also known as the “hangman’s noose,” has re-emerged as a symbol of hate, causing harm to students and community members<sup>3</sup>. Recently nooses have been found on school

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<sup>2</sup> Alexander Stephens, Confederate Vice President, Cornerstone speech. (2020, July 11). Retrieved March 16, 2021, from <https://www.battlefields.org/learn/primary-sources/cornerstone-speech>

<sup>3</sup> Adapted from Anti-Defamation League, “Noose Incidents and Their Historical Context.” Retrieved February 24, 2021, <https://www.adl.org/media/10204/download>

grounds, at universities and colleges, in and around U.S. government buildings, at an exhibit on segregation at the National Museum of African American History & Culture, at worksites, and sporting events.

As the NAACP stated in its 2007 "State of Emergency" report: "The hangman's noose is a symbol of the racist, segregation-era violence enacted on blacks. ... [It is] an unmistakable symbol of violence and terror that whites used to demonstrate their hatred for blacks." The history of lynching and terror targeted at Black Americans is only now receiving careful and widespread. During the period between the Civil War and World War II, over four-thousand African Americans were lynched in the United States. Lynchings are violent and public acts of torture, traumatizing Black people throughout the country largely tolerated, and sometimes perpetuated, by state and federal officials. These lynchings are terrorism. "Terror lynchings" peaked between 1880 and 1940 and claimed the lives of African American men, women, and children who were forced to endure the fear, humiliation, and barbarity of this widespread phenomenon<sup>4</sup>.

The origins of the noose and its symbolism are connected to the violence of the post-reconstruction era throughout the United States, including Oregon<sup>5</sup>, and have become one of the most powerful symbols of intimidation and hate directed at Black people. The recent increase in reported incidents of noose displays on school grounds in Oregon and around the country creates a hostile environment for learning. *Every Student Belongs* prohibits the display of the noose in any form except where used in the teaching of curriculum aligned to Oregon State Standards.

## 2) Acknowledging Harm, Harm Reduction, and Response

### **(a) Acknowledging Harm**

Although not all incidents of discrimination, exclusion, displaying hate symbols, or using hate speech may be intended to cause harm, their impact is hostile and detrimental nonetheless. Viewing symbols such as symbols of neo-Nazi ideology or the battle flag of the Confederacy, and hearing hate speech and racial slurs can cause [physiological and psychological stress](#) and emotional pain. In addition, they serve as catalysts for rekindling intergenerational and historical trauma as well as race-based traumatic stress.

The [impacts of traumatic stress](#) on physical, psychological and mental health can be significant and long-lasting stress-related responses to real or perceived threats include hypervigilance

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<sup>4</sup> Lynching in America: Confronting the legacy of racial terror. (n.d.). Retrieved March 16, 2021, from <https://lynchinginamerica.eji.org/report/>

<sup>5</sup> Oregon Remembrance Project. Retrieved March 17th, 2021, from <https://www.oregonremembrance.com/the-story>

and suspicion, sensitivity to threat, aggression and reactivity, hopelessness, despair, depression, social withdrawal, anxiety, cognitive and academic difficulties, and/or substance use. Research examining the effects of stress on development find that chronic childhood stressors are significantly associated with poor long-term health outcomes, and are highly predictive of a heightened physiological stress response, which is tied to structural, functional, and neurochemical brain anomalies, and an increased risk of lifelong behavioral, emotional, psychosocial, and cognitive problems. This is particularly true for those who have experienced [race-based traumatic stress](#), which is often associated with [racial battle fatigue](#).

### **(b) Harm Reduction**

It is essential that all who participate in school communities address the sources and outcomes of the use of hate symbols, hate speech, and other racially motivated, injurious behaviors swiftly and straightforwardly. For the Oregon Department of Education, and the districts across the state, this means protecting students, eliminating all policies and procedures that create the conditions for harmful incidents to occur, and preventing or addressing these acts swiftly and directly.

In practice, this means that every school district, public charter school, the Oregon School for the Deaf, Education Service District, Youth Corrections Education Program provider under contract with the Oregon Department of Education, Juvenile Detention Education Program provider under contract with the Oregon Department of Education, or a program that receives money pursuant to ORS 343.243, enacts and enforces rules to prioritize, protect and assure the mental, physical and social health and well-being of students, their families, staff, leaders, community partners and visitors. This includes ensuring that students, employees, and visitors can learn, work and participate in school activities, occurring on and off school grounds, that are free from discrimination, harassment, and intimidation, and guarantees that students are welcomed and belong.

### **(c) Healing-Centered, Trauma-Informed Response**

It is important to recognize that bullying, harassment, discrimination, intimidation, dismissal, using hate speech and symbols, and creating environments where some are excluded, oppressed, or discounted impact individuals and groups differently. Although most students and adults have, or will, experience adversity, not everyone will be traumatized. It is, however, essential that schools and districts recognize that being exposed to hate-based events can cause traumatic stress, and that students and adults may exhibit traumatic stress-related symptoms such as sadness, anger, exhaustion, difficulty concentrating, sleeplessness, anxiety, hypervigilance, aggression, and avoidance of people and situations for weeks, months or even years after an incident.

In working to address the impact of harmful acts including hate speech, exposure to hate symbols, racism, and discrimination it is essential for those responsible for responding to the event to recognize that:

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- Each person must be given the freedom to define their experience for themselves.
- Individuals are not defined by their trauma, behavior, emotions, thoughts, or capacity to communicate, and their experience is distinct from their multiple intersecting identities.
- Each person brings ways of knowing, personal, family and community support, and connections to place and space that may be central to their healing.
- Responses to traumatic stress are dynamic, and may vary considerably from moment to moment, or day to day.
- Safe, trusting relationships, and a recognition and affirmation of “what is” are foundational for healing.
- The culture, policies, and practices of the institutions that were designed to protect students, such as schools, may be the [very sources of their distress](#).
- The stigma around seeking support, and the dismissal of their concerns that students often experience may prevent some from engaging in traditional approaches, and may require creative, innovative alternatives to standard care.

Under all circumstances, strengths-based, [healing-centered](#)/trauma-informed, racial equity-centered, multi-tiered systems of support are central to promoting emotional health, mental health and healing. This means being explicitly responsive to each student’s linguistic and cultural heritage, and honoring each individual’s values, funds of knowledge, and inherent strengths and challenges.

### 3) Developing Policy

The following definitions should be used when developing policies to address bias incidents and prohibit the use of symbols of hate:

- (a) “Bias Incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias Incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.
- (b) “Symbol of Hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or nation origin including, the noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy, and whose display:
  - (A) is reasonably likely to cause a substantial disruption of or material interference with school activities, or
  - (B) is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

Most districts have existing policies and procedures for addressing discrimination incidents that pose a threat to students and staff. Districts should use these existing resources as a starting

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point for developing and implementing a framework for responding to incidents in which hate symbols or hate speech occur in both in-person and in distance learning situations. Pursuant to [OAR 581-022-2312](#), on or before January 1, 2021, school districts, public charter schools, the Oregon School for the Deaf, and Education Service Districts must adopt a policy that:

- (a) Affirms every student is entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin;
  - 1) Affirms every employee is entitled to work in an environment that is free from discrimination or harassment;
  - 2) Affirms every visitor is entitled to participate in an environment that is free from discrimination or harassment;
  - 3) Prohibits the use or display of any symbols of hate, including at a minimum the noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy, on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned the Oregon State Standards.

These policies must also:

- (i) Prioritize, protect, and assure the mental, physical and social health of students, families, staff, and leaders. This includes removing any and all barriers that interfere with a student's well-being, belonging, and ability to thrive; and
- (ii) Assure that every effort will be made to educate those committing the offense regarding the impact of their actions with appropriate, non-punitive remedial measures. Some suggested references include [A Framework for Safe & Successful School's Positive Discipline](#) or [Oakland Unified School District's Restorative Justice Whole School Implementation Guide](#) will be enacted.

We also suggest that you engage in immediate and ongoing communication of the rationale for this rule and associated district policies to all students, families, staff, and school community members.

We have provided a [Toolkit](#) that includes these talking points to assist you in that process in the [resources section](#) at the end of this document.

We recognize that changes to existing policies and procedures may require facilitated conversations with school boards, leaders, key stakeholders, students, families, and community partners. Please consider the following resources.

- Please see the [following example](#) of a policy used by other Oregon school districts.
- Please see this [Decision-Making Tool](#) to guide in your policymaking.

#### 4) Developing Procedures

School districts, public charter schools, the Oregon School for the Deaf, Education Service Districts, Youth Corrections Education Program providers under contract with the Oregon Department of Education, Juvenile Detention Education Program providers under contract with the Oregon Department of Education, or a program that receives money pursuant to ORS 343.243 must adopt procedures for addressing bias incidents that:

(A) Define persons impacted broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident;

(B) Require responding staff to prioritize the safety and well-being of all persons impacted;

(C) Require responding staff to recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place;

(D) Include in any redirection procedures educational components that address the history and impact of hate as well as procedural components to ensure the safety, healing, and agency of those impacted by hate, accountability, and transformation for people who cause harm as well as transformation of the conditions that perpetuate the harm.

- Discrimination, exclusion, othering, harassment, and the use of hate symbols and hate speech are complex and multifaceted, and often reflect systemic problems rather than individual shortfalls.
- Swift disciplinary actions, zero-tolerance policies, and other punitive responses frequently ignore this multidimensionality in favor of immediate resolution. These approaches do little to alter the attitudes and biases that resulted in the negative, and often violent, behavior and provide little chance for growth, healing, or understanding.
- Remediation strategies must include trauma-informed, healing-centered approaches that address the root causes and consequences of these harmful acts, and create opportunities for education and learning while avoiding blame, punishment, or further exacerbation of the attitudes and biases that may have prompted the event(s).

(E) Include communication protocols that provide all persons impacted with information relating to the investigation.

(i) The information provided to the persons at whom the behavior was directed and the person who committed the behavior must include that an investigation has been initiated, actions taken to prevent reoccurrence, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy behavior and, when

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applicable, a citation to the law prohibiting release and an explanation of how that law applies to the current situation.

(ii) The information provided to students in the school community likely to be impacted by the incident must include that an investigation has been initiated and actions taken to prevent reoccurrence.

(F) Direct administrators and school personnel to consider whether the behavior also implicates other civil rights laws and, if so, to respond accordingly. The nature of the conduct must determine the process used, the rights and protections available to persons impacted, and the right to appeal to the Oregon Department of Education or the United States Department of Education Office of Civil Rights; and

(G) Require administrators to develop and implement instructional materials to make this policy and related practices including reporting procedures, educational processes, and possible consequences known to all school employees and students.

When developing district procedures for addressing these incidents, we recommend using and/or amending existing policies to be aligned with the rules set forth in this document.

Please refer to the following resources for detailed suggestions and recommendations to guide you in your policy and response planning.

- [Confronting White Nationalism in Schools: A Toolkit](#) from the [Western States Center](#) for specific strategies for responding to hateful acts and extremist organizing in schools.
- [What did you just say? Responses to racist comments collected from the field.](#)
- [Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers](#) from [Learning for Justice](#).

### 5) Complaint Process

Complaints may be handled under existing policies and procedures for discrimination or harassment (AC and AC-AR; see e.g., [Reynolds School District's Discrimination Complaint Procedure](#)) or (JFCF) or a district may develop new policies and procedures (see e.g., [TTSD Bias Incident and Hate Speech AR](#)).

Regardless of the policy and procedure utilized to address the complaint, the complainant must be informed of their right to appeal the district's final decision to either the U.S. Department of Education Office of Civil Rights or the Oregon Department of Education.

The complaint process must provide for individuals to report their concerns either verbally or in writing. And complainants must be informed of their right to appeal the district's final decision

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to either the U.S. Department of Education Office of Civil Rights or the Oregon Department of Education.

### **6) Resources**

[Toolkit for Superintendents](#). (Talking points, letter to community from superintendent and school board, letter to staff from superintendent and school board.)

[Lesson on First Amendment in Schools for High school Students](#) (activity download at the top right of the page.)

For questions and more information, please email [EveryStudentBelongs@ode.state.or.us](mailto:EveryStudentBelongs@ode.state.or.us).



## Equitable Policies Task Force Update

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

Update on the work of the Equitable Policies Task Force

### **RECOMMENDATION:**

The Board will be presented with and consider the work-to-date of the Equitable Policies Task Force, including a review of guidances from the Oregon Department of Education related to the Every Student Belongs Rule as well as the specific charges of the Task Force.

In partnership with the School Board's Equity Committee, the Office of Equity and Inclusion is forming an Equitable Policies Task Force to make recommendations to the district Superintendent related to the [All Students Belong Policy \(ACB\)](#) and corresponding practices. It is anticipated that the Task Force will continue to meet after the initial six meetings to continue our collective work toward ensuring an antiracist district. Future participation on the Task Force may be offered to others through the establishment of terms of service to ensure longevity. The voluntarily Task Force will follow a timeline that will result in the following being achieved and offered to the Beaverton Superintendent by June 21, 2021:

- Development of a district anti-racist vision to guide the district's efforts;
- Proposed revisions to Board Policy ACB and a related reporting and response protocol; and
- Review of the Student and Parent Handbook for alignment with Policy ACB and related protocols.

The Task Force will be comprised of community members representing the following groups, with efforts to ensure that the diversity of identities and experiences in the community is reflected:

- Students
- Community members/partners
- Families and Guardians
- Beaverton School District Staff (classified, certified, and administrative)

The Task Force will initially gather in up to six meetings held virtually between the months of March and June from 4:30-6:30 p.m. on the following dates:

- Wednesday, March 17
- Wednesday, April 7
- Wednesday, April 21
- Wednesday, May 12
- Wednesday, June 2
- Wednesday, June 16

The Task Force will be co-facilitated by Pat McCreery, BSD Administrator for Equity and Inclusion, and consultants from Education Northwest. Participants can expect to be involved in research and reading both during and outside task force meeting times.

Oregon's All Students Belong rule requires districts to provide students and educators with learning environments that are high-quality; free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin; and without fear or hatred, racism or violence. This rule offers us an opportunity to create safe, inclusive school climates that help everyone experience safety and belonging. Thank you for your interest and help in our efforts to become a district where everyone feels a sense of safety and belonging.

# BSD Equitable Policies Task Force



## PARTNERSHIP

elevates multiple perspectives from historically underserved communities



## PEOPLE

reflect the diversity of our student body



## PLACE

is safe, inclusive and affirming for historically underserved students and their families



## POLICY

articulates a vision for equity



## PRACTICE

eliminates gaps in access, opportunity, and expectation

# Application Process and Make-Up

- Applications accepted through March 10
- 87 applicants
- Task Force Composition
  - 8 Students
  - 5 Family members
  - 3 Community Partners (BBPU, Adelante Mujeres, CAIRO)
  - 6 Classified, 11 Certified, 7 Administrative Staff Members



# *Every Student Belongs*

- The Oregon Department of Education recognizes that student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.
- All staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in school activities without fear for their safety.



# *Every Student Belongs* Requirements

- Districts must adopt and implement policies and procedures that prohibit the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards by January 1, 2021. This applies to in-person and distance learning environments.
- Adopt policies and procedures for dealing with bias incidents
  - Acknowledging harm, harm reduction, and response (Anti-Racism Resolution or Vision)
  - Developing district policy
  - Developing Every Student Belongs procedures
  - Developing a complaint form and process

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# Administrator focus groups

- Substantial support of equity and the *Every Student Belongs* policy
- Implementation recommendations
  - Student, family, and community stakeholder input on development and implementation of the policy and procedures
  - Training in the *Every Student Belongs* policy and procedures that address hate crimes as well as bias incidents that result from microaggressions and/or unconscious bias
  - Anti-bias training for administrators and staff members
  - Time and resources to meet in administrative “PLCs” to discuss and calibrate responses to bias incidents



# Task Force Initial and Continued Actions: March 17-June 21

- Develop a district anti-racist vision to guide the district's efforts;
- Review and provide considerations for Board Policy ACB to Superintendent Grotting to present to the School Board;
- Develop a draft reporting and response protocol for incidents of bias and hate speech.
- Continue to engage in focus groups (students, staff, and community) for feedback.





## FAKE & FATAL: ONE PILL CAN KILL CAMPAIGN

### POLICY ISSUE/SITUATION:

Deaths from fentanyl-laced, illicitly-manufactured pills are surging across the country and right here in our own school district. In the past 18 months, we have lost several students — teenagers who had hopes and dreams and plans. These teenagers had families who loved them and are still coming to grips with their losses.

Here is what's happening: teens are purchasing what they think are OxyContin, Percocet or Xanax pills via social media, but drug dealers are lacing fake pills with the cheaper, stronger and more deadly synthetic drug called fentanyl. Fentanyl is up to 50 times more potent than heroin and 100 times more potent than morphine. Fentanyl is odorless, tasteless and colorless. Teens never know what they're getting. One pill can kill them. One pill.

You may be thinking to yourself, "my child isn't caught up in the drug culture" or "my child wouldn't even know where to get something like that." Does your child have a cell phone? Is your child on social media platforms like Snapchat? If the answer is "yes," they likely do know about the teen drug culture and do have easy access. Much like the vaping epidemic that we experienced in 2018 and 2019, parents are often the last to know.

During the last week of April, the District will be sponsoring a fentanyl awareness campaign, entitled "Fake & Fatal: One Pill Can Kill." You'll see social media posts on our district's and our schools' social media accounts. We'll be promoting information and resources on our [district website](#). Our students will be getting information in their health classes over the next month. Our administrators will be receiving specific fentanyl training on April 29; all staff will be offered optional personal development on the topic on May 5. And we'll be hosting a virtual "**Community Conversation about Fentanyl: Fake & Fatal**" on **Thursday, April 29 at 7 p.m.** You can participate by watching live on the district's [YouTube channel](#) or [Facebook page](#). We'll be taking questions via social media. Our panelists will include representatives from the Washington County Public Health Department, Washington County Sheriff's Department and Beaverton Police Department.

During that conversation, we'll also be hearing from Jennifer and Jon Epstein, former Cedar Park Middle School and Sunset High School parents who lost their son, Cal, to fentanyl poisoning in December. We want to publicly thank the Epstein's for their courage and willingness to share their story with hopes of saving other children's lives. Here's a [preview](#) of what they'll be discussing.

### RECOMMENDATION:

We would encourage all Board members to watch this important presentation and ask the schools in their zones to encourage their families to watch, as well. All building principals have been provided resources for their social media accounts, newsletters and websites.

# Return to In-Person Instruction Update

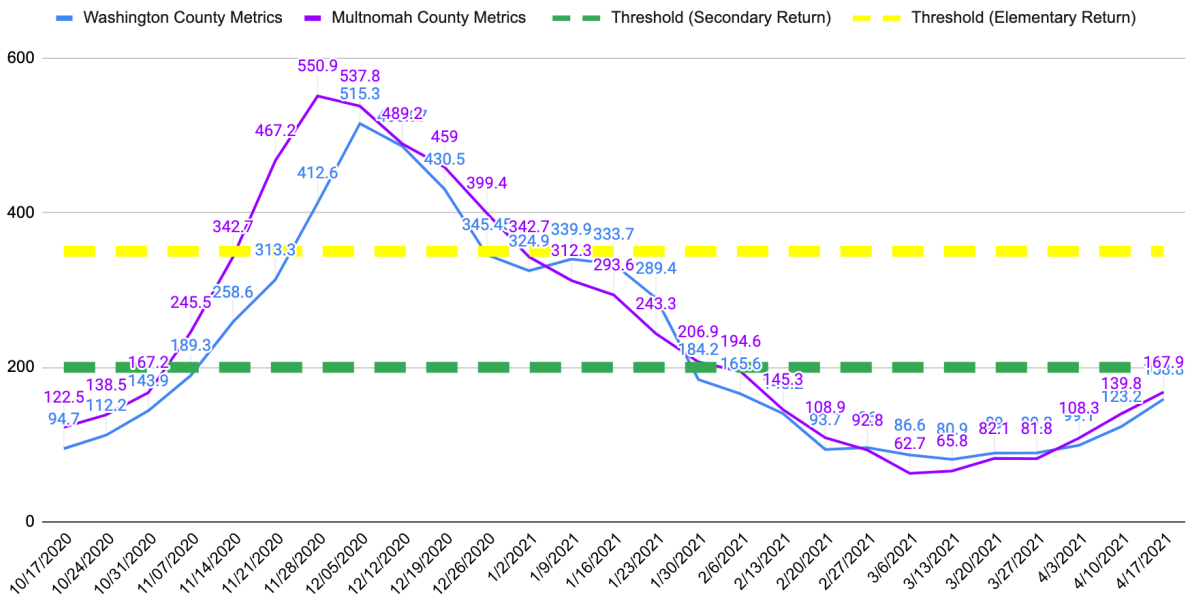
April 26, 2021

Brian Sica

## New Case Rates

Students are attending in-person classes in all grade levels served by the Beaverton School District. The Return to In-Person Instruction has coincided with an increase in case rates, particularly in Washington and Multnomah counties. The graph below shows that current 14 day cumulative case rates (as of 04/17/2021) are at 158.8 and 167.9 per 100K residents for Washington and Multnomah counties, respectively.

New cases per 100K residents compared to State Thresholds



Ready Schools, Safe Learners ([v 6.4.2](#)) provides the thresholds for *implementing* a hybrid model as well as the requirements to follow as cases increase as related to *returning to CDL*. As you can see in the bottom of the figure below, BSD will only return to CDL to “limit transmission within a school”.

*Note: 4 What constitutes transmission in a school is a Local Public Health Authority (LPHA) decision. As a general guide to monitor limited introduction or spread an LPHA can look for at least three cases with likely in school transmission over the prior 4 weeks.*

<b>Public School Instructional Model Requirements and Options</b>  <i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	<b>County Case Rate</b>  <i>Per 100,000 people over 14 days in large counties</i>	<b>County Case Count</b>  <i>Over 14 days for small and medium counties</i>	<b>County Test Positivity</b>  <i>Over 14 days for medium and large counties</i>
<b>Public K-12 schools <i>must</i> offer an On-Site or Hybrid option</b>	<b>&lt;200.0</b>	<b>&lt;60</b>	<b>&lt;10.0%</b>
<b>Public Elementary schools <i>must</i> offer an On-Site or Hybrid option</b>  <i>*Public middle and high schools are not required to initially open to in-person instruction and may limit to CDL only as needed to address any current transmission within a school.</i>	<b>200.0 to ≤350.0</b>	<b>60 to ≤90</b>	<b>≤10.0%</b>
<b>Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL)</b>  <i>*K-12 public schools are not required to initially open to in-person instruction and may limit to CDL exclusively if needed to address any current transmission within a school.</i>	<b>&gt;350.0</b>	<b>&gt;90</b>	<b>&gt;10.0%</b>
<p><i>*Schools should <u>not</u> reduce in-person instruction or revert to CDL based on county metrics if the school can demonstrate the ability to limit transmission in the school environment. When county trends increase to a new tier on this chart (green-to-yellow or yellow-to-red), pausing expansion of additional in-person learning and maintaining access to current in-person learning for schools that have it in place is recommended.</i></p> <p><b>If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance.</b></p> <p><b>A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission<sup>4</sup> within the school.</b></p>			

## **Summer School Expansion**

BSD continues to plan for the Summer of 2021. In addition to more traditional activities, we are able to expand due to new state funded grants.

### **Summer Academic Support Grants - High School Level (7 Million)**

The Summer Academic Support Grant provides grant funding to support summer programs for high school students to acquire academic credits needed to stay on track for graduation.

- Additional coursework
- Target based awarding of credit
- Alternative methods of evidence (portfolios, etc.)

### **Summer Enrichment/Academic Program Grant - K-8 Level (8 million)**

The Summer Enrichment/Academic Program Grant provides grant funding to offer services for K-8 students for:

- enrichment activities (robotics, PE, dance, martial arts, art, music, outdoor programs, etc.);
- academic learning and readiness supports (summer school, bridge programs, transition programs, etc.); and/or
- social-emotional and mental health services.

*Eligible expenses include:*

Teachers, curriculum and supplies, technology, 3rd party contracts (e.g., THPRD), transportation, snacks and meals

### **School Child Care Grants for Title One - K-5 Level (1.7 million)**

Provides a supplemental grant opportunity to families that wish to have child care for K-5 students that participate in summer academic and enrichment programs.

*Eligible expenses under this grant includes:*

Transportation, childcare support personnel, student expenses, curriculum, meals etc.

## **Fall 2021**

BSD continues to plan on a full week for all students beginning in the Fall of 2021. We continue to monitor the guidance from the OHA and ODE, in particular, distancing requirements for meals, and specific courses (e.g. P.E., band, etc.)

# Return to In Person School School Board Update April 26, 2012

Ginny Hansmann, Brian Sica, and Steve Langford

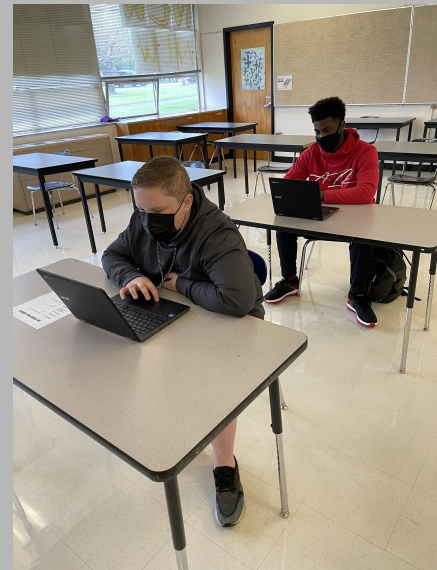
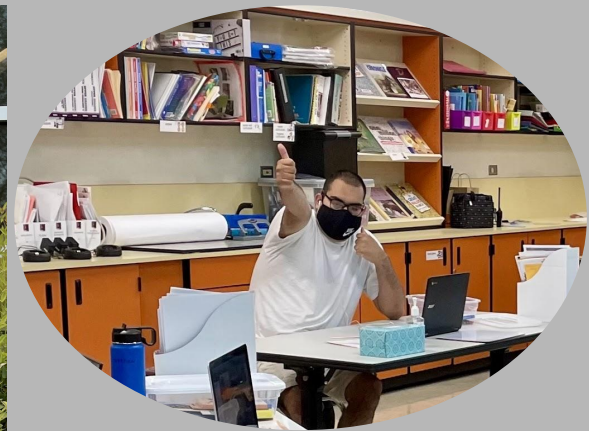


# Equity Lens

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

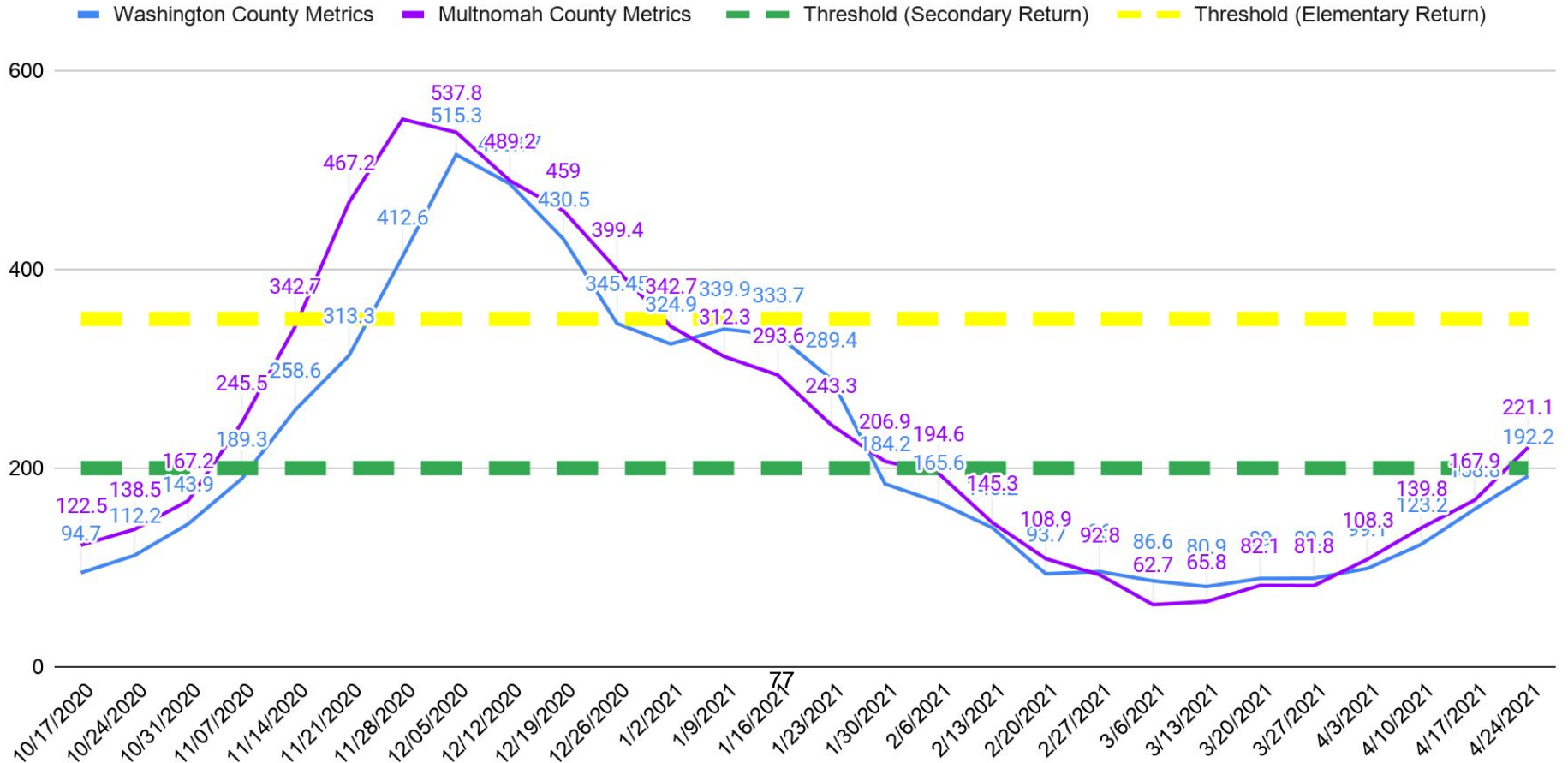
# Agenda

1. Review of Current Covid-19 Metrics and Impacts
2. Programs for the Summer of 2021
3. Outlook for the Fall of 2021
4. Student Connectivity to Network Resources
5. Questions and Comments



# Rising Case Rates

# New cases per 100K residents compared to State Thresholds





<b>Public School Instructional Model Requirements and Options</b>  <i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	<b>County Case Rate</b>  <i>Per 100,000 people over 14 days in large counties</i>	<b>County Case Count</b>  <i>Over 14 days for small and medium counties</i>	<b>County Test Positivity</b>  <i>Over 14 days for medium and large counties</i>
<b>Public K-12 schools <i>must</i> offer an On-Site or Hybrid option</b>	<b>&lt;200.0</b>	<b>&lt;60</b>	<b>&lt;10.0%</b>
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# Rising case rates

## From RSSL:

- Public Elementary schools must offer an On-Site or Hybrid option \*
- Public middle and high schools may limit to CDL **only as needed to address any current transmission within a school.**

*What constitutes transmission in a school is an LPHA decision. As a general guide to monitor limited introduction or spread an LPHA can look for at least three cases with likely in school transmission over the prior 4 weeks.*

**Impacts to BSD** There is no impact or foreseeable change to current in-person instruction at the BSD Schools

**Summer 2021**

# The Aim

Our aim and intention are to ***recapture the hearts and minds of our most impacted students*** by creating meaningful summer learning experiences that are engaging and thoughtful, and designed specifically to attract and inspire our most vulnerable and underserved students. ***We will implement this program with our students' emotional, social, and academic needs at the center of our design.***

# The aim (cont..)

The BSD summer experience will:

- ★ Be based upon students' strengths, interests, and abilities.
- ★ Aspire to not only connect with our students, but to develop positive connections with school
- ★ Support the positive development of students' attitudes and beliefs about themselves as learners
- ★ Interrupt the cycle of failure and damaged connection to learning.
- ★ Acknowledges that our students have a more disconnected relationship than ever before following this year out of school.
- ★ Work to reconnect with them in a meaningful way.
- ★ Acknowledge and build upon the meaningful learning experience that students have had in the last year. It is valuable and should be celebrated and reflected upon.

# Existing Programs

- ★ 8.5 and 9.5
- ★ Credit Earning Experiences (formerly credit recovery)
  - In person
  - CDL
- ★ Enrichment Courses (original credit)
- ★ ISV (Accelerated Credit Earning)

# Expansion of Programs

- ★ Change in the schedule
  - Increases flexibility of offerings
  - Improves conditions and increases opportunity for teachers
  - Improves conditions and increases opportunity for kids and families
  - Creates space for immersive and experiential credit offerings
- ★ District transportation provided
- ★ No cost. Summer offerings are free!
- ★ Increased Central Staff
- ★ Increased onsite staff and support
- ★ Rebrand and new design to eliminate deficit language, thinking, and experiences

# Expansion of Programs (New Resources)

## **Summer Academic Support Grants - High School Level (7 Million)**

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**Fall 2021**

## 2021-2022

Health officials (CDC, OHA/ODE) continue to announce that restrictions will change as community spread decreases. We anticipate further editions to RSSL as we close out the current school year.

We are increasingly hopeful that the start of the 2021-22 school year will look far more “normal.”

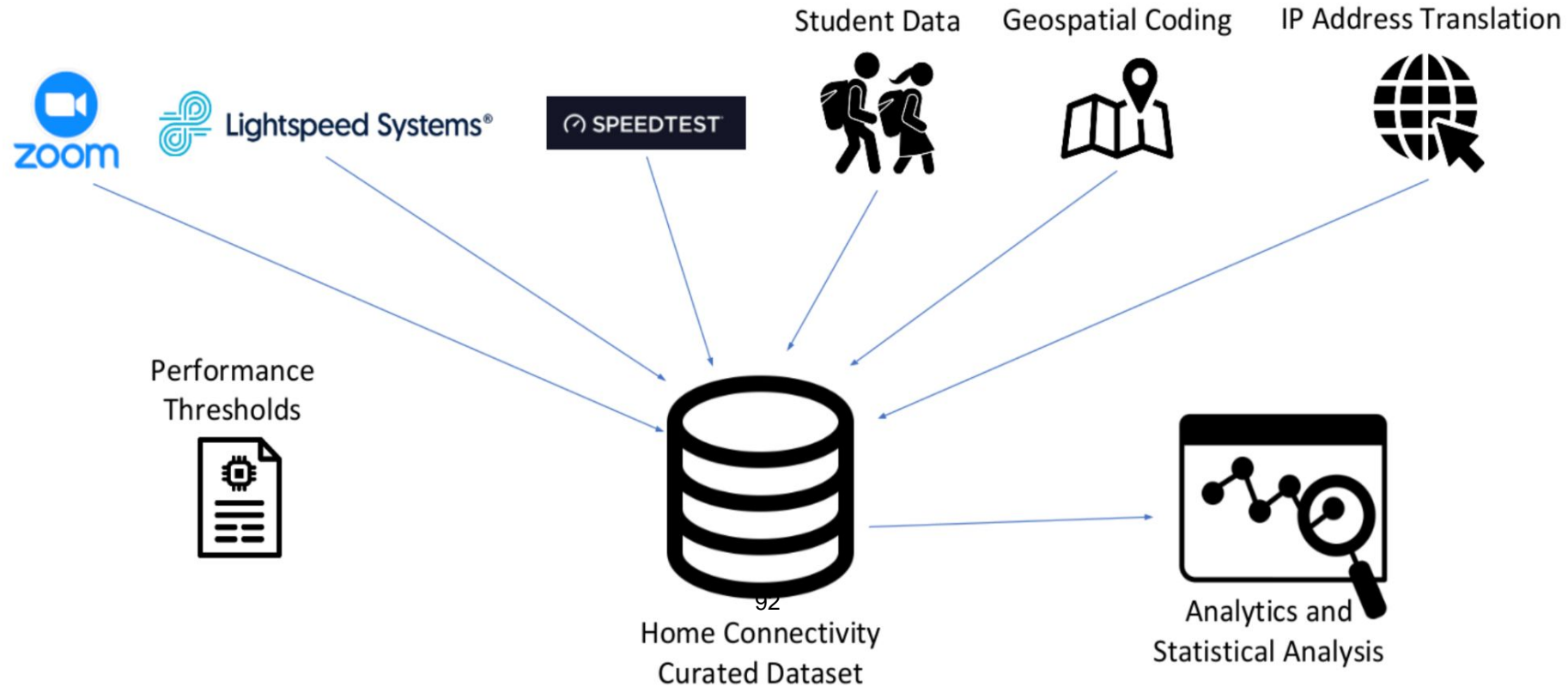
# Student Connectivity

# Student Connectivity

- Hotspots
  - 524 Kajeet - Primarily elementary students
  - 500 Verizon - Primarily secondary students
  - 803 TMobile - restricted to families participating in Free & Reduced lunch
- Beaverton Comcast Sponsored Internet Essentials
  - 1,000 Codes distributed
  - 407 families completed process
  - Through June 30, 2021

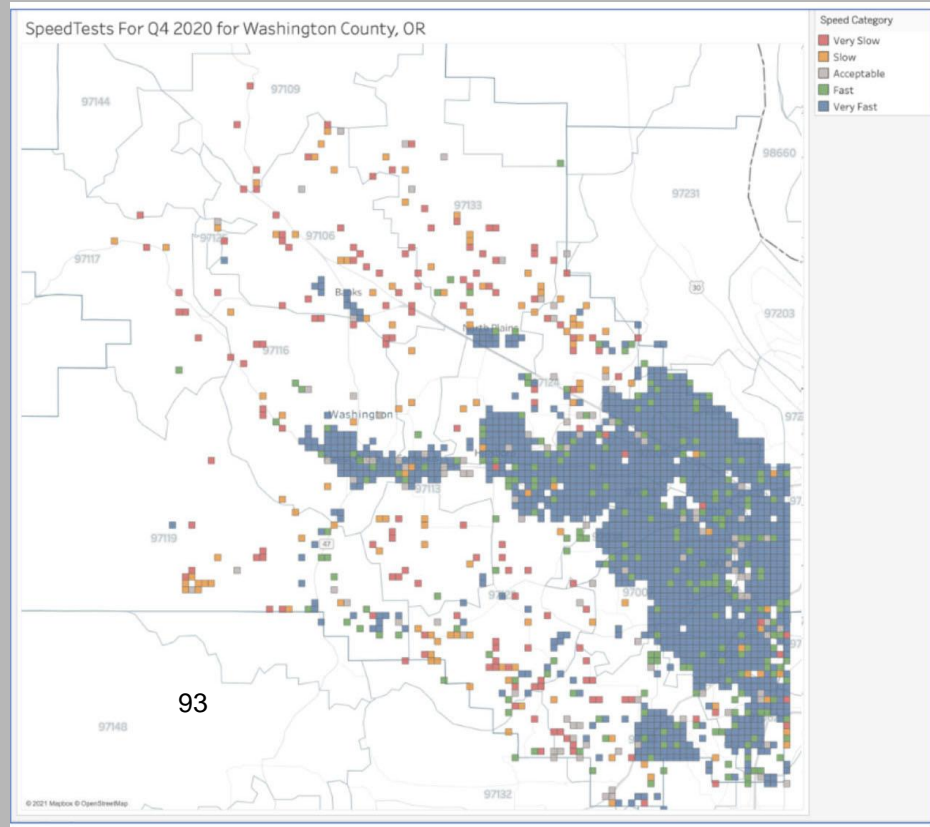
# CoSN Student Home Connectivity Study

- Beaverton one of 13 districts selected nationally for student home connectivity study
- Identify relationship between internet connectivity and student attendance and participation, socioeconomic status, race/ethnicity and other factors
- Districts will receive detailed analytics/dashboards for participation
- Aggregated results will be issued in a report including guidelines for student home internet bandwidth requirements and other factors essential to closing the Homework Gap
- Report will be delivered to Federal Communications Commission (FCC) to inform e-Rate policies
- Student data privacy agreements in place



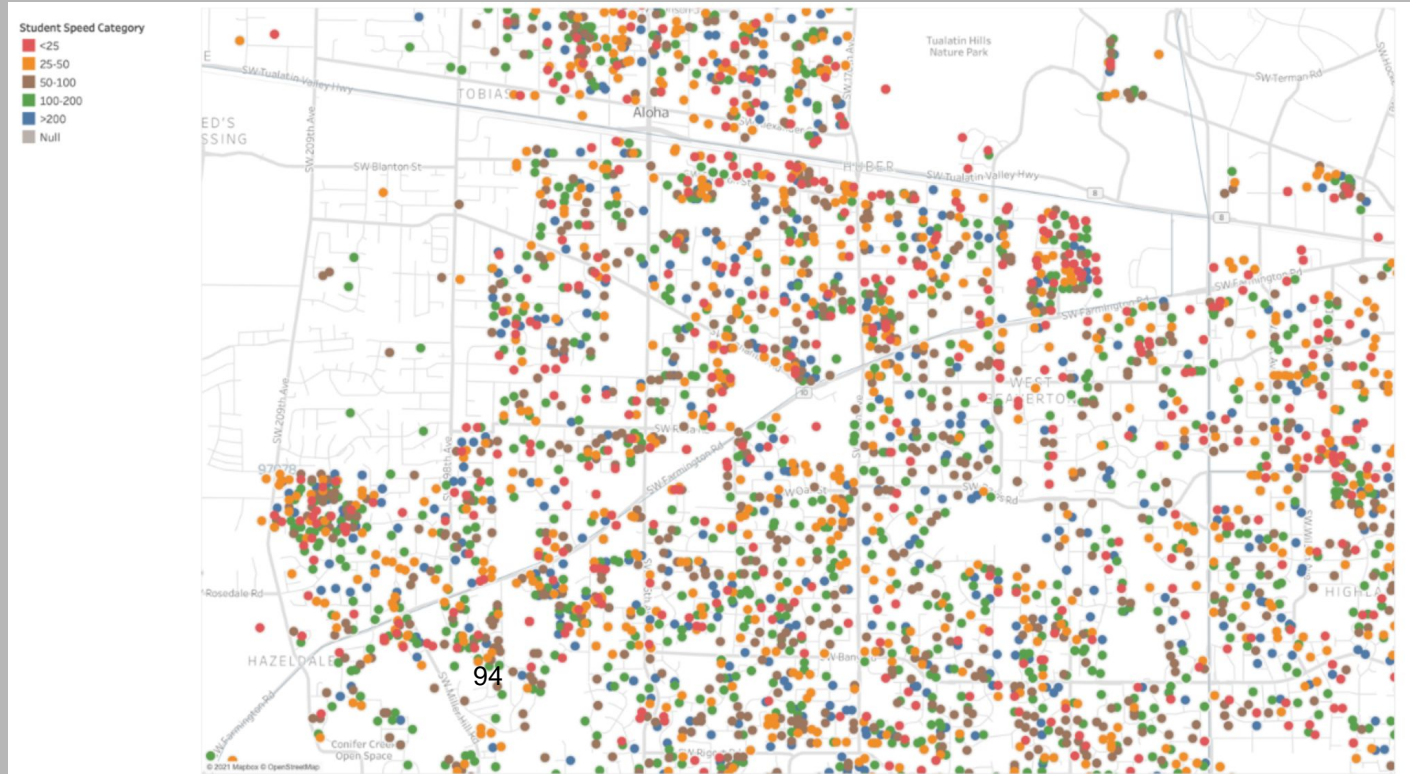
# Availability: Well Connected City

- Speed test data shows Beaverton households have access to fast broadband internet speeds.
- Acceptable internet is available for 100% of Beaverton residents.



# Student Connect Speeds

- Most students connect speeds adequate.
- Higher instances of slower internet in schools with higher poverty.



# Report Findings:

- Video
  - Over 85% of network traffic in remote learning was used for video
  - Home upload speed is critical for student participation
  - Home download speed is critical for viewing classroom video
- Hotspot issues:
  - Data caps
  - Multiple students in household
- Device issues:
  - Chromebooks could be challenged in providing remote video

# Hybrid Network Impact

- Hybrid instructional model increases network utilization
- Zoom used by students in buildings and remotely, in addition to teacher use
- Hybrid simulations provided insight to network utilization
- Hybrid Impact:
  - Elementary - 15-20% network utilization
  - Secondary - 50% network utilization
- Staff monitoring network
- Remediation plans in place should we exceed network capacity

# Questions/Comments from the Board





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**FIRST READING OF SCHOOL BOARD POLICY DBDB****POLICY ISSUE**

Attached is the first reading of School Board policy DBDB – Financial Reserves including a redline and clean copy version.

**BACKGROUND INFORMATION**

In response to the Board’s desire to begin replenishing the Financial Reserve, the 2021-2022 proposed budget includes the creation of a PERS reserve. This reserve is established by “taxing” PERS wages on all funds and can be used to offset future years PERS contributions and/or increases as the Board sees fit. In establishing the reserve, the administration reviewed policy DBDB and proposes the following changes:

1. Reorganizes use of reserves by incorporating potential uses into the “General Fund Reserve” and “Financial Reserve”.
2. Establishes the ability for the Board to create additional reserves as deemed fit without need to alter the policy DBDB in the future.

**RECOMMENDATION**

It is recommended that the School Board review this policy.

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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.

# DBDB - Financial Reserves

Code: DBDB

Readopted: 2/3/20, 5/15/17

Adopted: 5/18/15

Orig. Code(s): DBDB

The Board recognizes the importance of financial reserves to deliver sustainable and stable levels of instruction, staffing, number of instructional days and operation of facilities.

The reserves are necessary to:

1. Maintain financial stability for program continuity and public confidence;
2. Ensure budget and financial compliance with Oregon Revised Statutes and Oregon Administrative Rules;
3. Provide an emergency reserve to balance risk of availability and liquidity of resources in other funds as well as the potential drain upon general fund resources; liquidity; and designations. Such factors will be reviewed annually;
4. Protect the district from unnecessary borrowing in order to meet cash flow needs;
5. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events and accommodate volatile PERS rates;
6. Meet the uncertainties of state and federal funding; and
7. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

District reserves include both a sufficient general fund ending fund balances and a financial separate reserve funds.

## General Fund Balance

The Board directs the superintendent to manage the adopted district budget in such a way as to ensure an ending general fund balance of at least five percent of total actual general fund budgeted revenues. The Board may authorize use of the general fund balance to address unanticipated, nonrecurring needs. In the event the Board authorizes use of the general fund balance, the superintendent will include within its annual budget a plan to restore fund balance to the required level.

## Financial Reserve

The Board also directs the superintendent to maintain an economic financial reserve of five percent of the anticipated operating revenues total resources of the general fund to address adverse conditions which negatively affect the district's revenues. In the event the Board authorizes use of the economic financial reserves, the superintendent shall propose a plan for the replenishment of the reserves as soon as practicable, considering state financial reserves and annually report progress against the plan.

## Additional Reserves

Additional reserve accounts may be created by the Board to be set aside for specific purposes or special projections, for known significant future expenditures, or as general operational reserves.

**Use of Reserves**

~~The Board may authorize use of the general fund balance to address unanticipated, nonrecurring needs and may authorize use of the financial reserve to address adverse conditions which negatively affect the district's revenues or ability to meet the needs of students.~~

-

**Replenishment of Reserves/Notice of Shortfall**

~~In the event the Board authorizes use of reserves, the superintendent shall propose a plan for the replenishment of the reserves as soon as practicable, considering state financial reserves and annually report progress against the plan. Prior to the reserves becoming less than projected, the superintendent will notify the Board of the possibility the reserves may fall below the minimum targeted level.—~~

END OF POLICY

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**Legal Reference(s):**

ORS 294.311(18)

ORS 294.398

ORS 332.107

# DBDB - Financial Reserves

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END OF POLICY

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## Non-Profit Low-Income Housing Property Tax Exemption Renewal Resolution

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

For at least eight years, Beaverton School District has participated in a program coordinated through Washington County and the City of Beaverton to provide an affordable housing tax exemption for qualifying non-profit entities. The program is tailored to assist households earning less than 60% of the area median income in their first year of tenancy and 80% or less in subsequent years. This year, the program will support a housing inventory of seven projects consisting of 412 units. The exemption is significant as it allows the non-profit developers the ability to lower operating costs that convert to lower rents.

Of the 412 occupied units, 7% of individuals identified as Asian, 3% American Indian or Alaska Native, 17% Black or African American, 15% Hispanic or Latino, 3% Pacific Islander, 49% white, 5% multiracial, and 1% race or ethnicity not listed.

This year's approved affordable housing property tax exemption program totaled \$456,091 of which \$154,826 is directly attributable to Beaverton School District. Because of the State School Fund Formula, the impact to Beaverton School District's revenue is significantly less than the total tax-exempt amount and may provide for more students in neighborhood schools.

The board last approved this property tax exemption in May 2017.

### **RECOMMENDATION:**

The administration recommends the School Board review the following resolution for approval at the next regularly scheduled meeting in May 2021.

The Beaverton School District 48J Board of Directors hereby approves the use of exemptions from District assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Beaverton and Washington County, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2026.

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### RECOMMENDATION:

The administration recommends the School Board review the following resolution for approval at the next regularly scheduled meeting in May 2021.

The Beaverton School District 48J Board of Directors hereby approves the use of exemptions from District assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Beaverton and Washington County, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2026.

**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.



## Non-Profit Low-Income Housing Property Tax Exemption Renewal Resolution

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

For at least eight years, Beaverton School District has participated in a program coordinated through Washington County and the City of Beaverton to provide an affordable housing tax exemption for qualifying non-profit entities. The program is tailored to assist households earning less than 60% of the area median income in their first year of tenancy and 80% or less in subsequent years. This year, the program will support a housing inventory of seven projects consisting of 412 units. The exemption is significant as it allows the non-profit developers the ability to lower operating costs that convert to lower rents.

Of the 412 occupied units, 7% of individuals identified as Asian, 3% American Indian or Alaska Native, 17% Black or African American, 15% Hispanic or Latino, 3% Pacific Islander, 49% white, 5% multiracial, and 1% race or ethnicity not listed.

This year's approved affordable housing property tax exemption program totaled \$456,091 of which \$154,826 is directly attributable to Beaverton School District. Because of the State School Fund Formula, the impact to Beaverton School District's revenue is significantly less than the total tax-exempt amount and may provide for more students in neighborhood schools.

The board last approved this property tax exemption in May 2017.

### **RECOMMENDATION:**

The administration recommends the School Board review the following resolution for approval at the next regularly scheduled meeting in May 2021.

The Beaverton School District 48J Board of Directors hereby approves the use of exemptions from District assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Beaverton and Washington County, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2026.

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**APPROPRIATION RESOLUTION FOR 2020-21 BUDGET****POLICY ISSUE / SITUATION:**

The administration requests an appropriation transfer of \$1,750,000 from Support Services to Transfers of Funds within the General Fund in accordance with ORS 294.463(1). In addition, the administration requests the Board appropriate \$94,769,568 in the Grant Fund and \$9,453,790 in the Insurance Reserve Fund. In accordance with ORS 294.471(3) no supplemental budget is required.

**BACKGROUND INFORMATION:**

Beaverton School District will appropriate budget in the General Fund in order to authorize an additional transfer of funds to the Insurance Reserve Fund for increased expenditures due to unemployment and the Beaverton High School fire. The District requests that resource and requirements be adjusted in the Insurance Reserve Fund to reflect the transfer from the General Fund.

The District will also appropriate budget in order to authorize additional expenditures for the purpose of payment of the Washington County Child Care grant, through which the District is the pass-through agency. The grant is part of the County's CARES Act CRF Contingency fund. The District has received an additional amount from Washington County in these funds. The District requests that resources and requirements be adjusted equal to the amount of the additional grant from Washington County of \$2,279,904.

**RECOMMENDATION:**

It is recommended that the School Board approve this resolution (**21-426B**).

BE IT RESOLVED that the School Board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2020, and for the purposes shown below are hereby appropriated:

**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 origin, 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.

	<u>Adopted Budget</u>	<u>Change</u>	<u>Adjusted Budget</u>
<b><u>General Fund</u></b>			
<b>Resources:</b>			
Local Sources	\$ 191,610,100	\$ -	\$ 191,610,100
Intermediate Sources	12,551,064	-	12,551,064
State Sources	295,814,737	-	295,814,737
Other Sources	36,402,000	-	36,402,000
<b>Total Resources</b>	<b>\$ 536,377,901</b>	<b>\$ -</b>	<b>\$ 536,377,901</b>
<b>Requirements:</b>			
Instruction	\$ 320,230,185	\$ -	\$ 320,230,185
Support Services	182,761,294	(1,750,000)	181,011,294
Enterprise & Community Services	250,000	-	250,000
Facilities Acquisition & Construction	100,000	-	100,000
Long-Term Debt Service	1,580,000	-	1,580,000
Transfers	4,711,906	1,750,000	6,461,906
Contingency	26,744,516	-	26,744,516
<b>Total Requirements</b>	<b>\$ 536,377,901</b>	<b>\$ -</b>	<b>\$ 536,377,901</b>
<b><u>Grant Fund</u></b>			
<b>Resources:</b>			
Local Sources	\$ 2,187,529	\$ -	\$ 2,187,529
Intermediate Sources	1,126,355	-	1,126,355
State Sources	57,732,602	-	57,732,602
Federal Sources	31,443,178	2,279,904	33,723,082
<b>Total Resources</b>	<b>\$ 92,489,664</b>	<b>\$ 2,279,904</b>	<b>\$ 94,769,568</b>
<b>Requirements:</b>			
Instruction	\$ 44,589,448	\$ -	\$ 44,589,448
Support Services	29,894,962	-	29,894,962
Enterprise & Community Services	3,340,517	2,279,904	5,620,421
Facilities Acquisition & Construction	14,664,737	-	14,664,737
<b>Total Requirements</b>	<b>\$ 92,489,664</b>	<b>\$ 2,279,904</b>	<b>\$ 94,769,568</b>
<b><u>Insurance Reserve Fund</u></b>			
<b>Resources:</b>			
Local Sources	\$ 2,576,578	\$ -	\$ 2,576,578
Intermediate Sources	-	-	-
State Sources	-	-	-
Other Sources	5,127,212	1,750,000	6,877,212
<b>Total Resources</b>	<b>\$ 7,703,790</b>	<b>\$ 1,750,000</b>	<b>\$ 9,453,790</b>
<b>Requirements:</b>			
Instruction	\$ -	\$ -	\$ -
Support Services	6,743,482	1,750,000	8,493,482
Facilities Acquisition & Construction	160,308	-	160,308
Contingency	800,000	-	800,000
<b>Total Requirements</b>	<b>\$ 7,703,790</b>	<b>\$ 1,750,000</b>	<b>\$ 9,453,790</b>

The above resolution statements were approved on this twenty sixth day of April 2021.

X \_\_\_\_\_  
Board Chair

X \_\_\_\_\_  
Recording Secretary



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**ACCEPTING THE SUPERINTENDENT’S EMERGENCY DECLARATION  
AND APPROVING AN EXEMPTION FROM THE COMPETITIVE BIDDING REQUIREMENTS  
IN RESPONSE TO THE STATE OF OREGON LEGISLATIVE ASSEMBLY ENROLLED HOUSE BILL 5042 CONCERNING  
FUNDING FOR ADDITIONAL LEARNING OPPORTUNITIES FOR STUDENTS WHO HAVE BEEN AFFECTED BY THE  
COVID-19 PUBLIC HEALTH EMERGENCY**

**POLICY ISSUE / SITUATION:**

OAR 137-49-0620 and ORS 279C.010 (1)(f) and ORS 279B.080 permits the Beaverton School District Board of Directors acting as the Local Contract Review Board to exempt specific contracts or class of contracts from the competitive bidding requirements of ORS 279. Per ORS 279C.010 (1)(f), 279B.080, and 279C.335 this Board of Directors acting as the Local Contract Review Board can exempt the contracts anticipated to be required for the District to effectively mitigate the emergency caused by COVID-19 and its impact on the educational opportunities available to students. District personnel, to the greatest extent practicable, will engage in competitive bidding processes in an effort to obtain the most effective and useful programs available in dealing with the emergency at hand.

**BACKGROUND INFORMATION:**

1. The State of Oregon Legislature passed Enrolled Bill 5042 on April 1, 2021 and its companion Bill in the Senate on April 8, 2021. This legislation awards to the Beaverton School District an amount of money expected to be approximately \$16 Million dollars to be spent on expanding educational opportunities of all kinds to students to participate in activities directed toward mitigating the negative impacts of the last 12+ months of CDL and Hybrid learning situations.
2. The money is required to be spent between May 1, 2021 and September 1, 2021.
3. Some of the programming can be accomplished using existing District resources. Most will be required to be performed by outside vendors who may be other government agencies or private non-profit or for-profit entities.
4. The nature of governmental contracting makes engaging in all aspects of the public contracting process an impractical and counter-productive task.
5. There is a limited number of providers in the area who have the available resources to engage with the District in providing the necessary services.
6. Competition for these funds should not be restricted in any way by executing contracts pursuant to this Emergency Declaration. The restrictions (if any) will only be based on the providers ability to meet the insurance and safety requirements of the District.
7. The District will expand our meal service beyond our typical Summer program to further mitigate the impact of this situation on low-income families. District resources are not available to fulfill these expanded conditions and these services may be contracted out to other meal providers.

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

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

8. The following is a synopsis of services to be provided by the Funds:

- **Summer Academic Support Grants:** Funds school districts (or charter schools that wish to participate independently) to provide summer school programs for high school students to acquire academic credits needed to stay on-track for graduation. These programs may be provided by the school/district with local staff or in partnership with other credit-bearing programs. Support for students experiencing disability and English learner services must be provided. Approximately \$71.9 million of state funding will be provided to support 75% of the estimated cost associated with these programs. The remaining 25% will be provided by school districts using other state, local, or federal funds, including, but not limited to funding from the Elementary and Secondary School Education Relief (ESSER) grants.
- **Summer Enrichment/Academic Program Grants:** Provides funding for school districts (or charter schools that wish to participate independently) to offer services for K-8 students for: (1) enrichment activities (including but not limited to: robotics, dance, martial arts, art, music, outdoor programs, etc.); (2) academic learning and readiness supports (including but not limited to: summer school, bridge programs, transition programs, etc.); and/or (3) social-emotional and mental health services. These programs may be provided by the school/district with local staff or in partnership with other organizations. Support for students experiencing disability and English learner services must be provided. Approximately \$93.4 million of state funding will be provided to support 75% of the estimated cost associated with these programs. The remaining 25% will be provided by school districts using other state, local or federal funds, including, but not limited to funding from the several Elementary and Secondary School Education Relief (ESSER) grants.
- **School Child Care Grants:** Provides a supplemental grant opportunity for Title I eligible school districts (or charter schools that wish to participate independently) to provide wrap around child care services for K-5 students that participate in summer academic and enrichment programs supported through the Summer Enrichment/Academic Program Grant. Approximately \$40.0 million in state and federal funds will provide 100% of the costs related to these programs.

**RECOMMENDATION:**

The School Board, acting as the Local Contract Review Board, must approve the particular findings delineated in the accompanying Resolution supporting the use of Emergency Purchasing Exemption pursuant to ORS 279B.080 and ORS 279C.335(2)(4)(b)(c).

It is recommended that the School Board accept the Superintendent's Declaration of an Emergency and acting as the Local Contract Review Board approve the exemption from the competitive bidding requirements of the contracts anticipated to be required in responding to the Emergency.

Respectfully submitted by:

Michael Schofield

Associate Superintendent

**BOARD RESOLUTION NO. 21-426A:  
ACCEPTING THE SUPERINTENDENT’S EMERGENCY DECLARATION  
AND APPROVING AN EXEMPTION FROM THE COMPETITIVE BIDDING REQUIREMENTS IN  
RESPONSE TO THE PASSAGE OF HB 5042 AND COMPANION SENATE LEGISLATION IN  
RESPONSE TO AND  
REGARDING THE COVID-19 PUBLIC HEALTH EMERGENCY**

The Superintendent of Beaverton School District 48-J, under authority delegated by the School Board which acts as the District’s Local Contract Review Board, finds that an emergency exists and thereby requests that the District’s Board authorize the District’s administration to waive competitive bidding procedures within the parameters established by this Resolution.

THE BOARD FINDS:

- 1. Introduction:** Oregon Revised Statutes (ORS 279.010(1)(f) and ORS 279B.080 and the District Administrative Policy DJ-AR allow the District to enter into public contracts without competitive bidding if an emergency exists. District policy DJ-AR provides that the District Board, as the Local Contract Review Board, has delegated its authority under the Public Contracting Law to the District Superintendent, who is required to make all public purchasing processes comply with applicable state public contracting law. The Superintendent seeks to extend the District’s ability to use emergency public contracting provisions.
  
- 2. Passage of House Bill 5042 and companion Senate legislation:** In the weeks of April 1 and April 8, 2021 the Oregon Legislature awarded and will make available to the Beaverton School District an amount of money anticipated to be approximately 16 Million dollars. The money is to be used for specifically delineated Summer educational and enrichment activities designed to aid in mitigating the public health emergency, specifically the Social and Emotional health of students and parents of students in education, created by the pandemic of the COVID-19 virus.
  
- 3. COVID-19 Is a Public Health Emergency:** The Superintendent finds that the conditions created by the COVID-19 pandemic referenced in paragraph 2 above qualify as an emergency for the purposes of ORS 299B.080.
  
- 4. Services to be provided by the Funds:**
  - **Summer Academic Support Grants:** Funds school districts (or charter schools that wish to participate independently) to provide summer school programs for high school students to acquire academic credits needed to stay on-track for graduation. These programs may be provided by the school/district with local staff or in partnership with other credit-bearing programs. Support for students experiencing disability and English learner services must be provided. Approximately \$71.9 million of state funding will be provided to support 75% of

the estimated cost associated with these programs. The remaining 25% will be provided by school districts using other state, local, or federal funds, including, but not limited to funding from the Elementary and Secondary School Education Relief (ESSER) grants.

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**5. Addressing the time constraints created by the legislation requires the prompt execution of contracts:** Use of standard public contracting procedures for services, goods and materials to assist the District to respond to HB 5042 is not feasible, as it would result in unacceptable delays. Any delay would have an immediate detrimental impact on students and their families, as well as staff.

**6. Authority to Enter into Emergency Contracts:** Based on the above, the Superintendent of the Beaverton School District 48-J, does declare an emergency, pursuant to ORS 279B.080 and requests the School Board, acting as the District's Local Contract Review Board, waive Competitive Bidding and Public Contracting requirements. This declaration of emergency authorizes the Superintendent, and their designees as determined in District Policy DJ-AR 9(a)(b) the authority for immediate negotiation and execution of contracts with one or more qualified contractors, service providers and providers of goods and materials for the following purposes:

- a. To assist the District in its response to the public health emergency created by unforeseeable circumstances created by the COVID-19 pandemic and the Oregon Legislature's passage of HB 5042 and companion Senate legislation.
- b. To take all necessary action to deliver supplemental education and learning support to students during the months of May through September of 2021.
- c. To take all necessary action to provide meals to support enrolled students subject to District policy.
- d. To take all necessary action to provide supplemental services and emergency management services.
- e. To develop plans for the operation of non-educational services, including food services, to students and families.
- f. To take all necessary action to maintain operational stability within the District including but not limited to sanitizing and maintaining facilities.

**7. Notification to Board:** The Superintendent or designee shall promptly execute contracts as needed and provide written notification to the Board at the next regularly scheduled meeting of any expenditure under this Resolution in any amount greater than \$150,000.

**8. Emergency Declaration:** An emergency declaration adopted by the District's Local Contract Review Board is consistent with the emergency needs of the District. The circumstances presently existing meet those contemplated in ORS 279B.080 as an emergency.

**9. Inclusion and Adoption of existing Declarations:** This Declaration is intended to incorporate, include, and expand other Emergency Declarations made and approved as a more limited response to the circumstances at that time.

THEREFORE, BE IT RESOLVED that the School Board for the Beaverton School District 48-J, acting as the District's Local Contract Review Board, and based on the above findings, hereby approves the Superintendent's Declaration of an Emergency and approves the temporary revisions in the District's Purchasing Policies for all contracts required for the District's comprehensive response to the COVID-19 public health emergency, and any subsequent Executive Order, Legislative action, or Oregon Department of Education guidance related to K-12 education in Oregon.

Adopted by the Beaverton School Board acting as the Local Contracting Review Board this 26th day of April 2021.

ATTEST:

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President – Becky Tymchuk  
Beaverton School District 48-J



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

**Board Members Present:**

Becky Tymchuk, Chair  
Tom Collet, Vice Chair  
Anne Bryan  
Susan Greenberg

LeeAnn Larsen  
Eric Simpson  
Donna Tyner

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
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
Craig Beaver	Administrator for Transportation

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

School Board Chair Becky Tymchuk called the meeting to order at 6:02 p.m. Chair Tymchuk asked for changes to the agenda: None

**BEA Comments – Sara Schmitt – President**

Sara reported that an agreement has been reached for return to school. Collaboration is encouraged to continue to make strides to right inequities and working to help with Social Emotional issues with students and families. She appreciated the process used during the Return to School Consultancy. She encourages stability and consistency for the remainder of this year. As we move to in person school she is asking that School Board meetings will also be moving to that format as well. Full comments attached in Board Book

**OSEA Comments – Amy Knutson – President**

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It has been a very challenging year and the classified staff as stepped up and met many challenges. They are very happy to the return to school. Many staff are nervous about the instructional model being used as this will require more changes. Full comments attached in Board Book

### **BSAC Representatives –**

No presentation this evening due to meeting with Board on March 8, 2021

### **Questions and Comments:**

We want to thank all of the classified employees who are the backbone of the district. We thank all the OSEA employees that have been continuing to work in buildings; custodians, maintenance, nutrition services and transportation for being there for our students through the pandemic.

**Public Comments** - Board Member Becky Tymchuk stated there were. 26 comments were received, see Public Comments attachment for a full listing of public comments submitted.

## **REPORTS**

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

- Comprehensive Distance Learning/Limited In-Person Instruction/Return to School Planning  
New guidance was presented to us at 2:00 this afternoon, we are digesting the changes. Our grades 3-5 students will be returning on April 5<sup>th</sup> and we will get information out on that as soon as possible.
- Activities and Athletics  
It is wonderful seeing the excitement of students as they compete and participate in sports.
- Budget  
It looks like in the next biennium we will be in fairly good shape budget wise. Our budget will reflect approximately a \$9.3B or \$9.4B funding. We are in consultation with ODE, Legislators and the Governor advocating for our students
- School Board Meeting in Person  
We will return in person as soon as all of our School Board members have the chance to be vaccinated.
- School Resource Officers  
The district has met with the Chief of Police at the request of the Mayor to discuss the future of the SRO's in the District. The District administration does see the value of having SRO's in our schools. The responsibility is on the District to provide the framework of the reforms that we feel need to take place.
- Southridge State Champion Mock Trial Team  
2021 State Champion Mock Trial Team
- Oregon Central Office Administrator of the Year  
Toshiko Maurizio the Administrator for Multilingual Programs

### **Questions and Comments: None**

### **B. Financial Update– Mike Schofield**

- General Fund Activity and Forecast

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- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- Ending fund balance increase
- General Fund and Local Option Levy Allocation as of 2/28/21
- Portfolio Management and Summary
- Investments by Sector and Group
- Investments Funds Summary by Issuer
- ESSR 2 and ESSR 3 Funds

**Comments/Questions: None**

Susan: Have you heard anything about funding from the state government to help fund summer work for students? *Yes, I haven't had a chance to review the legislation yet but the funding will be welcome to offset our ESSR dollars.*

**C. Student Investment Act Update – Ginny Hansmann, David Williams**

- We are needing to submit our SIA plan for approval for next year
- Funding allotment for 21-22 is about \$26M
- The application for this year was approved by you as a Board approximately one year ago and was approved by the state
- The submission window for next year will be May and June of 2021
- The allotment for next year is smaller from this year
- State approved our application without adjustment or correction

**Comments/Questions:**

Is there anything that you need from the Board, talking to our Legislators? *Advocate our Legislators for increase to state school funding.*

What funds are going to trickle down to the schools from the last American Recovery Act from the Federal Government? *We will be receiving an infusion of ESSR money but we need to be aware of their sustainability. These are grants and we will be tracking them in our grant funds. They need to be spent by September 2023. We must be cognizant of how we distribute those funds and what we use them for. Our estimate for ESSR 3 is approximately \$50M.*

**D. Return to In-Person Instruction Update – Ginny Hansmann, Brian Sica, Josh Gamez**

- **Governors New Executive Order-** all students will return on the dates listed unless approved for a slightly later date.
- **Metrics Update –** COVID-19 cases continue to fall in Washington and Multnomah Counties. We are within the requirements to offer in person instruction if there is no significant transmission within the schools.
- **Implementation Timeline**  
**March 15** - Secondary Survey for community choice of instructional model.  
**March 29, 30, 31** - Staff Development, Training, and Preparation for in-person instruction. (PreK-8)  
**April 5** - PK-2 implements a hybrid model across all sites.  
**April 12** – Grades 3-5 implements a hybrid model across all sites (might shift)  
**April 19** – Grades 6-8 implement at a hybrid model across all sites.  
**April 19, 20, 21** – Staff development, Training, Preparation (grades 9-12)  
**April 22** – Grades 9-12 implement at a hybrid model across all sites.

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- Cohort size is 36 students
- Student Participation in each instructional model:  
**Elementary** Comprehensive Distance Learning 50.51% In-Person Hybrid 48.64%  
**Secondary** (Survey still live – results so far) Comprehensive Distance Learning 8.28% In-Person Hybrid 25.96% 65.76% not completed survey
- **Instruction Model Elementary**  
Hybrid Instruction model – On campus mornings for the AM session 2.25 hrs. PM session will be learning tasks and online learning with specialists – follow all Ready School, Safe Learners protocols.  
Students choosing the CDL Instruction Model will spend the morning hours engaged in asynchronous or specialist and time with live instruction from their teacher in the afternoon.
- **Instruction Model Secondary**  
Our secondary students will be learning together concurrently in a class period, regardless of their choice in instructional model. Because of this, the student/teachers schedule will not change significantly, and students will remain with their same teachers. Students who are choosing the in-person model will be on campus two full days per week (Mon/Thurs or Tues/Fri).  
Middle school students will stay in the same classroom throughout the day. There will be few exceptions. However, the model calls for the majority of movement between classes to be done by the teachers.
- State Exams  
A waiver has been submitted by the State of Oregon to suspend required assessment and accountability requirements for the 2020-2021 school year.
- IB Exams  
The International Baccalaureate Organization informed BSD that we will not be hosting IB exams. They will use coursework and predicated grades to determine students overall result in the course.
- AP Exams  
AP exams will be administered in the Spring of 2021. The majority will be remotely with minimal options for in person testing.
- Graduation Ceremonies  
Schools are currently planning two options for celebrating the graduation class of 2021.
- HVAC Updates- now available on the MERV Tracker
  - All isolation rooms in schools have air cleaners delivered and installed.
  - All MERV filters will be installed by March 26
  - All classrooms at West TV will have HEPA air cleaners by March 19<sup>th</sup>
  - All operational blueprints are being updated and will be met for hybrid learning
  - Web links of the blueprints for Elementary will be sent out on March 30, 2021 and Secondary on April 14, 2021

### Questions/Comments:

Can students go to school 4 days a week since it's a 50-50 split? *We thought it would be more like 70% that would want to be in person. With the split no one had to lose their current teachers. The teachers are working with the CDL students in the afternoon. We would have to hire 50% more teachers to allow all day instruction.*

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The Returning to School process has been a huge and driving by a school today I saw cars in the parking lot as the staff are returning. It's so important to see this and is encouraging.  
Thank you for keeping our staff and students safe.

## DISCUSSION ITEMS

### A. **Transportation Middle School Boundary Change Supplemental Plan for 2021-2022**– Craig Beaver

In November 2020, Superintendent Grotting approved the Middle School Boundary Adjustment (MBSA) map establishing an attendance boundary for the new Tumwater Middle School and altering the attendance boundaries of all other middle schools. These changes impact existing Non-Transportation-Zones (NTZs or Walk Areas) as well as areas currently receiving supplemental transportation service due to an identified hazard. Some areas in which students previously walked will now receive bus service and some areas which previously received bus service may now walk.

New walk zones and supplemental transportation zones must be submitted to the State Board of Education through the Supplemental Plan process. A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, and Safe Routes to School reviewed and approved the changes presented.

### **Questions/Comments:**

Were families notified of the changes? Yes, they were notified of the changes that will be starting Fall of 2021. These are statutory changes due to the boundary changes.

Thank you to your teams for all of what they have done.

## ACTION ITEMS

### A. **Consent Agenda** – Becky Tymchuk

#### 1. **Personnel**

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

#### 2. **Approval of School Board Meeting Minutes**

BE IT RESOLVED that the minutes of the February 22, 2021 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.

#### 5. **Northwest Regional ESD Service Plan**

BE IT RESOLVED that Beaverton School District Board of Directors approved the Northwest Regional Education Service District Local Service Plan for the 2021 – 2022 school year.

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**6. Districtwide Facilities Repair Budget Transfer (from Program Reserve)**

BE IT RESOLVED that the School Board of Beaverton School District approves the Beaverton School the plan to transfer \$14,070,000.00 from the Bond Program Reserve into the District-Wide Facility Repairs.

**7. Design of Raleigh Hills**

BE IT RESOLVED that the School Board of Beaverton School District approves plan to use project funds to begin pre-design services of a new Raleigh Hills ES.

LeeAnn Larsen made the motion to accept the Consent Agenda by the School Board as submitted. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

Questions/Comments:

**BOARD COMMUNICATION – Board Members**

**Individual School Board Member Comments –**

Thank you to the community for doing what it takes to get our kids back to school, mask wearing and social distancing, etc. It’s an important reminder to continue to with those precautions to keep our kids in school.

Thank you to Southridge High School for the Conversation About Race event.

Thank you for the Communications team for the videos and information that they have put out as quickly as possible for the families and community.

Shout out to all parents who are supporting their students and Thank you!

Have a wonderful Spring Break everyone, be safe and vigilant.

**ADJOURNMENT**

Becky Tymchuk adjourned the meeting at 7:26 p.m.

**Information Items**

- Bond Status Report Update

\_\_\_\_\_  
Submitted by Dianna Hess

\_\_\_\_\_  
Becky Tymchuk, School Board Chair

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

**Board Members Present:**

Becky Tymchuk, Chair	LeeAnn Larsen
Anne Bryan	Donna Tyner
Susan Greenberg	
Tom Collet, Vice Chair joined at 3:16 p.m.	
Eric Simpson joined at 3:45 p.m.	

**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 Secondary - MS
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Steve Sparks	Executive Administrator for Long Term Planning
Aaron Boyle	Administrator for Facilities Development

**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. Return to In-Person School Update – Ginny Hansmann, Brian Sica, Ken Struckmeier and Josh Gamez**

Glad to be here and having the chance to see the K-2 begin in hybrid today.

RSSL has been updated twice in the latter half of March. The updates served to align OHA/ODE guidance with Governor Brown's recent executive order and recent changes to recommendations from the

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federal Centers for Disease Control and Prevention. In short, Governor Brown's executive order shifted the Covid-19 case metrics and corresponding reopening plans from advisory to required. The CDC's recent changes have reduced the distance between individuals from six feet to three feet. Definition of close contact is based on 6 ft for contact tracing for quarantining. We will continue at the 6 feet of distancing at this time.

OHA/ODE guidance as related to the three-foot change (from RSSL):

CDC guidance released on March 19, 2021 recommends maintaining 6 feet of distance between distinct cohorts where possible. Limit contact between distinct cohorts. In areas of higher county case rates, schools that use less than 6 feet between students in classrooms, distinct cohorting is recommended, with at least 6 feet maintained between distinct cohorts.

Required

- Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
  
- Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
  
- Middle and High School Level when at a county case rate of  $\geq 200$  (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.
  
- All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.

Impacts of this new guidance on the Spring 2021 BSD Hybrid plans are being evaluated.

### **Key Dates**

Timeline to begin a hybrid model of instruction

- April 5 - Students in grades PK-2
- April 8 - Students in grades 3-5
- April 19 - Students in grades 6-8
- April 22 - Students in grades 9-12

### **Attendance Group Assignments**

Students who selected Hybrid are organized into one of two attendance groups. Attendance groups have been organized with households in mind as well as specialized and academic programs.

#### **Attendance Group 1**

Attend school on Monday and Thursday

#### **Attendance Group 2**

Attend school on Tuesday and Friday

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The week of May 31st introduces a significant change in the pattern of student attendance. There is no school on Monday May 31st, due to a federal holiday. Therefore, June 2 will shift from an “asynchronous day” to a “regular hybrid day”. Schools will communicate the appropriate schedules to their communities.

### Student Assessments

The waiver requested to pause testing was not approved. We will have minimal testing with opt out options. We will plan and have testing dates, probably on Wednesdays. Families can opt out if they request it. We will be in compliance with the guidelines. Essential Skills for our Seniors have been waived. There will not be penalties. We'll present at the later April meeting.

### HVAC Update

- MERV 13 filter tracker is available on the district website.
  - Return to In-Person instruction > FAQ > Health & Safety > [Filter Status Report](#)
- Elementary and K-8 schools
  - MERV 13 filters installed late February – March 25<sup>th</sup>.
  - Filters installed by school custodians and / or Maintenance Department.
  - HEPA air cleaners in operation in West TV classrooms.
- MS, HS, Options & Support Facilities
  - New filters delivered onsite at all buildings.
  - Completed 4 MS, 3 HS, and 2 Option Schools to date.
  - Will complete installation for all these schools by April 16<sup>th</sup>, 2021.
- Protocol established in the event of HVAC equipment breakdown to include notification to me, Nathan Potter, and we will be in direct contact with the school administrator on next steps.

### School Operational Blueprints

- Operational [Blueprints](#) identify how requirements in Ready Schools, Safe Learners will be met for hybrid learning.
- Collaborative effort across the schools and central office departments.
- Elementary Schools and K-8 Schools
  - Web links of these blueprints sent to the School Board, WaCo Public Health, and ODE on March 30, 2021.
- MS, HS, and Options
  - Web links will be sent to the School Board, WaCo Public Health, and ODE on April 12, 2021.

### Middle School Schedule for 2021-2022

- Common Middle School Courses and Schedule were announced on November 24
- Task Force met in January and February to align Middle School Courses
- Alignment in Language Arts, Mathematics, Physical Education/Health, Science, & Social Studies
- Nearly aligned with all courses in Applied Arts/Technology, AVID, Fine Arts, & Spanish
- Forecasting completed for 2021-2022
- Staffing begins April 12

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Comments/Questions:

All other Metro School Districts are staying with the 6-foot rule. With the variances and up tick on COVID related cases we feel it is the safest way to get and keep our students back in school. How do you project young students will do with distancing? *They will be in person or in CDL, these classes will not be together during the day unless it is for a special.*

How are the other districts able to manage this in different ways? *It comes down to the number of students on campus and what their day looks like, especially in High School. The mixing of groups are difficult for us as a district. The local districts are more the same than different. We are hearing like Bend and Medford. I need to reach out to them to see how they are going to manage the proposal with in the guidelines. The number of Special Ed students do not have a universal effect.*

How we are looking forward in communicating with families about return to school in September? *We should be expecting guidance to change. It will depend on the numbers. We are hopeful that we will be able to return to normal but cannot commit to that plan.*

You have answered as best you can without a crystal ball.

1<sup>st</sup> graders and Kindergarteners, how do we reach out to those families? *Our Behavior Health and Wellness teams are reaching out to those families and bring them back.*

Thinking ahead to the return in the Fall, is there a release date that will be decided? *We have to follow the OHA guidelines, we hope by mid-July to have that information from them. Families don't want to be surprised in the Fall. They want to know as soon as possible if they are returning next September, for planning purposes. Vaccinations play a big part in this plan. Every superintendent is pushing for normal return in fall, we are cautiously hopeful.*

Thinking ahead to when the decision will be made for next fall. You may not have an answer to that but would like to start thinking in that direction. *We will be waiting to hear from the CDC and OHA with what their recommendations are. We are hoping by mid-July we will have something for our families and staff.*

Do you see any summer resources for students to catch up? *It appears our legislature to support students. We are very hopeful those opportunities will be there. We would need a work force for these type of summer programs.*

Can we get some information of what we will offer in the Summer? *We will do our best to have that information at the April Board Meeting.*

I am unhappy that we were denied a waiver to suspend state testing. *We would still have these in building but on a Wednesday by our Classified staff. What about the students that are working remotely? We can have times for our students that want to test to come in, whether in CDL or Hybrid. If they can't come in, can they take the test remotely? Not at this time. There will not be a penalty to the students for not taking the SBAC test. We do not want to affect our Federal Funding that is received from testing. We will also create make up time if needed for the testing. There will be reductions though from years past in areas of accountability, participation, and .... Essential skills were also waived for Seniors.*

What about places that don't have classroom windows? *We don't have students in those rooms but we have updated the filtering system and they are safe.*

Concerned about near alignment, can you provide what those variations look like across the schools? If successful programs such as Leadership at Highland Park are not yet at other schools, we are working on

AVID was not offered at all schools previously, is it now? *AVID from sight to sight, will be a daily elective at all 9 schools.*

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If a student takes Band, they wouldn't be able to take any other electives like Spanish or Fine Arts? *They would have one more elective available.* Great job in being able to give all students to have a well-rounded experience.

Can Band be offered every day? *Yes, it will be an opportunity for all students at all schools.*

Thank you to the Board for using the Equity Lens to ensure all students have the same opportunities across the district.

Thank you for the support this year and looking forward to next year.

## **B. Budget Update – Mike Schofield**

### 2020-2021 Budget

- Currently projecting General Fund ending fund balance of \$72.2 million (13.2%) based on March updates
- Received and spent approximately \$10.1 million in Federal Stimulus Funds
- Received additional \$20.7 million (ESSER II) and approximately \$46 million (ESSER III) coming soon
- ESSER Funds are one-time and must be spent September 2023
- Uncertainty around spending now that buildings are open

### 2021-2022 Budget

- Budget document is nearly complete
  - Likely building on State School Fund of \$9.3 billion (\$200 million more than co-chairs and governor's framework) – still advocating for \$9.6 billion SSF
    - At \$9.3 billion an approximate \$20 million shortfall for the biennium (\$10 million/year)
    - \$9.6 billion would enable us to maintain our current service level and avoid use of reserves or making reductions in 2022-2023 budget year
  - Fewer general fund staff due to projected lower enrollment
  - Includes new reserve for future PERS increases
  - Includes Student Investment Account (SIA) \$26.8 million
- Timeline – We must have an adopted budget by June 30, 2021
  - Budget Committee meetings May 3 and May 17
  - Board Budget Hearing June 21
- Spending plans for ESSER II/ESSER III are still being developed
- Using prioritization from our staff and community, establish spending priorities around ESSER II and ESSER III
- Additional opportunities for students using our equity lens
- Items not funded in SIA
- Advocate for an adequate State School Fund of \$9.6 billion to avoid a funding cliff in the 2023-2025 biennium
- Clearly articulate funding complexities around ESSER (one-time), SIA (specific purposes) and the State School Fund (operating budget)

### Comments/Questions:

They can be used to span the difference between pre and post COVID funding? *Yes that is true but this is an area that can be troublesome. They can be used in a variety of ways. Will we be floating staff funding on one time money? That is possible depending on needs. That is not my intent to do that. With SAA funds, is there anything coming out of LRO about the growth? It will grow enough to cover rollups.*

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Will be using ESSR funds for positions that will be needed after those funds go away? *It is not the intent to use these funds for staff.*

Trying to present a budget that in 2 years that will not require staff cuts, is that right? *That is the goal.*  
How are we educating our community of that? *It will be listed in our budget as one time funds or general fund.*

These one-time funds are very confusing for our community. There are large amounts funds that are one-time funds and will go away. It's our responsibility to educate our community and teaching staff. Lets' be over communicating this information.

*BSD and every other school district is in the situation of trying to predict our enrollment. Hopefully with attrition we will not have to lay-off anyone.*

We need to be very wise with our expenditures.

**C. Long Range Facility Planning and Future Bond – Carl Mead, Josh Gamez, Steve Sparks and Aaron Boyle**

The District is nearing completion of the Long Range Facilities Plan (LRFP) update project. ORS 195.110 outlines the required content of a LRFP which includes the following:

(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

- Population projections by school age group.
- Identification by the city or county and by the large school district of desirable school sites.
- Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.
- Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
  
- An analysis of:
  - o The alternatives to new school construction and major renovation; and
  - o Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
- Ten-year capital improvement plans.
- Site acquisition schedules and programs.

The LRFP planning process is currently in the stage wherein the text is being drafted. Each of the subject areas listed above are being addressed in the Plan. The purpose of this memorandum is to bring to the Board's attention some key issues being addressed in the Plan. Staff wishes for the Board to provide its feedback and guidance on any of the issues while the Plan text is being prepared.

**Key Issues:**

District needs to be ready with school facilities when the pandemic is over

Add Equity Lens to school facility planning

LRFP and Capital Bond

LRFP Life Span

Educational Programming Facility Priorities

Facility Condition Factors

Capacity and Enrollment Forecasting

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## Funding Strategy

### Focus Group Input

#### PRIORITIZATION

- Prioritize **educational program needs**, particularly early childhood education and a special needs facility.
- Prioritize **seismic upgrades**, including a strategy to meet State seismic requirements.
- Prioritize **critical security and facility maintenance items**.

#### UTILIZATION

- **School consolidation** may potentially be controversial, creates many logistical questions, and may negatively impact the bond measure. Should it be done? If so, where?
- **Boundary adjustments** should be considered as an alternative to increasing capacity through building replacements or classroom additions.

### Open Houses: Polling Results

#### PRIORITIZATION

- Prioritize **safety and seismic** upgrades.
- Provide **more learning options** for general students, not just special communities.

#### DISTRIBUTION

- Prioritize **equity for disadvantaged schools**.
- Provide clearer descriptions of how the bond would **touch each community**.

#### UTILIZATION

- **Adjust boundaries** to resolve capacity issues.
- **Overcapacity at Stoller Middle School** is an issue.

### Open Houses: Polling Results

Should the District consider implementing the next phase of the long-range facility plan by proposing a capital measure in 2021? **83% said "YES"**

Of the two plans presented, which would you support and why? **82% said "OPTION 2"**

Project Prioritization:

**1.Beaverton High School Replacement**

**2.Raleigh Hills Elementary School Replacement**

**3.Seismic & Security Upgrades**

**4.Deferred Maintenance & Modernization**

**5.Educational Program Improvements**

**6.Classroom Additions**

**7.Technology**

**8.Allen Transportation Center Replacement**

### Modernization

**Deferred Maintenance** (*Options 1 & 2*)

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**Repair and upgrade projects at all facilities (except new ones)**, based on recently completed assessment findings. Components include roofing, HVAC, site, equipment, electrical, building envelope, interior finishes, fire/life safety, and conveyance.

#### **School Modernization** (*Options 1 & 2*)

**Modernize schools to improve the learning environment, enhance student engagement, and improve health and behavior**, including improving aesthetics/condition of building materials (walls, hard floors, carpet), upgrading television and A/V equipment, ensuring sufficient lighting, improving natural lighting, and increasing square footage of classrooms and support.

#### **Seismic Upgrades** (*Options 1 & 2*)

**Seismic upgrades to district target level for worst performing buildings that are not anticipated to be replaced** (facilities TBD, priorities are Whitford MS, Highland Park MS, Cedar Park MS, Mountain View MS).

#### **Security Upgrades** (*Options 1 & 2*)

**Cameras, fencing, and access control upgrades at various schools.**

#### **Nutrition Services Upgrades** (*Options 1 & 2*)

**Various projects throughout the District**, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, service line remodels at Westview HS and Community HS, freezer capacity additions, full kitchen remodel at Beaver Acres ES, and cafeteria expansion at Barnes ES.

The two (2) funding strategies considered were to propose a capital bond. The first option would be to propose a capital bond wherein no new property taxes would be experienced by property owners. This proposal would, in effect, renew a bond that will be expiring. This would result in raising approximately \$325 M.

The second option would be to renew the expiring bond and to ask for a \$0.25/assessed property value tax increase. This would raise property taxes and would result in raising approximately \$725 M. The following table illustrates how the funding raised by each of the two options would be proposed for use.

#### **Capacity & Enrollment**

##### **Classroom Additions** (*Options 1 & 2*)

**Add additional classrooms at Sato ES and Stoller MS (Options 1 and 2), and Oak Hills ES (Option 2)** to address capacity needs.

##### **Boundary Adjustments**

**Balance capacity between schools with attendance boundary adjustments** to address capacity needs. An example is adjusting the Bonny Slope ES attendance boundary to lower enrollment.

##### **Consolidation of Schools**

- As enrollment declines, **consider consolidating schools** to improve educational programming choice, lower operational costs, and utilize facilities efficiently.

- As capacity is added through redevelopment **consider consolidating smaller, older schools** with schools that have new, redeveloped buildings.

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Project	PLAN OPTION 1: No Tax Rate Increase	PLAN OPTION 2: \$0.25 Tax Rate Increase
<b>EDUCATIONAL PROGRAM</b>		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
<b>FACILITY CONDITION: REPLACEMENT</b>		
Raleigh Hills ES Replacement	\$44.0M <sup>1</sup>	\$44.0M <sup>1</sup>
Beaverton HS Replacement	\$15.0M <sup>2</sup>	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
<b>FACILITY CONDITION: MODERNIZATION</b>		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.0M
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
<b>CAPACITY &amp; ENROLLMENT</b>		
Classroom Additions	\$7.5M	\$10.0M
<b>OTHER SUPPORT</b>		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
<b>Subtotal</b>	<b>\$288.1M</b>	<b>\$630.0M</b>
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M <sup>3</sup>	\$42.2M <sup>3</sup>
<b>Total</b>	<b>\$325.1M</b>	<b>\$722.6M</b>

### Next Steps

- Draft a Long-Range Facility Plan and report for review by the District and Board (~April)
- Finalize report (~May)
- Board will consider adopting the LRFP (~May)
- Board will consider possible recommendation for capital measure (~June)

### Comments/Questions:

What is the Raleigh Hills capacity planned for K-5 or K-8?

Why haven't we been looking at classroom capacity instead of square footage? *It was previous to being in this position, as it was ten years ago. There was not an accurate inventory 10 years ago, we have that now. Adding in classrooms that have lower numbers can confuse the spaces.*

Are we taking the numbers of students into individual sites, as Stoller or WHS have higher class sizes?

Yes, this is something we need to allocate staff appropriately for these buildings. We were also trying to eliminate portables.

No matter what we do we don't seem to get ahead of the over-crowding in the north end of the district.

Are we looking at that area alone or the entire district? Are we doing the right analysis for the district?

*This is an excellent question. We are seeing a decline in births and that is factored into our forecast. Once*

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*the 2020 census data comes out we will do another forecast to understand the trends, that will be in about a year. It appears that we are looking at that area as that seems to be where the issues are. We are looking at that area constantly for the development that is going on. The land supply out there is shrinking fast. The development will end soon. Boundary adjustments don't sound good but it will need to happen.*

Are we gathering the information to show what closing one school to move the students to another site? *Yes, we would do that once schools are selected by the School Board. We aren't there yet, no decisions have been made. We are not there yet.*

Appreciate all of the work, this plan has a lot going for it. Are there goals? Seismic, classroom sizes, building lifespans and such as to what the district is trying to do there. *Goals and priorities are brought to us by the School Board. What we presented to you are the recommendations. Our seismic goals are to achieve those projects by 2032 for the district. What is directing the goals, state law is what is guiding the seismic piece. Classrooms is from the EDSPEC for the classroom experience standards. To bring up any older schools to the new school's classrooms standards.* Is this something that we as a Board should start up and work on a joint committee to work on? With new board members coming on we will use the tools that we didn't have before that we need to have for Strategic Planning. A new Bond is a bigger conversation that we need to have this summer. Does this need to be passed before June? Yes. Then we may need to dive in now. We can't come up with a new committee before we need to pass this. The Board may move forward. *We do have guideposts that we need to follow and here is what we need to move forward on.*

We do have a lot more information available to us now with the Future study and EDSPEC's to articulate our goals, that we didn't have in the past. It is a labor-intensive process. A goal to manage the growth in the district. We should consider that as a courtesy to the new members that will join the goal. We should look at the LRFP being looked at separately from the Bond. Are we only going to be asked to approve the LRFP in the next two months? *That is correct.*

Is there something that any member needs to answer their questions to vote on this in the coming months? *What is missing or what do you need?*

A calendar that Facilities uses for Potential Capital Bond Planning was shared. Can you explain what the process is in working with WaCo? They must adopt our plan.

#### **D. ACTION ITEMS – Becky Tymchuk**

##### **A. Consent Agenda – Becky Tymchuk**

###### **1. 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.

###### **2. Budget Committee Member Selection Process**

BE IT RESOLVED that the School Board approves declaring a Budget Committee Member vacancy due to a resignation and the appointment process to fill that position as submitted at this meeting.

LeeAnn Larsen made the motion to accept the Consent Agenda by the School Board as submitted. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Tom Collett, Anne Bryan, Donna Tyner, Eric Simpson, LeeAnn Larsen, and Susan Greenberg.

#### **E. BOARD / SUPERINTENDENT COMMENTS**

**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

Executive Board meeting will not be needed this evening.  
Video footage of students returning to school today.

**ADJOURNMENT**

Becky Tymchuk adjourned the meeting at 5:42 p.m.

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Submitted by Dianna Hess

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Becky Tymchuk, School Board Chair

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

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### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Title VII Indian Education Formula Grant	U.S. Department of Education	\$27,000 (est.)	14 May 2021	30 Jun 2021	Permission to apply
<p>Title VII grants address the unique education and culturally related academic needs of American Indian and Alaska Native students so that these students can achieve to the same challenging state performance standards expected of all students. Grant funds supplement the regular school program and help Native American students to improve their academic skills, become proficient in core content areas, provide students an opportunity to participate in enrichment, and build community with our Native families.</p>					

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

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
PAX Tools Community Workshops	Washington County Department of Health and Human Services	\$18,720	\$18,720
Community Health Improvement Plan (CHIP) Grant	Washington County Dept. of Health & Human Services	\$49,625	\$0

**RECOMMENDATION:**

It is recommended that the proposals be approved.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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

### POLICY ISSUE/SITUATION

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

### BACKGROUND INFORMATION

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

### RECOMMENDATION

BE IT RESOLVED that the School Board authorizes 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	
CM/GC for BASE CTE Upgrade Project	Aaron Boyle	RFP 20-0014	Perlo Construction	\$1,335,283.00	1/2021	8/2021	Authorization to Award Contract
Westview High School Culinary Renovation	Aaron Boyle	Pre-Qualified Invitation to Bid (ITB) 20-0028	Swinerton Builders, Inc. dba Swinerton Builders	\$831,970.00	5/2021	8/2021	Authorization to Award Contract
Spring 20/21 School Bus Replacement	Craig Beaver	Lane County School District 4J RFP# 18-442 School Buses and Related Equipment	Western Bus Sales, Boring, OR	\$1,569,091.00	4/27/2021	12/31/2021	Authorization to Award Contract
Dreambox - Elementary math instructional materials	Kayla Bell	Board adopted materials, board policy DJC-AR	Dreambox	\$257,478.00	7/19/2021	7/18/2022	Authorization to Award Contract
Errol Hassell Elementary School PA Replacement- General Contractor	Aaron Boyle	ITB 20-0033	GB Manchester, Inc.	\$121,943.00	5/2021	9/2021	Authorization to Award Contract
Outside Placement – Multnomah Educational Service District	Kelly Raf	Intergovernmental Agreement	Multnomah Educational Service District	\$158,109.00	8/2020	6/2021	Authorization to Award Contract
West TV Sewer Replacement General Contractor Services	Aaron Boyle	ITB 20-0032	A-Five Construction LLC	\$244,721.00	5/2021	9/2021	Authorization to Award Contract



**PROJECT NAME:** Beaverton Academy of Science and Engineering (BASE) CTE

**PROJECTTIMELINE:** 11/2020–11/2021

**PROJECT BUDGET:** \$1,700,000.00

**PROJECT SCOPE:** The Project Scope includes renovation of shop spaces for the applied engineering program and relocating applicable impacted programs within the BASE program located at the Capital Center site 8640 NW Walker Rd. Beaverton, OR 97006.

**CONTRACT NAME:** Construction Manager / General Contractor (CM/GC) for Beaverton Academy of Science and Engineering (BASE) CTE Upgrade Project

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposal (RFP) 20-0014

**CONTRACTTIMELINE:** 01/2021–8/2021

**CONTRACT AMOUNT:** \$11,550.00 Phase 1 Pre-Construction Services, \$1,335,283.00 PHASE 2 GMP and Construction

**CONTRACT SCOPE:** CM/GC will provide all materials, services, labor, and other things necessary to construct the project and deliver on the Project Goals. Also includes provisional services in coordination with the design team that generate a net positive return in terms of costs and time saved, relative to the District’s investment in the services. The CM/GC contractor will complete pre-construction services as requested and authorized by the District prior to agreement on a GMP. The CM/GC will provide a comprehensive Guaranteed Maximum Price (GMP) that demonstrates the value provided by the CM/GC contractor and negotiate in good faith with the District to arrive at a GMP that is acceptable to the District. \*

**RECOMMENDATION:** Authorization to Award Contract to Perlo Construction

**FUNDING SOURCE:** Measure 98, Career Technical Education

\*This Contract is for CM/GC Services. Although the initial contract was below the threshold for Board approval, it was anticipated to substantially exceed that threshold once the

Guaranteed Maximum Price (GMP) amendment is executed following the design phase. The findings for this Alternative Procurement were approved by the Board on November 30, 2020.



**PROJECT NAME:** Westview High School Culinary CTE

**PROJECTTIMELINE:** 1/2021–8/2021

**PROJECT BUDGET:** \$1,034,052.00

**PROJECT SCOPE:** Renovation of existing culinary classroom into a commercial grade culinary classroom, including new Ansul protected Type 1 commercial hoods, gas ranges and stainless surfaces.

**CONTRACT NAME:** Westview High School Culinary Renovation

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Pre-Qualified Invitation to Bid (ITB) 20-0028

**CONTRACTTIMELINE:** 5/2021–8/2021

**CONTRACT AMOUNT:** \$831,970.00

**CONTRACT SCOPE:** Interior renovation of existing culinary classroom. Demolish existing residential ranges and their associated hoods, ductwork & fans. Replace with new commercial kitchen equipment and type 1 hoods. Provide makeup air unit and new rooftop exhaust hoods. Structural steel supports for roof top units and hoods. Demolish existing sinks, counters and undercounter casework and provide new sinks/lavs with grease interceptors. Demolish ceiling, light fixtures, and flooring finishes and replace with new. Add camera at (demonstration) station #7 to be used with new ceiling mounted projector and screen.

**RECOMMENDATION:** Authorization to Award Contract to Swinerton Builders, Inc. dba Swinerton Builders

**FUNDING SOURCE:** Measure 98, Career Technical Education



**PROJECT NAME:** Purchase of 12 School Buses

**PROJECT TIMELINE:** 4/27/2021 – 12/31/2021

**PROJECT BUDGET:** \$1,651,591.00

**PROJECT SCOPE:** Replacement of 12 School Buses including Navigation System on 10 units

**CONTRACT NAME:** Spring 20/21 School Bus Replacement

**RECOMMENDED BY:** Craig Beaver

**SOLICITATION METHOD:** Lane County School District 4J RFP# 18-442 School Buses and Related Equipment

**CONTRACT TIMELINE:** 4/27/2021 – 12/31/2021

**CONTRACT AMOUNT:** \$1,569,091.00

**CONTRACT SCOPE:** Purchase of 12 Blue Bird School Buses including 8 Type-D, 84-Passenger Front Engine, 4 Type-C, 217" wheelbase propane, and Tyler Driver Navigation System included on 10 buses for delivery beginning August 1, 2021 through December 31, 2021.

**RECOMMENDATION:** Authorization to Award Contract to Western Bus Sales, Boring, OR

**FUNDING SOURCE:** Equipment Replacement Fund 281



**PROJECT NAME:** Elementary math instructional materials as adopted by the BSD school board on April 4, 2017

**PROJECTTIMELINE:** 7/1/2021-6/30/2022

**PROJECT BUDGET:** \$257,478.00

**PROJECT SCOPE:** To comply with state standards in mathematics instruction

**CONTRACT NAME:** Dreambox

**RECOMMENDED BY:** Kayla Bell

**SOLICITATION METHOD:** Board adopted materials, board policy DJC-AR

**CONTRACTTIMELINE:** 7/19/2021–7/18/2022

**CONTRACT AMOUNT:** \$257,478.00

**CONTRACT SCOPE:** Annual renewal of Dreambox software license as selected by the district’s math curriculum project team and adopted by the school board in April 2017.

**RECOMMENDATION:** Authorization to Award Contract to Dreambox

**FUNDING SOURCE:** General fund



**PROJECT NAME:** Errol Hassell Paging System Replacement

**PROJECTTIMELINE:** 6/2021–09/2021

**PROJECT BUDGET:** \$150,000.00

**PROJECT SCOPE:** This project includes a full replacement of the PA system at Errol Hassell Elementary School.

**CONTRACT NAME:** Errol Hassell Elementary School PA Replacement- General Contractor

**RECOMMENDED BY:** Nathan Potter

**SOLICITATION METHOD:** Invitation to Bid (ITB) 20-0033

**CONTRACTTIMELINE:** 05/2021–09/2021

**CONTRACT AMOUNT:** \$121,943.00

**CONTRACT SCOPE:** General Contractor services to replace the PA system at Errol Hassell Elementary School.

**RECOMMENDATION:** Authorization to Award Contract to GB Manchester, Inc.

**FUNDING SOURCE:** BCA



**PROJECT NAME:** Outside Placement – Multnomah Educational Service District

**PROJECT TIMELINE:** 08/2020–06/2021

**PROJECT BUDGET:** \$158,109.00

**PROJECT SCOPE:** Provide outside placements for two students in alternative programs within MESD.

**CONTRACT NAME:** Multnomah Educational Service District

**RECOMMENDED BY:** Kelly Raf

**SOLICITATION METHOD:** Intergovernmental Agreement

**CONTRACT TIMELINE:** 08/2020–06/2021

**CONTRACT AMOUNT:** \$158,109.00

**CONTRACT SCOPE:** Provide outside placement for one student in the Functional Living Skills Alternative Program at Wheatley School, including two Educational Assistants (as of the return to school 4/19/2021) as required by the student’s Individual Education Plan. Provide outside placement for one student in the Social Emotional Skills Program at Arata Creek. These are not new student placements.

**RECOMMENDATION:** Authorization to Award Contract to Multnomah Educational Service District

**FUNDING SOURCE:** General Funds – Special Education



**PROJECT NAME:** West TV Sewer Replacement

**PROJECTTIMELINE:** 10/2020–09/2021

**PROJECT BUDGET:** \$750,000.00

**PROJECT SCOPE:** This project replaces existing sanitary sewer water piping and associated components throughout the school and connects to the public sewer system.

**CONTRACT NAME:** West TV Sewer Replacement General Contractor Services

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Invitation to Bid (ITB) 20-0032

**CONTRACTTIMELINE:** 05/2021–09/2021

**CONTRACT AMOUNT:** \$244,721.00

**CONTRACT SCOPE:** General Contractor services to replace sanitary sewer water piping and associated components throughout the school and connect to the public sewer system.

**RECOMMENDATION:** Authorization to Award Contract to A-Five Construction LLC

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; West TV Sewer Replacement


**SCHOOL BOARD MEETINGS FOR 2021 - 2022**

July 19, 2021 (Monday)	Zoom Meeting	8:30 a.m.	Zoom Mtg.
August 9, 2021 (Monday)	Work Session	8:30 a.m.	Admin Ctr.
August 30, 2021 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
September 27, 2021 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
October 11, 2021 (Monday)	Fall Work Session	3:00 p.m.	TBA/Tumwater
October 25, 2021 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
November 15, 2021 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
December 13, 2021 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
January 18, 2022 (Tuesday)	Business Meeting	6:00 p.m.	Admin Ctr.
February 7, 2022 (Monday)	Work Session	3:00 p.m.	TBA/ACMA
February 28, 2022 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
March 14, 2022 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
April 4, 2022 (Monday)	Work Session	3:00 p.m.	TBA
April 25, 2022 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
May 23, 2022 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.
June 20, 2022 (Monday)	Business Meeting	6:00 p.m.	Admin Ctr.

BE IT RESOLVED that the School Board meeting date schedule for 2021- 2022 be approved.  
 Start times may be adjusted at the discretion of the Board Chair.

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**TRANSPORTATION MIDDLE SCHOOL BOUNDARY CHANGE  
SUPPLEMENTAL PLAN FOR 2021-2022**

**POLICY ISSUE/SITUATION:**

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans.

**RECOMMENDATION:**

In November 2020, Superintendent Grotting approved the Middle School Boundary Adjustment (MBSA) map establishing an attendance boundary for the new Tumwater Middle School and altering the attendance boundaries of all other middle schools. These changes impact existing Non-Transportation-Zones (NTZs or Walk Areas) as well as areas currently receiving supplemental transportation service due to an identified hazard. Some areas in which students previously walked will now receive bus service and some areas which previously received bus service may now walk.

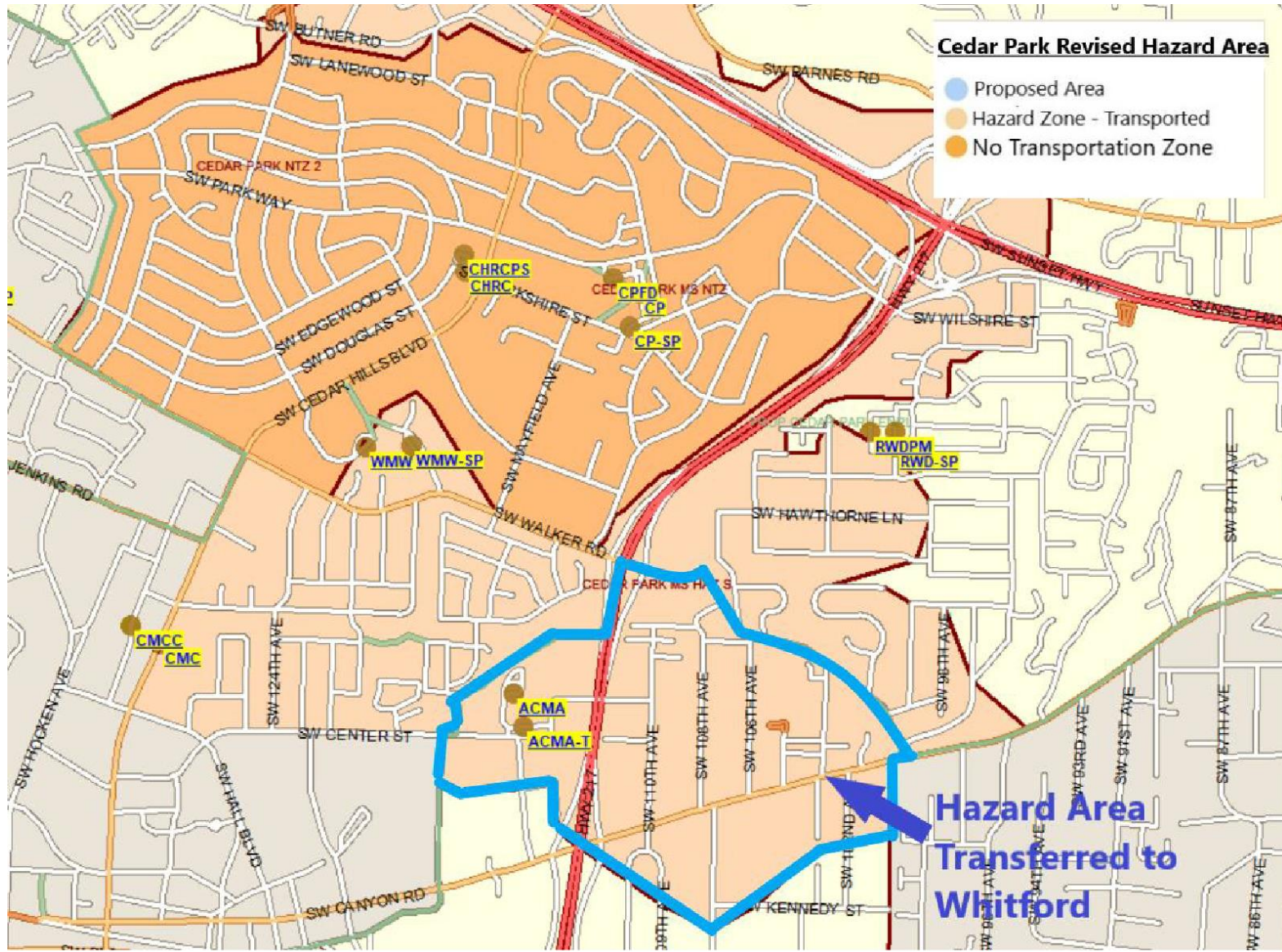
New walk zones and supplemental transportation zones must be submitted to the State Board of Education through the Supplemental Plan process. A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, and Safe Routes to School reviewed and approved these changes.

Beaverton School District staff recommends the School Board approve the attached Transportation Supplemental Plan for Tumwater Middle School.

Schools	Area Name and link	Area Description	Specific Hazard	What Changed	Walk Path	Action
<b>Cedar Park MS</b>	Cedar Park MS HAZ South	Area south of Walker Road on either side of Hwy 217, including the neighborhood surrounding ACMA.	NA	Portion of this zone transferred to Whitford MS.	NA	Revise Hazard Area to remove area transferred to Whitford MS. New area is greater than 1.5 miles from Whitford and will receive regular bus service
<b>Connestoga MS</b>	Connestoga NTZ NE 2021	SW Greenway, Near Greenway Elementary, North to Hall Blvd	NA	Formerly part of the Whitford attendance area, this area received a combination of regular bus service (exceeds 1.5 miles) and hazard transportation service (crossing Highway 217) This area, transferred to Connestoga, meets current walk criteria.	SW Greenway to existing walk area beginning at SW Brockman.	Designate as Walk Area for Connestoga MS
	Connestoga NTZ East 2021	SW Nimbus & SW Cascade, between SW Hall and SW Scholls Ferry Road	NA	Formerly part of the Whitford attendance area, receiving Hazard Transportation Service. This area, transferred to Connestoga, meets current walk criteria. This area is a commercial zoned area, with no residents.	SW Scholls Ferry west to existing walk area beginning near SW Springwood Dr.	Designate as Walk Area for Connestoga MS
	Connestoga HAZ South 2021	SW Cascade Ave, south of SW Scholls Ferry	Crossing SW Scholls Ferry Road. Scholls Ferry Road exceeds middle school crossing guidelines at SW Cascade unless a crossing guard was added. As this is a commercial area with no residents, no crossing guard should be added	Formerly part of the Whitford attendance area, receiving Hazard Transportation Service. This area, transferred to Connestoga, remains a hazard area.	NA	Designate as Hazard Area for Connestoga MS
<b>Five Oaks MS</b>	Five Oaks Haz NW 2021	Small area north of US 26 at NW 185th.		Crossing US 26 @ NW 185. We currently consider slip lanes (Highway on-ramps not controlled by traffic signals) as hazardous for all grade levels	This area was transferred from Meadow Park MS to Five Oaks MS	Designate as Hazard Area for Five Oaks MS.
	Five Oaks Haz South	Five Oaks Haz South - Transfer to Meadow Park bus zone (Almost all exceeds 1.5 miles)	NA		Portions of this area were transferred to Meadow Park MS from Five Oaks MS.	Revise this Hazard Area to remove area transferred to Meadow Park MS. Most of the transferred area is greater than 1.5 miles from Meadow Park and will receive regular bus service. A small portion falls within 1.5 miles and will receive hazard transportation service (see Meadow Park Haz West 2021)
<b>Highland Park MS</b>	Highland Park MS NTZ 2019	Area South of Farmington, North of Bonnie Brae	NA	The revised Highland Park attendance boundary transferred a portion of this NTZ to Cedar Park.	NA	Revise current NTZ to remove area transferred to Cedar Park MS. This area will receive bus service as it is greater than 1.5 miles to Cedar Park MS.
<b>Meadow Park MS</b>	Meadow Park Haz West 2021	Area South of NW Walker, West of SW 158th.	Crossing SW 158th, Crossing NW Walker. Both exceed crossing guidelines for middle school students	Transferred from Five Oaks as part of the Boundary process, this area previously received Hazard Transportation (Five Oaks Haz South, above). A small portion of this area is within 1.5 miles of Meadow Park MS, but would require students to cross SW 158th (40 MPH, exceeds allowable speed) and NW Walker Rd (45 MPH, exceeds allowable speed) and will receive hazard transportation service.	NA	Designate portions of the area within 1.5 miles of Meadow Park as Hazard Area. The remainder of the transferred area will receive bus service.
<b>Mountain View MS</b>	Mountain View NTZ North 2021	Area north of SW Farmington/SW Kinnaman, between NW 170th and NW 185th	Two Crossing guards are already at the crosswalk in front of the school (SW Farmington) to support students crossing SW Farmington from the existing NTZ immediately west of this proposed NTZ.	This area was transferred from Five Oaks MS	NA	Designate as NTZ.
	Mountain View HAZ NE 2021	Area north of SW Farmington, between SW 170th and SW Murray Blvd	Crossing SW 170th (40 MPH speed exceeds guidelines for middle school students)	This area was transferred from Five Oaks MS	NA	Designate as Hazard area for Mountain View MS.
<b>Stoller MS</b>	Stoller NTZ 2 (Adjusted)	Area North of Laidlaw, east of NW 130th	NA	Portions of this walk area were transferred to Turnwater Middle School.	NA	Revise current NTZ to remove area transferred to Turnwater MS. This area will receive bus service as it is greater than 1.5 miles to Turnwater.
	Stoller NTZ 2019, Stoller NTZ 2020, Stoller MS NTZ S	Neighborhoods along NW Kaiser Road, between NW West Union and NW Benjamin Ct	NA	The entirety of these walk areas were transferred to Turnwater Middle School.	NA	These areas will be delisted as a walk area as it has been transferred to Turnwater MS. This area will receive bus service as it is greater than 1.5 miles to Turnwater.
	Stoller NTZ - redraw to reflect east of Kaiser, South of Laidlaw now attends Turnwater Bus Zone)	Neighborhood south of NW Laidlaw, east of NW Kaiser	NA	Portions of this walk area were transferred to Turnwater Middle School.	NA	Revise current NTZ to remove area transferred to Turnwater MS. This area will receive bus service as it is greater than 1.5 miles to Turnwater.
	Stoller MS Haz E	Neighborhoods along NW Saltzman Road, South of NW Laidlaw	NA	The entirety of this area was transferred to Turnwater Middle School.	NA	This area will be delisted as a hazard area as it has been transferred to Turnwater MS. This area will receive bus service as it is greater than 1.5 miles to Turnwater.

Schools	Area Name and link	Area Description	Specific Hazard	What Changed	Walk Path	Action
<b>Tumwater MS</b>	Tumwater NTZ	Neighborhood surrounding the Tumwater campus, bordered by NW Barnes, NW Cornell, and NW Cedar Hills Blvd.	None. This area has sidewalks throughout, and a 20 MPH school zone near the school that facilitates students crossing NW 118th.	New School Attendance Boundaries	N/A	Designate as NTZ.
	Tumwater NTZ NW	Area west of NW Saltzman, north of NW Dogwood (just north of NW Cornell)	None	New School Attendance Boundaries	Cross NW Saltzman at NW Dogwood (meets middle school crossing guidelines). NW Saltzman to NW Cornell, to NW 119.	Designate as NTZ.
	Tumwater NTZ North	Area north of NW Cornell, between NW Saltzman and NW 119th.	None	New School Attendance Boundaries	NW 119th or NW Saltzman south to NW Cornell. Cross NW Cornell at NW 119th.	Designate as NTZ.
	Tumwater NTZ South	Area south of NW Barnes Road/NW Saltzman road. Primarily the Commons at Timber Creek Apartments	Crossing NW Barnes Road requires a crossing guard.	New School Attendance Boundaries	SE on NW Barnes to NW 118, cross at NW 118th.	Designate as NTZ. Place a crossing guard at the intersection of NW Barnes and NW 118th.
	Tumwater NTZ East	Area between NW Cedar Hills Blvd and NW 107th, South of NW Cornell.	Crossing NW Cedar Hills Blvd (speed exceeds guidelines). NW Cedar Hills Blvd has two elevated pedestrian bridges that allow crossing of NW Cedar Hills without entering the flow of traffic.	New School Attendance Boundaries	N/A	Designate as NTZ. Students may use the elevated pedestrian crossings to cross NW Cedar Hills safely.
	Tumwater Haz East	Area south of NW Cornell, between NW 107th and NW 94th	The south side of NW Cornell lacks sidewalks east of 107th. All neighborhood streets connect only to NW Cornell.	New School Attendance Boundaries	N/A	Designate as Hazard Area. Hazard area will be removed when sidewalks are added on the south side of NW Cornell. Sidewalks are scheduled to be added in 2021-2022 as part of a Major Streets Improvement by Washington County.
	Tumwater Haz NE	Area North of NW Cornell, between NW 107th and NW 94th	NW Cornell has gaps in the sidewalks on the north side, east of NW 107th. All neighborhood streets connect to NW Cornell Road.	New School Attendance Boundaries	N/A	Designate as Hazard Area. Hazard area will be removed when sidewalks are added on the North of NW Cornell. Sidewalks are scheduled to be added in 2021-2022 as part of a Major Streets Improvement by Washington County.
	Tumwater Haz North	Area North of NW Cornell between NW 119th and NW 107th.	NW Cornell is 40 MPH between NW 107th and just west of NW 113th (speed exceeds crossing guidelines for middle school students). NW Cornell has gaps in sidewalks on the north side of this area, which prevent students from accessing the designated crossing at NW 119th. The east side of NW 119th lacks sidewalks, has a posted speed limit of 35 MPH, and lacks appropriate pedestrian crossings, which prevents students living east of NW 119th from accessing this walk area.	New School Attendance Boundaries	N/A	Designate as a Hazard Area due to posted speed of NW Cornell between NW 119th and NW 107th. Should the posted speed limit be reduced to 35 MPH, this Hazard area would be removed. The addition of sidewalks to the east side of NW 119th would also trigger removal of a portion of this hazard area.
	Tumwater Haz West	Area west of NW Barnes, along NW Cornell Road.	Multiple: 1. NW Saltzman South of NW Cornell is 35 MPH, 4 lanes with pedestrian lights, north of Cornell, south of NW Dogwood is 35 MPH 5 lanes. This hazard could be mitigated with a crossing guard at NW Cornell and NW Saltzman.	New School Attendance Boundaries	N/A	Designate this area as a hazard due to current lack of a path. While placing a crossing guard could mitigate this hazard, the small number of students in this area (2) makes hazard transportation service by buses travelling to Tumwater a more cost effective solution.
			2. The west side of NW Barnes, south of Cornell has a substantial gap in the sidewalk. The end of the sidewalked stretch is fenced off at the border of the Cedar Mill Landscape Supply. Students would need to walk in the street (35 MPH) to walk south on NW Barnes to reach the school. They would then need to cross NW Barnes at the NW Saltzman intersection, which is 4 lanes, and would need a crossing guard in order to cross.		N/A	
<b>Whitford MS</b>	Whitford MS Haz West	SW Nimbus & SW Cascade, between SW Hall and SW Scholls Ferry Road. A small section of SW Greenway south of SW Hall Blvd.		This area, previously a Hazard Area for Whitford MS, was transferred to Conestoga MS as part of the MS Boundary process.	N/A	Revise Hazard area to remove area transferred to Conestoga MS. This area will be designated as a walk area for Conestoga MS

**Cedar Park Middle School** A portion of the southern hazard area of Cedar Park Middle School was transferred to Whitford Middle School. This area is greater than 1.5 miles from Whitford and will receive regular transportation service. The existing hazard area will be amended and the transferred area will be removed.

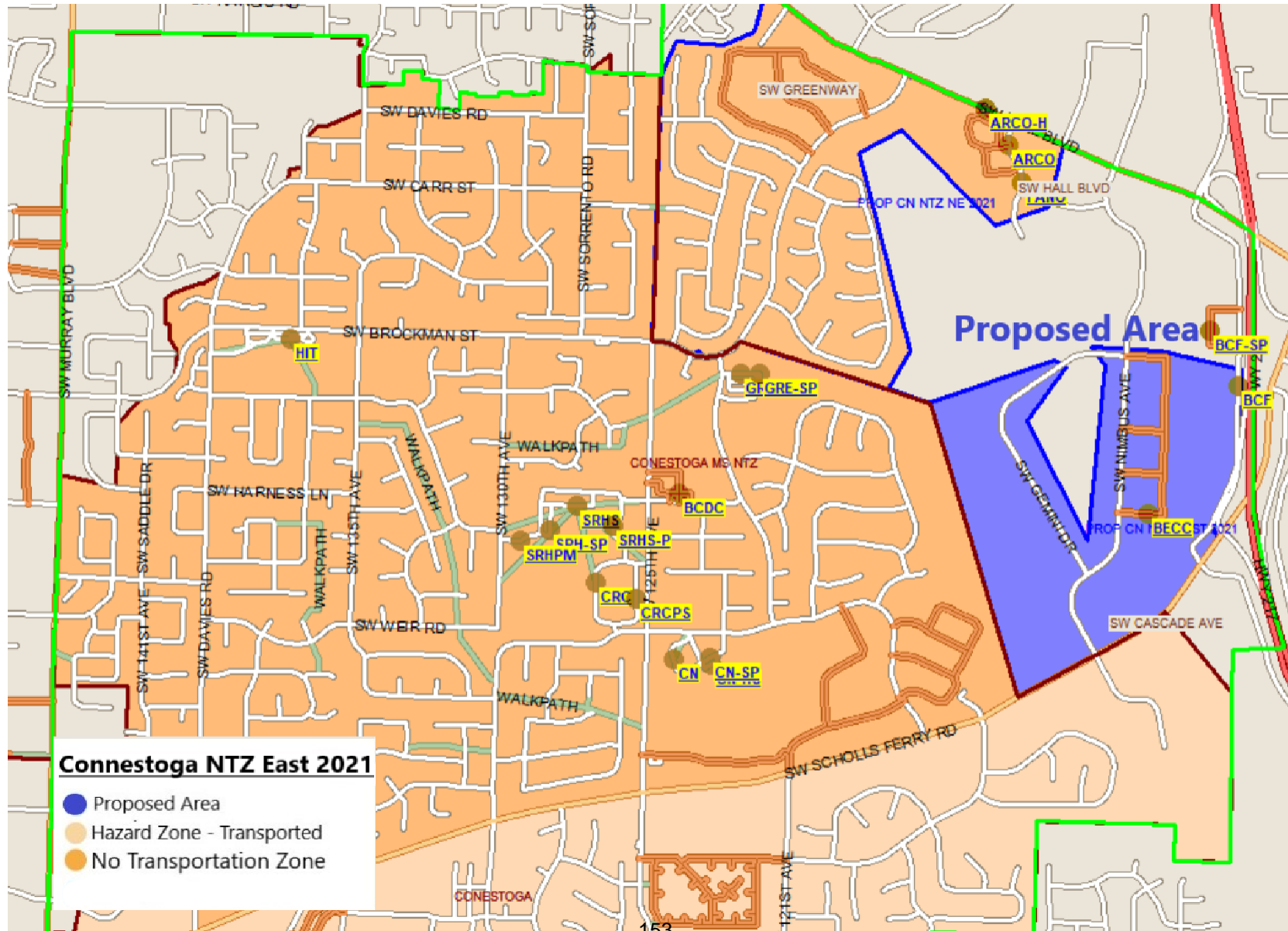




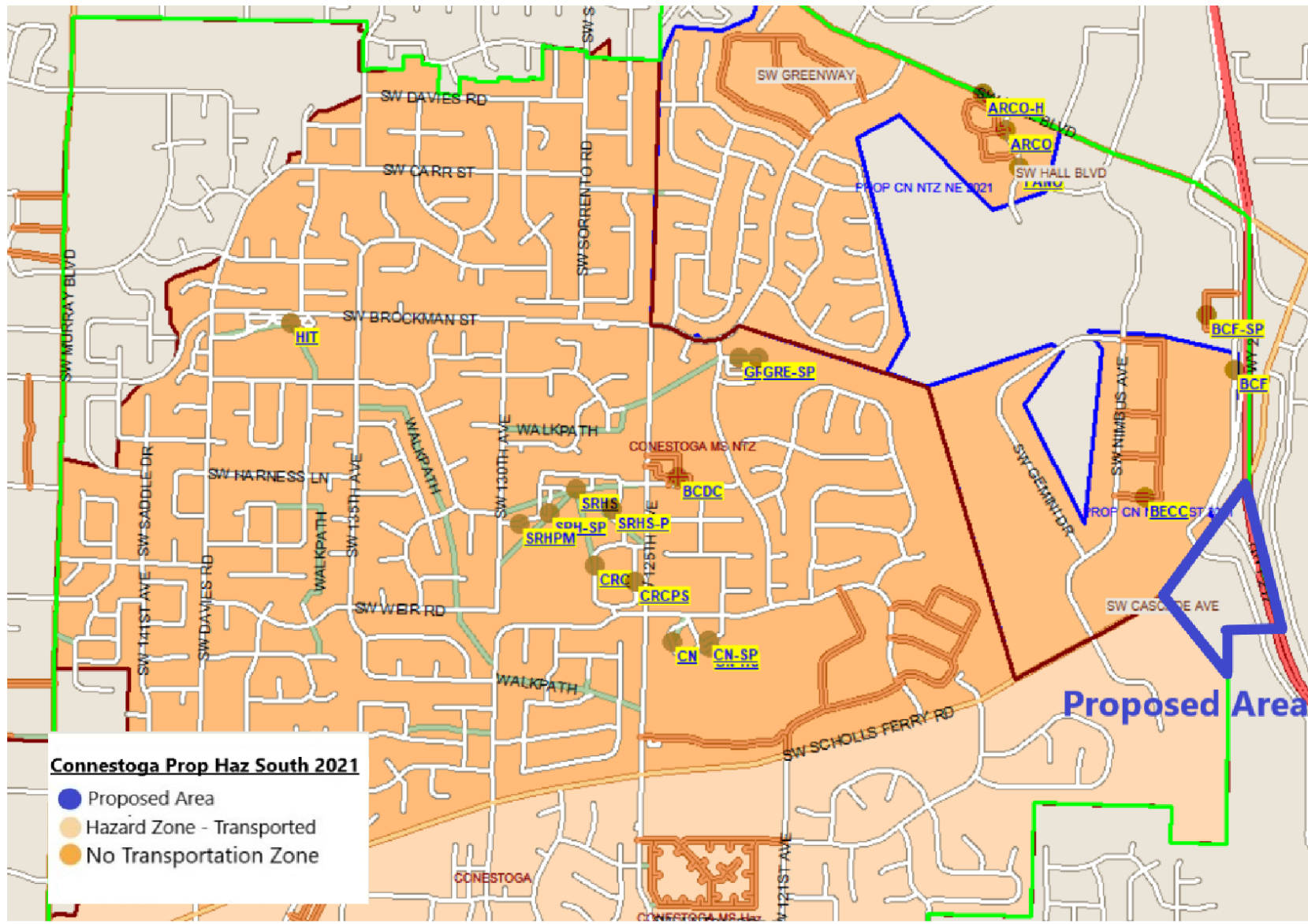
SW Greenway near SW Hall



2. **Conestoga NTZ East 2021** This area, transferred from Whitford, previously was designated as a hazard area receiving supplemental service. This area is less than 1.5 miles from Conestoga, and the existing infrastructure in the area meets walking guidelines for middle school students. This area is primarily a business park and does not have students residing in it.

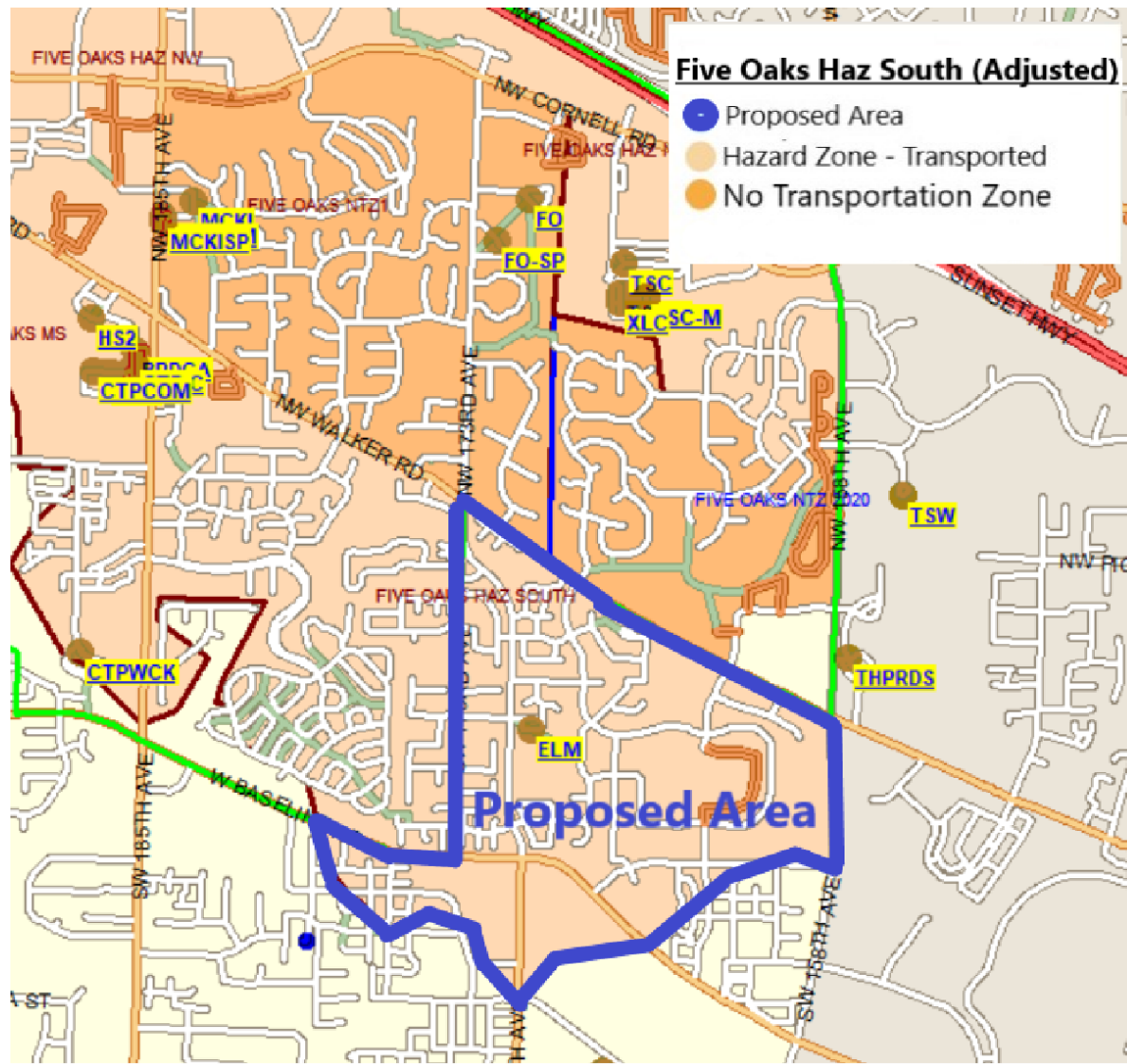


3. **Connestoga Hazard South 2021** This area, transferred from Whitford, previously received supplemental bus service. While it is within 1.5 miles of Connestoga, Scholl's Ferry would require the addition of a crossing guard to meet our standards for middle school students to cross. No students reside in this area (commercially zoned business park). This area will be designated as a hazard area.

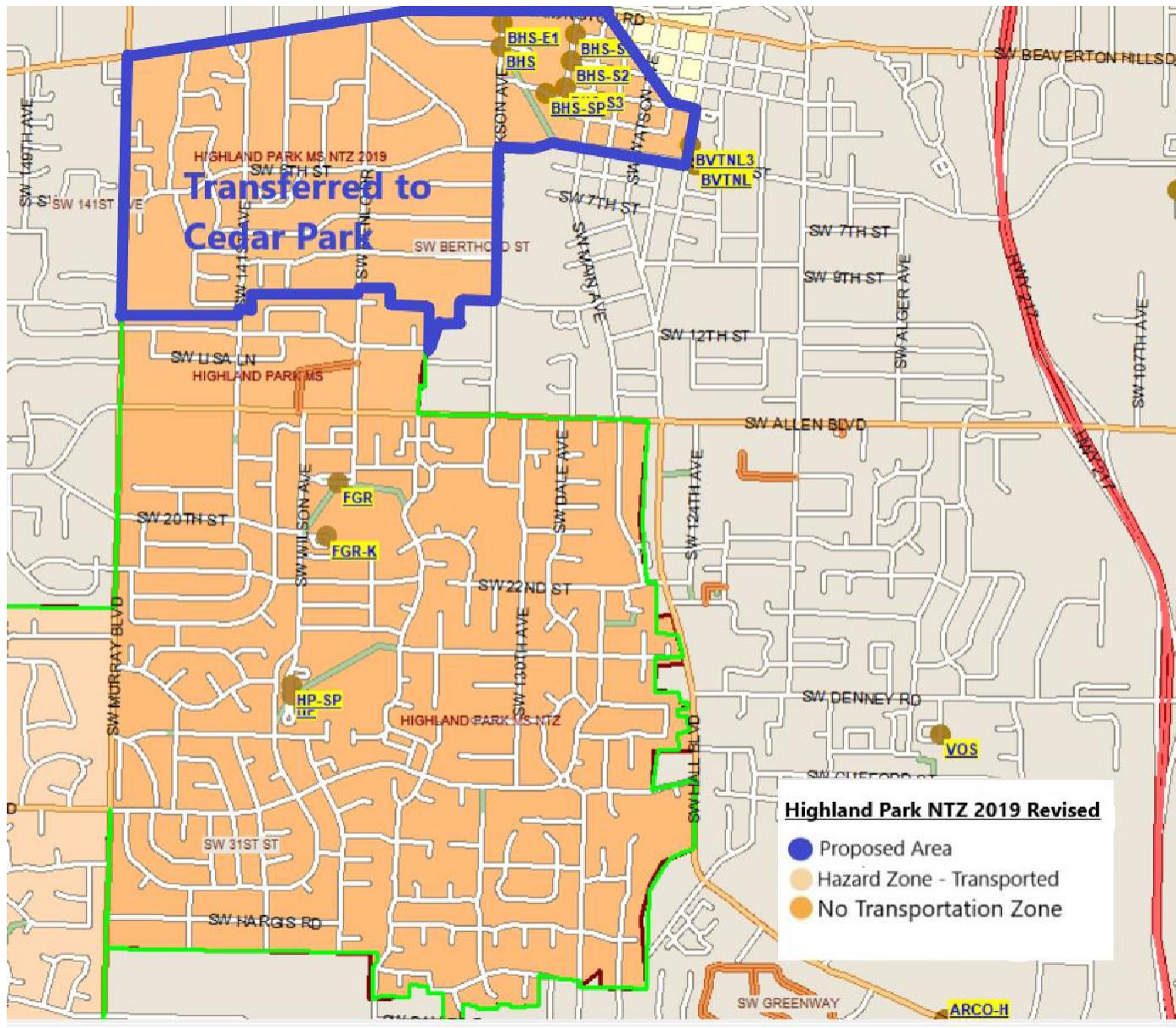




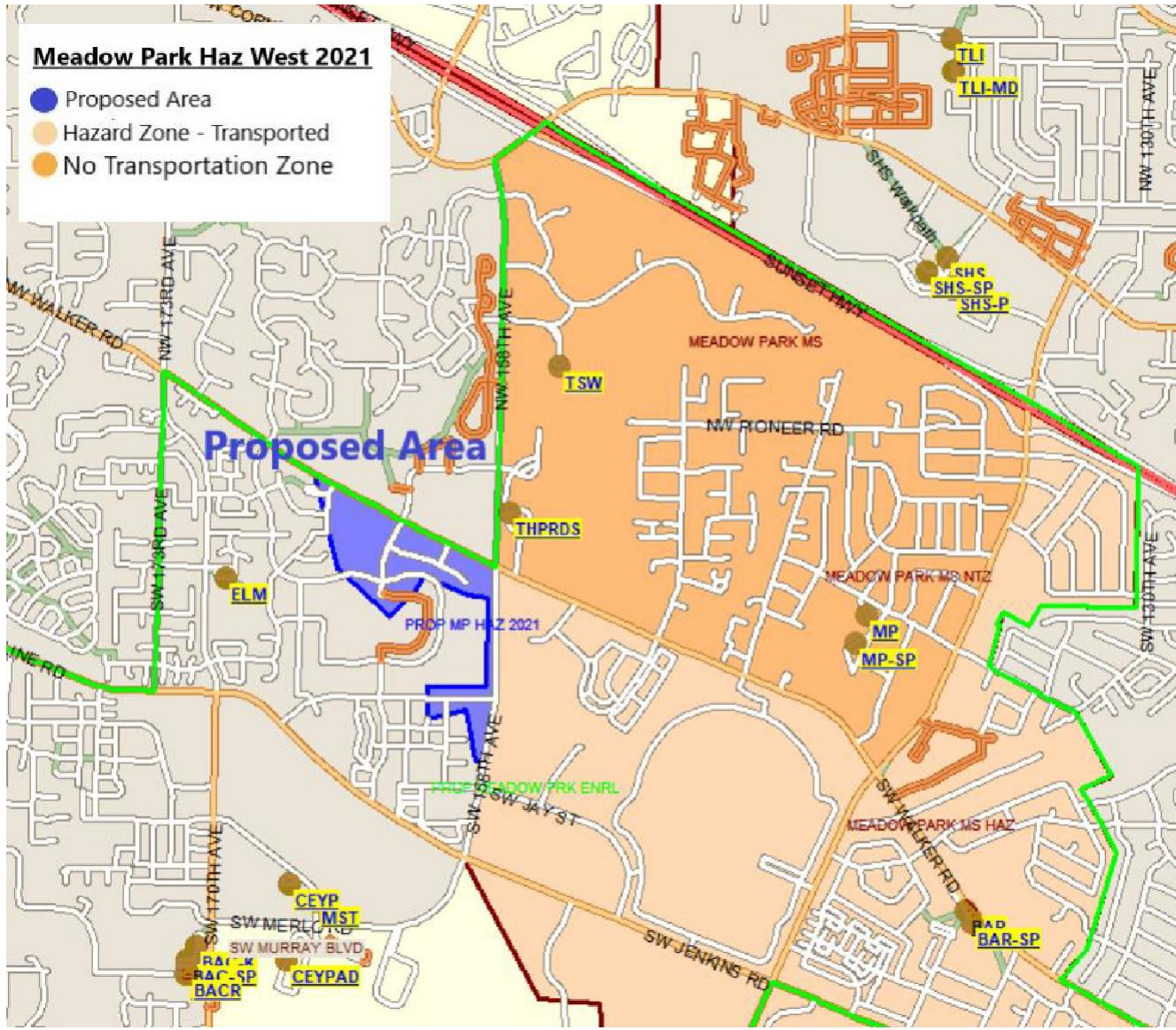
2. **Five Oaks Hazard South (Revised)** This area previously received supplemental transportation to Five Oaks. Transferred to Meadow Park in the boundary process, the existing hazard area will be amended and the transferred area removed.



**Highland Park Middle School** This area, previously a walk area for Highland Park, was transferred to Cedar Park. It is greater than 1.5 miles to Cedar Park and will receive bus service.



**Meadow Park Middle School** This area previously received supplemental transportation to Five Oaks. A portion of the neighborhood is within 1.5 miles of Meadow Park but would require students to cross both NW 158<sup>th</sup> and NW Walker to reach school. Both streets exceed crossing guidelines for middle school students. This area will be designated as a hazard area and receive supplemental transportation service.

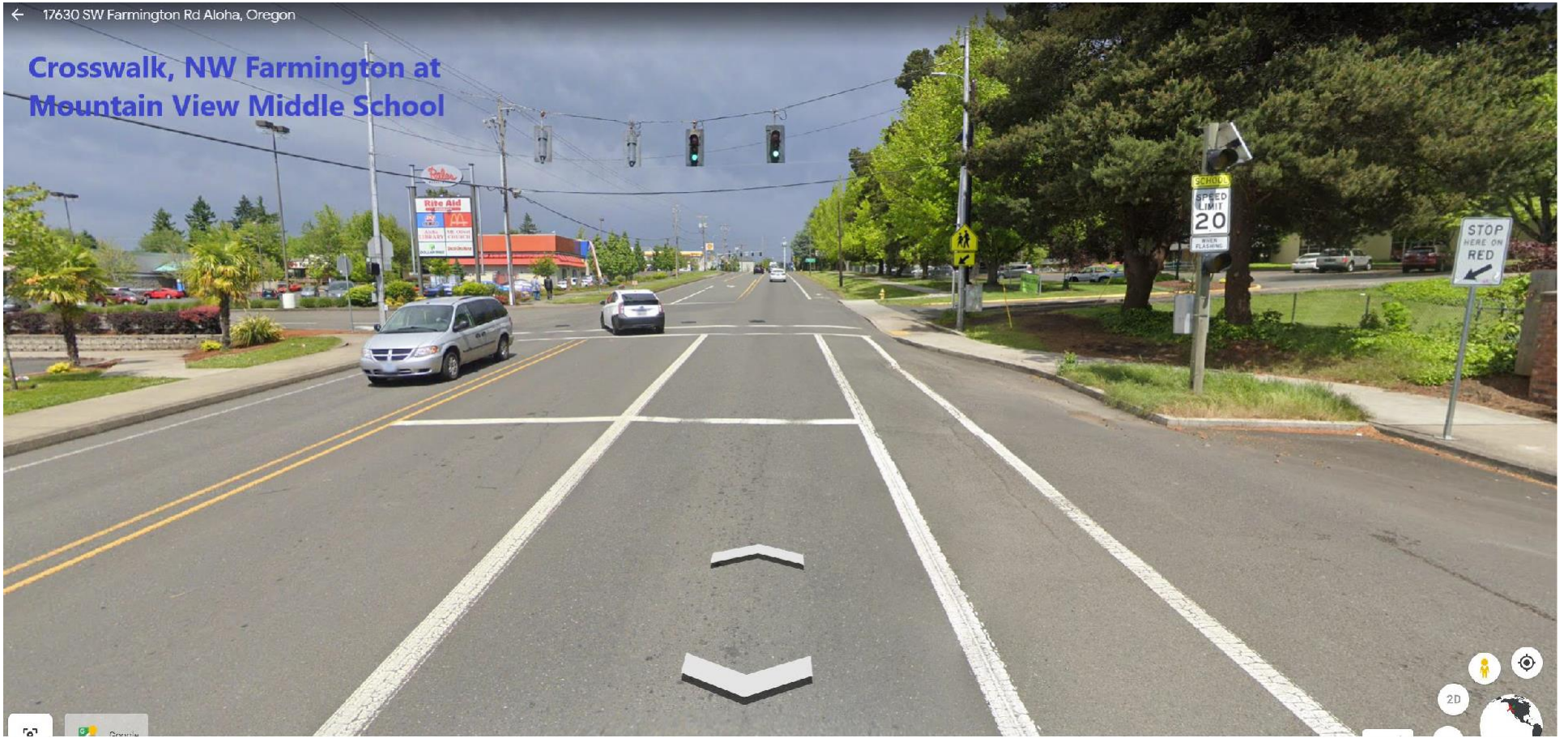


## Mountain View Middle School

- 1. Mountain View MS NTZ North 2021** This area previously received regular transportation service to Five Oaks Middle School. Transferred to Mountain View, this area is now within 1.5 miles of the school. Students residing in this area may cross SW Farmington at the crosswalk in front of Mountain View, supported by the reduced speed school zone and the crossing guards already in place (currently supporting students who reside in the existing walk zone between SW Farmington and SW Kinnaman).



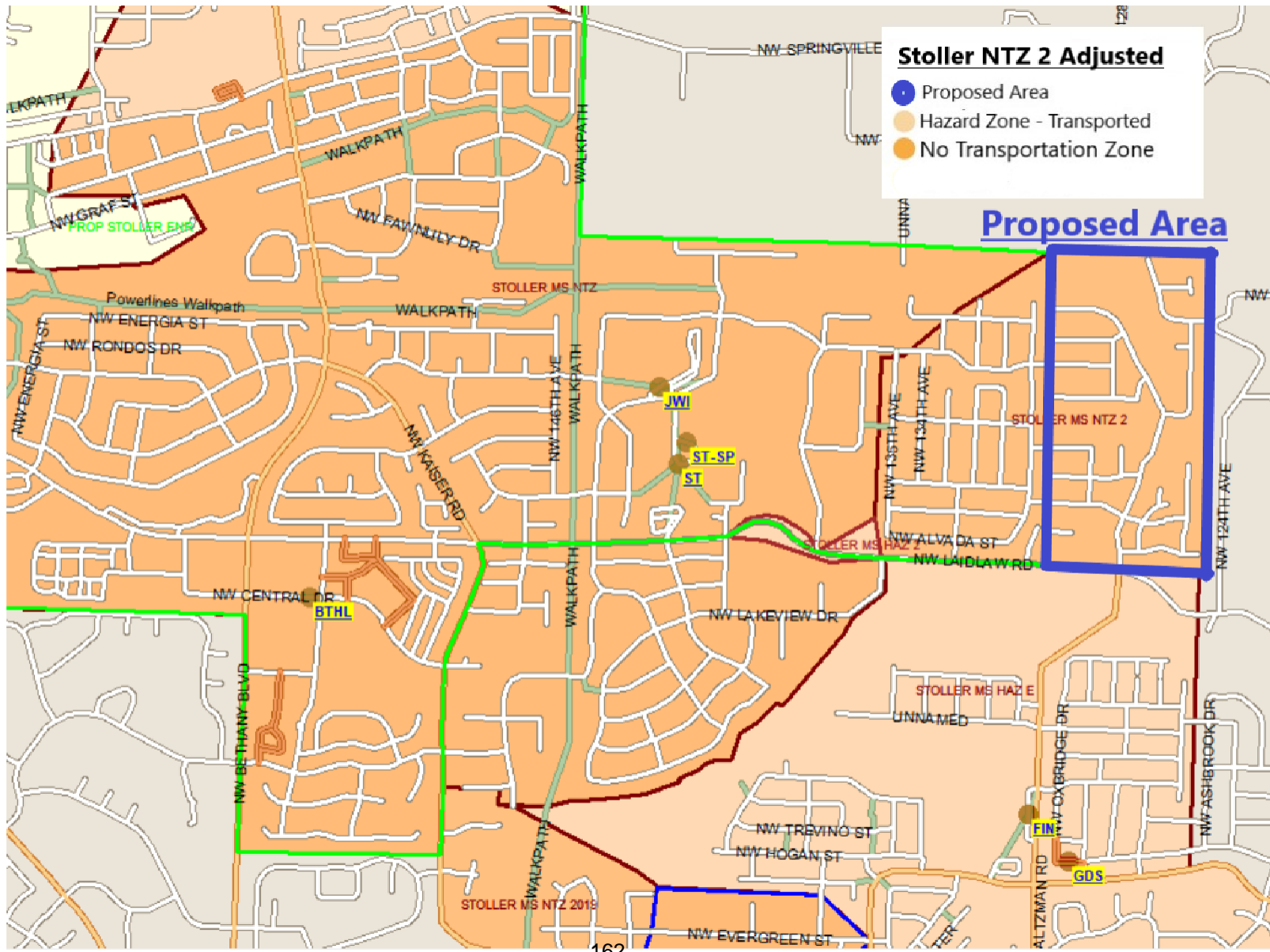
# Crosswalk, NW Farmington at Mountain View Middle School



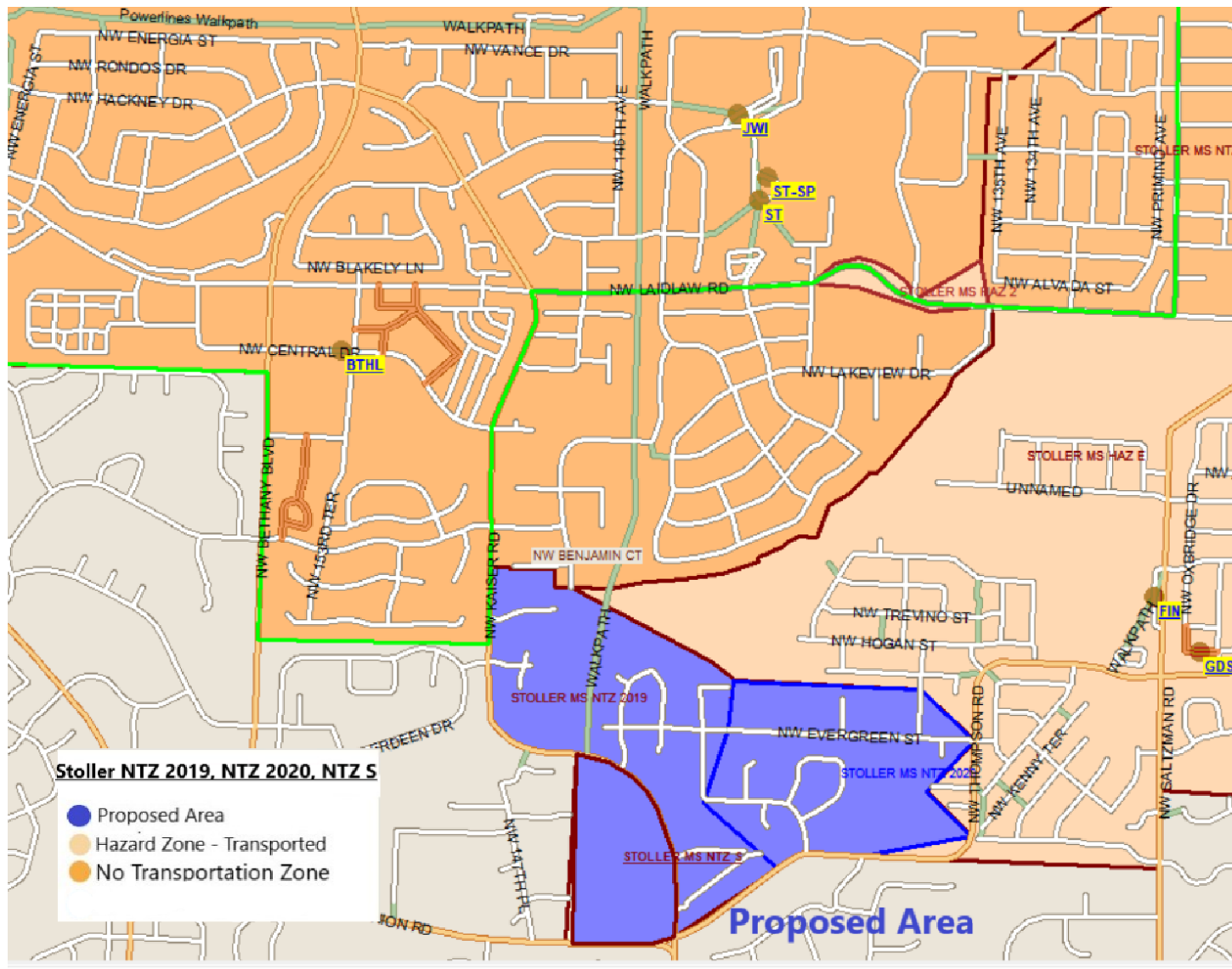


## Stoller Middle School

1. **Stoller NTZ 2 Adjusted** This area, transferred to Tumwater, was previously designated as a walk area for Stoller MS. It is greater than 1.5 miles from Tumwater and will receive regular bus service.



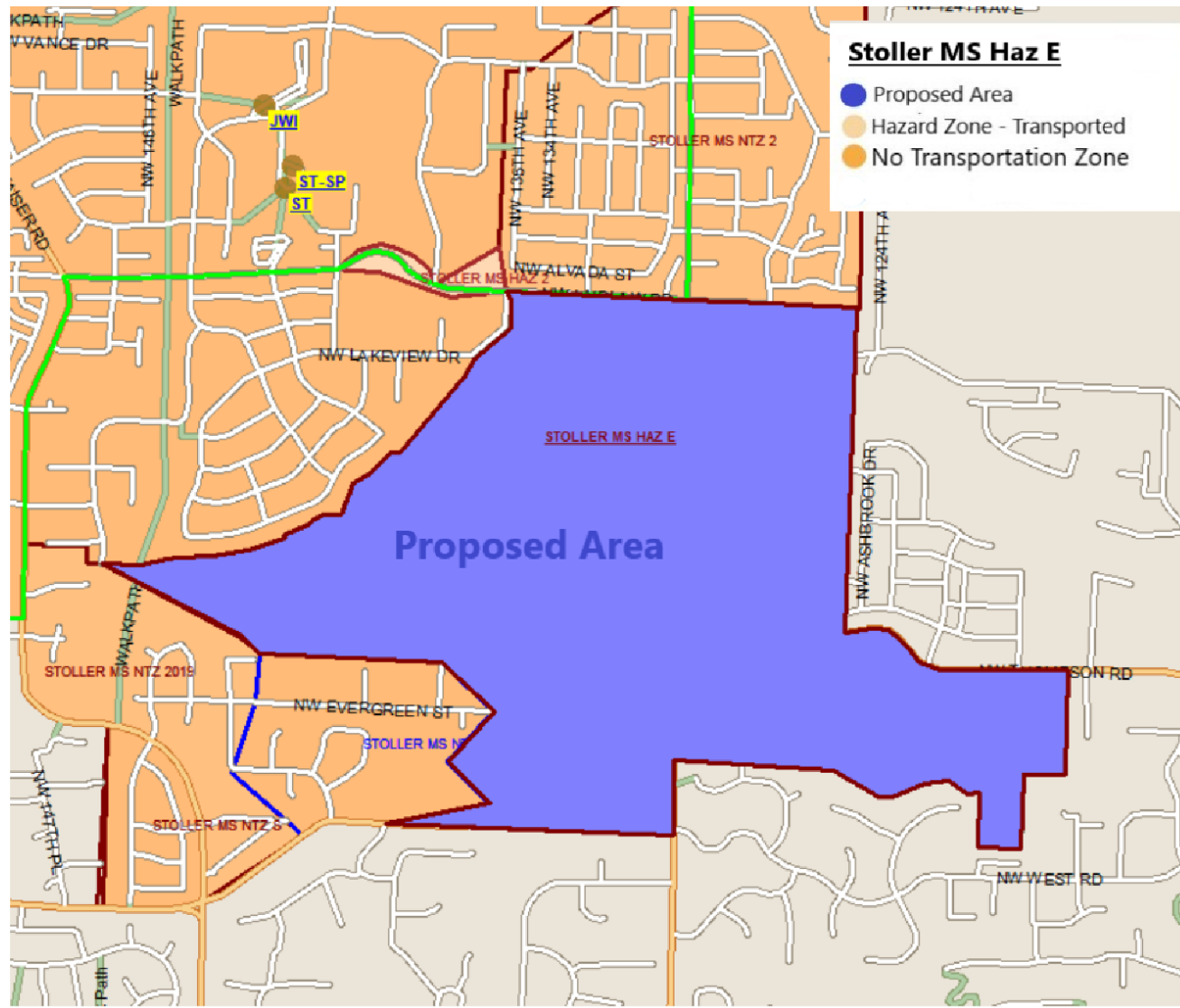
2. **Stoller NTZ 2019, Stoller NTZ 2020, Stoller MS NTZ South** These areas transferred to Tumwater, were previously designated as walk areas for Stoller MS. These areas exceed 1.5 miles from Tumwater and will receive regular bus service.



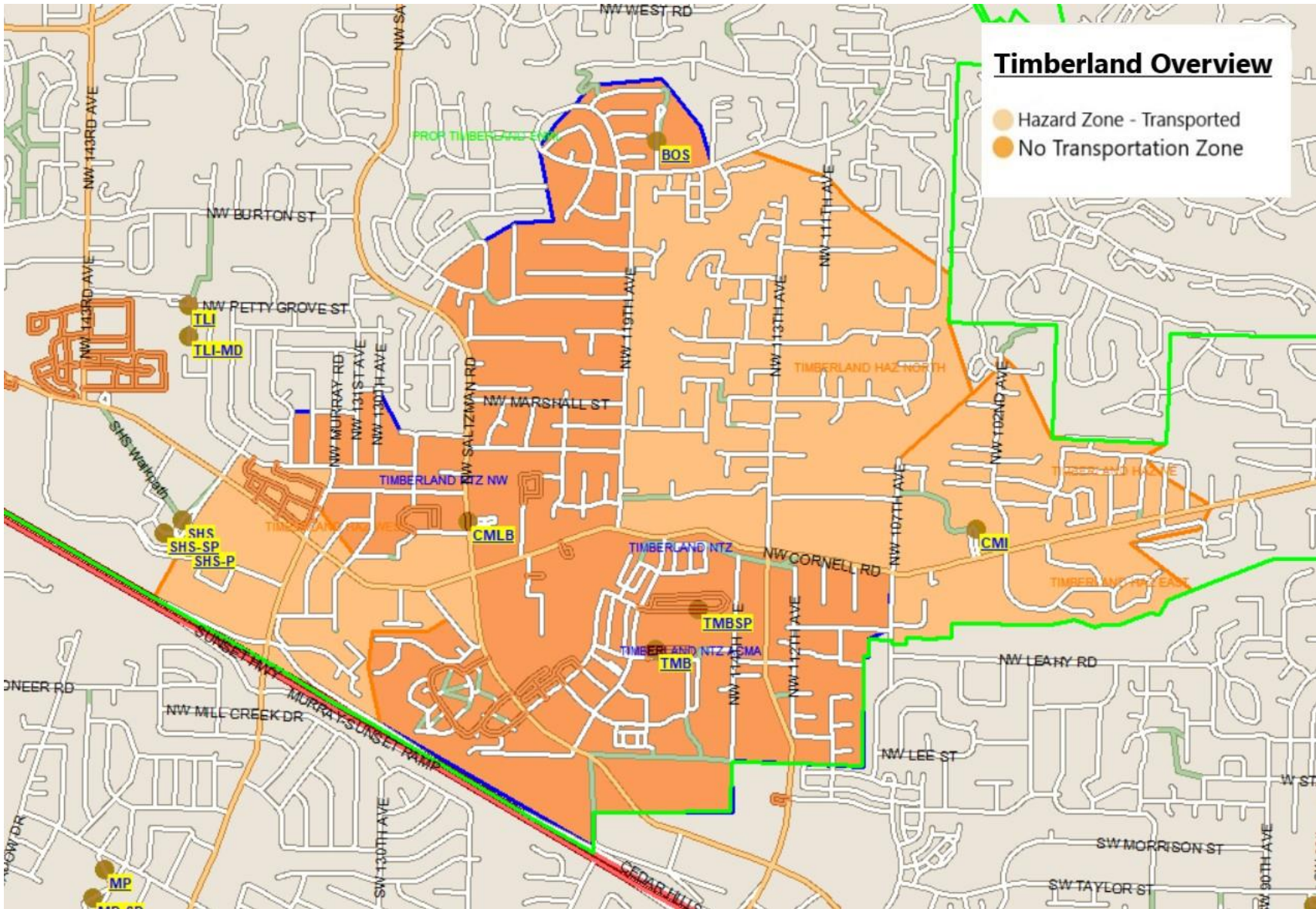
3. **Stoller NTZ Adjusted** This area transferred to Tumwater, was previously designated as a walk area for Stoller MS. It is greater than 1.5 miles from Tumwater and will receive regular bus service.



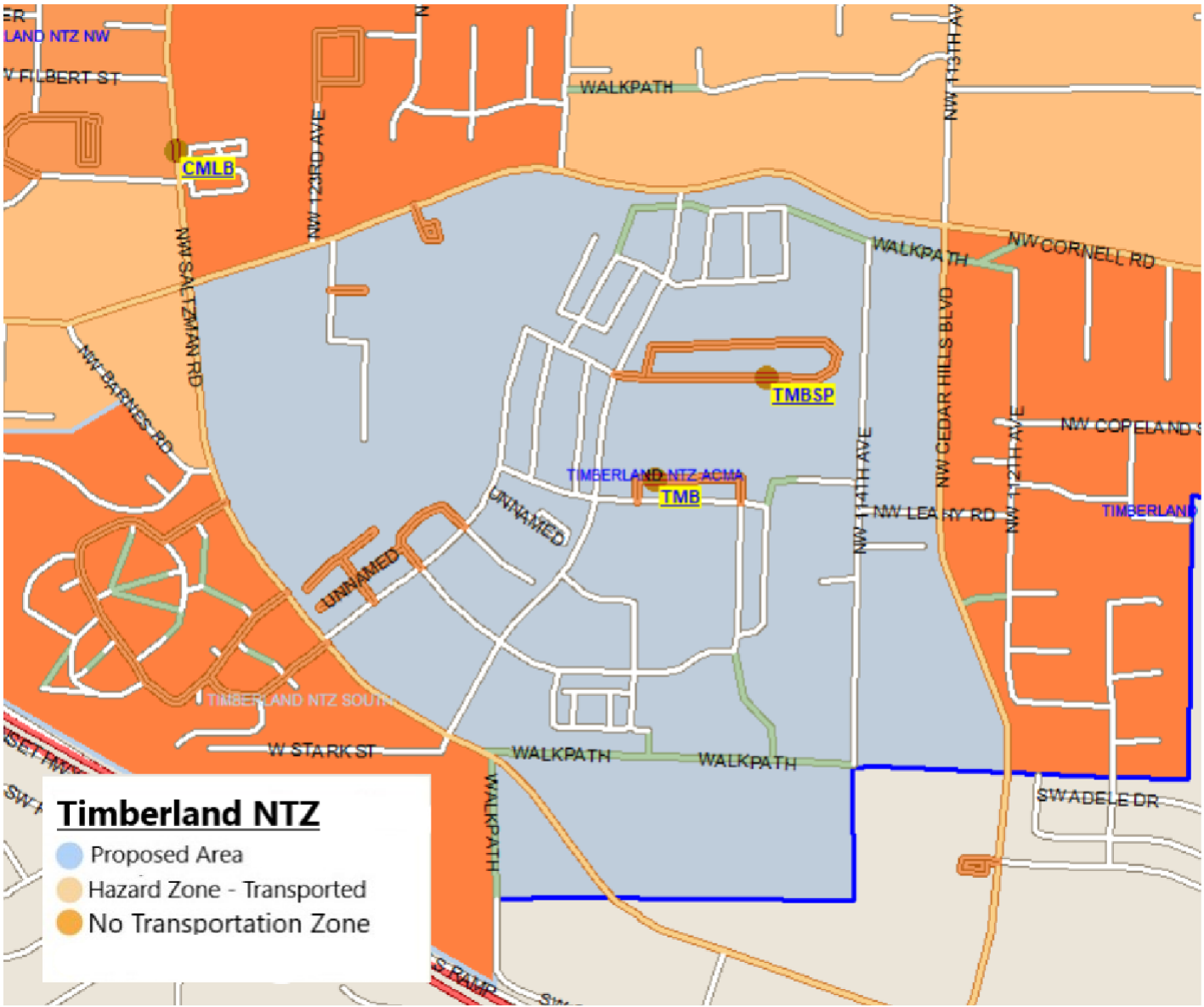
4. **Stoller MS Hazard East** This area transferred to Tumwater, previously received supplemental transportation service to Stoller due to gaps in infrastructure on NW Saltzman and NW Laidlaw. It is greater than 1.5 miles from Tumwater and will receive regular bus service. It will be delisted from the Stoller Supplemental Plan.



**Tumwater Middle School** With the creation of the attendance boundary for the new school, Transportation evaluated all areas within 1.5 miles and recommends the following walk and hazard areas:



1. **Tumwater NTZ** The area immediately surrounding the school has well developed infrastructure including sidewalks and paved trails. The main street in this area, NW 118<sup>th</sup>, has flashing school zone signage permitting students to cross.



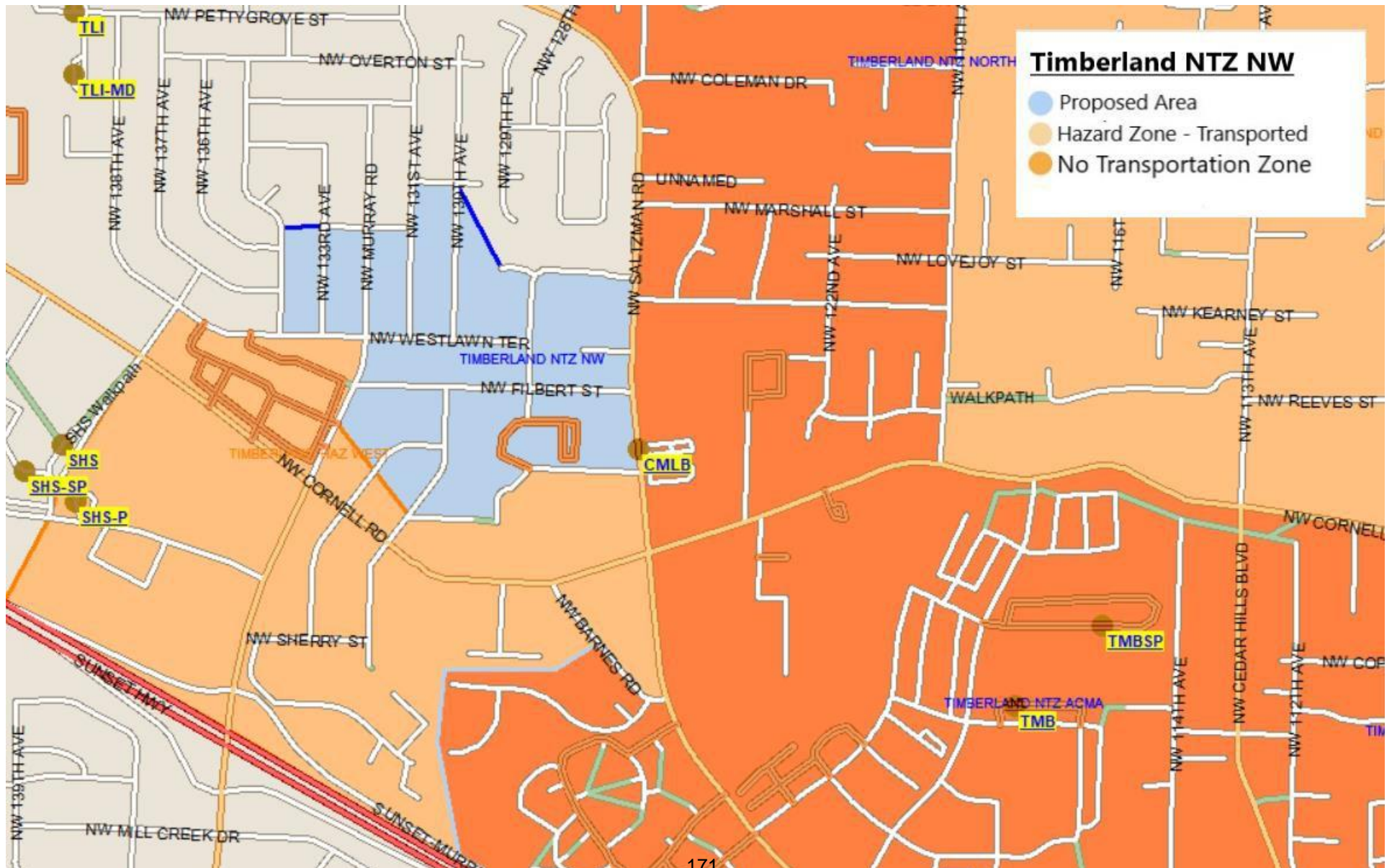
## NW 118th Crosswalk at Timberland Middle School







3. **Tumwater NTZ NW** Students residing in this area will cross NW Saltzman at NW Dogwood, which meets crossing guidelines for middle school students. After crossing NW Saltzman, students will access the same walk path as students in Tumwater NTZ North.







# NW Barnes @ NW 118th



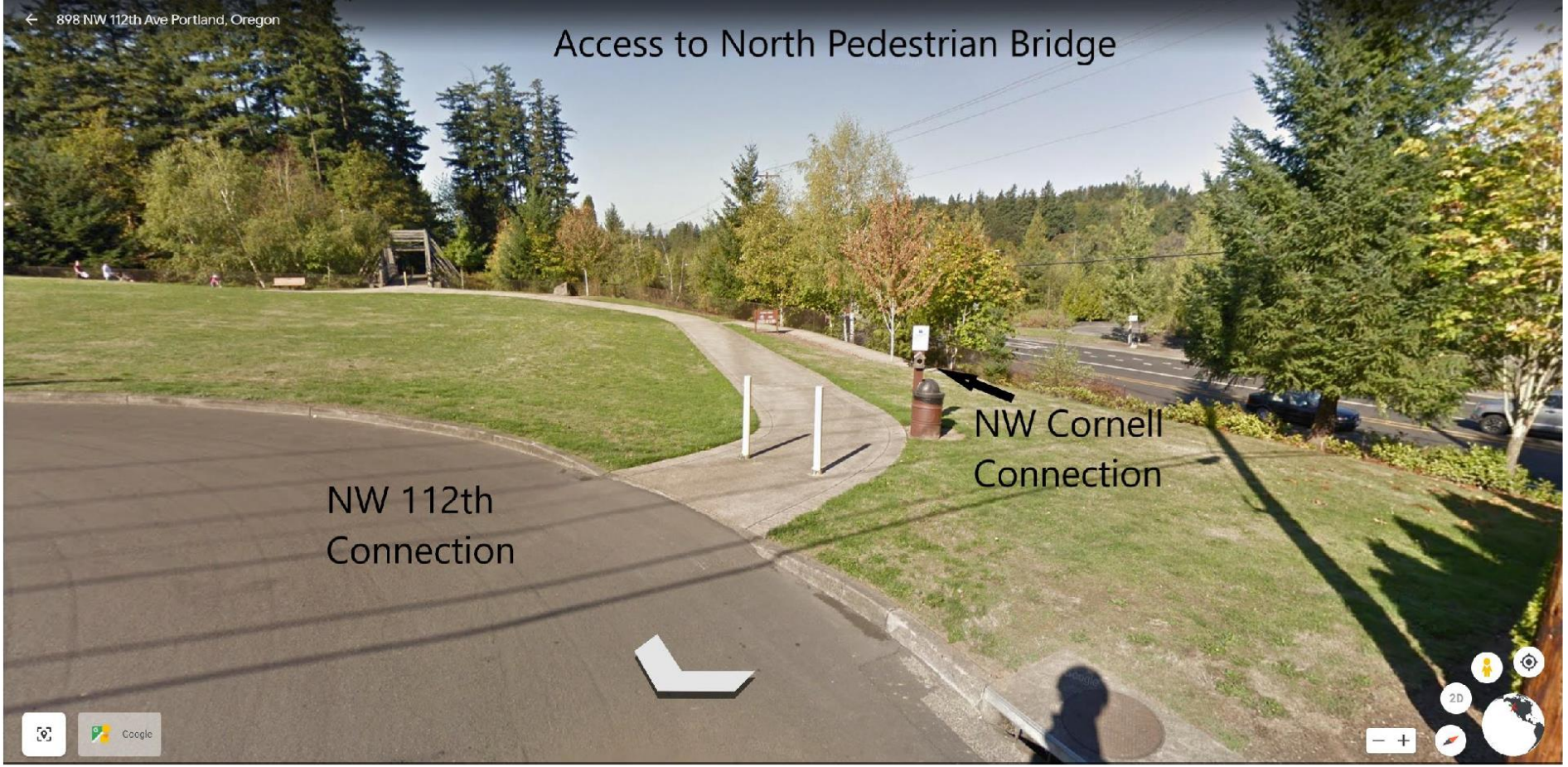




# North Pedestrian Bridge



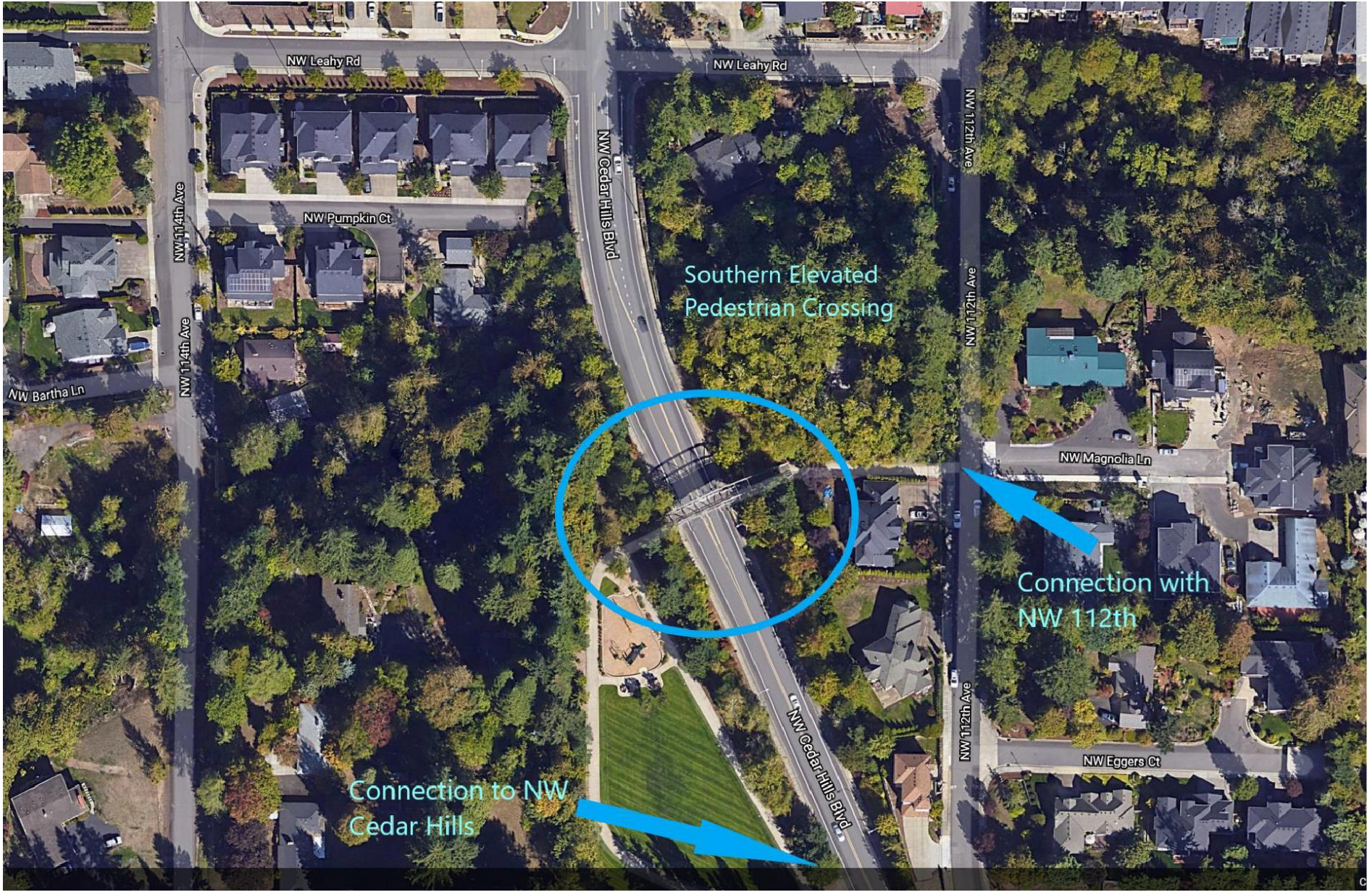
# Access to North Pedestrian Bridge



NW 112th  
Connection

NW Cornell  
Connection





## South Pedestrian Bridge



# Path to Tumwater Campus at NW Henson.

← Portland, Oregon





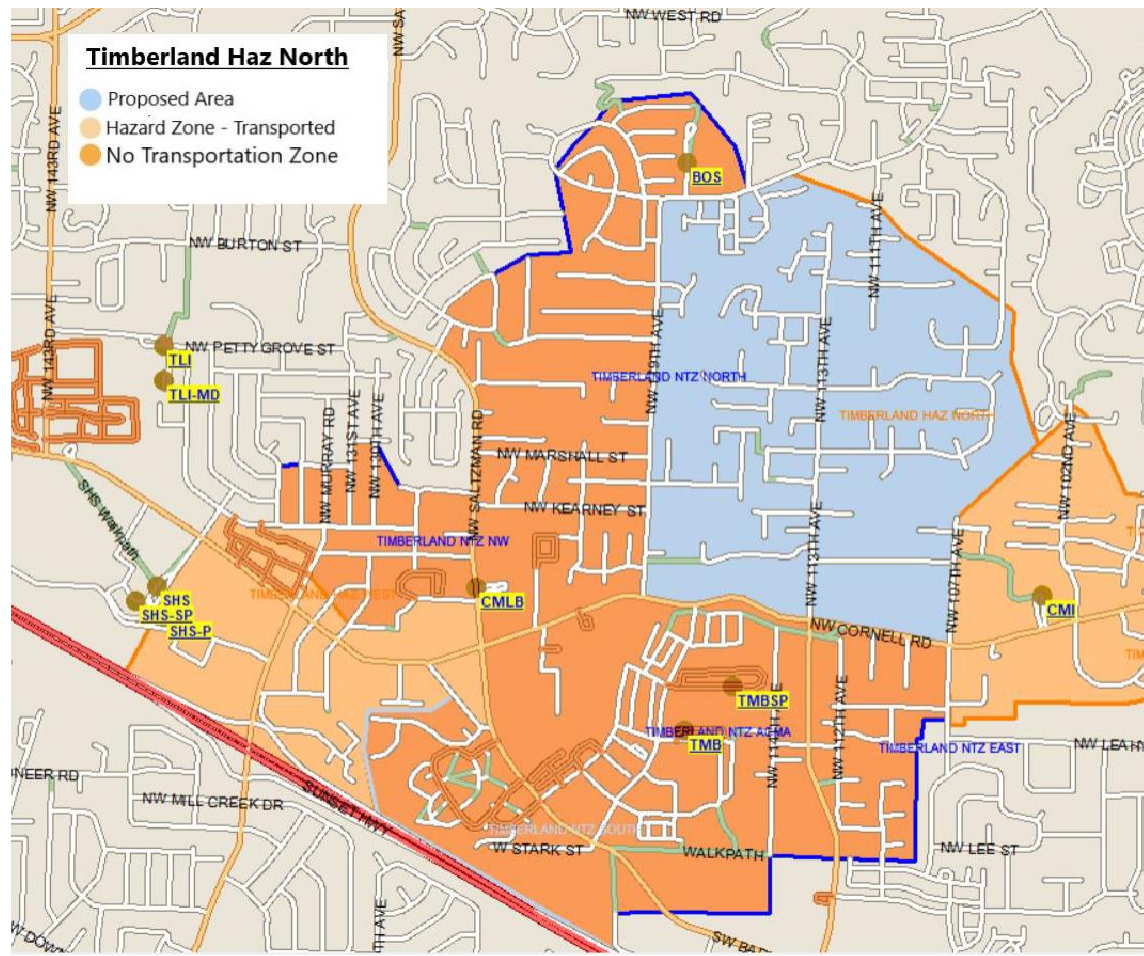
NW Cornell Eastbound, west  
of NW 107th.

No Sidewalks on both sides of  
the road.



- 6. Tumwater Hazard North** This area has multiple items that prevent it from meeting our walking guidelines for middle school students:
- NW Cornell increases to 40 MPH between NW 113<sup>th</sup> and NW 107<sup>th</sup>, which exceeds crossing guidelines for middle school students.
  - The north side of NW Cornell between NW 113<sup>th</sup> and NW 119<sup>th</sup> lacks sidewalks. Washington County has plans to add sidewalks to this area as part of the Major Streets Improvement of NW Cornell, scheduled for 2021.
  - The east side of NW 119<sup>th</sup> has multiple areas without sidewalks, and areas where there is no shoulder for students to walk. The posted speed for NW 119<sup>th</sup> and lack of controlled intersections exceed our guidelines for students to cross to the west side, where sidewalks are present.

*This area should be designated a hazard zone. The addition of sidewalks sometime in 2021 will trigger a reevaluation of this hazard area and potentially the removal of supplemental transportation service.*



Gap in sidewalks - NW Cornell near NW 113th.



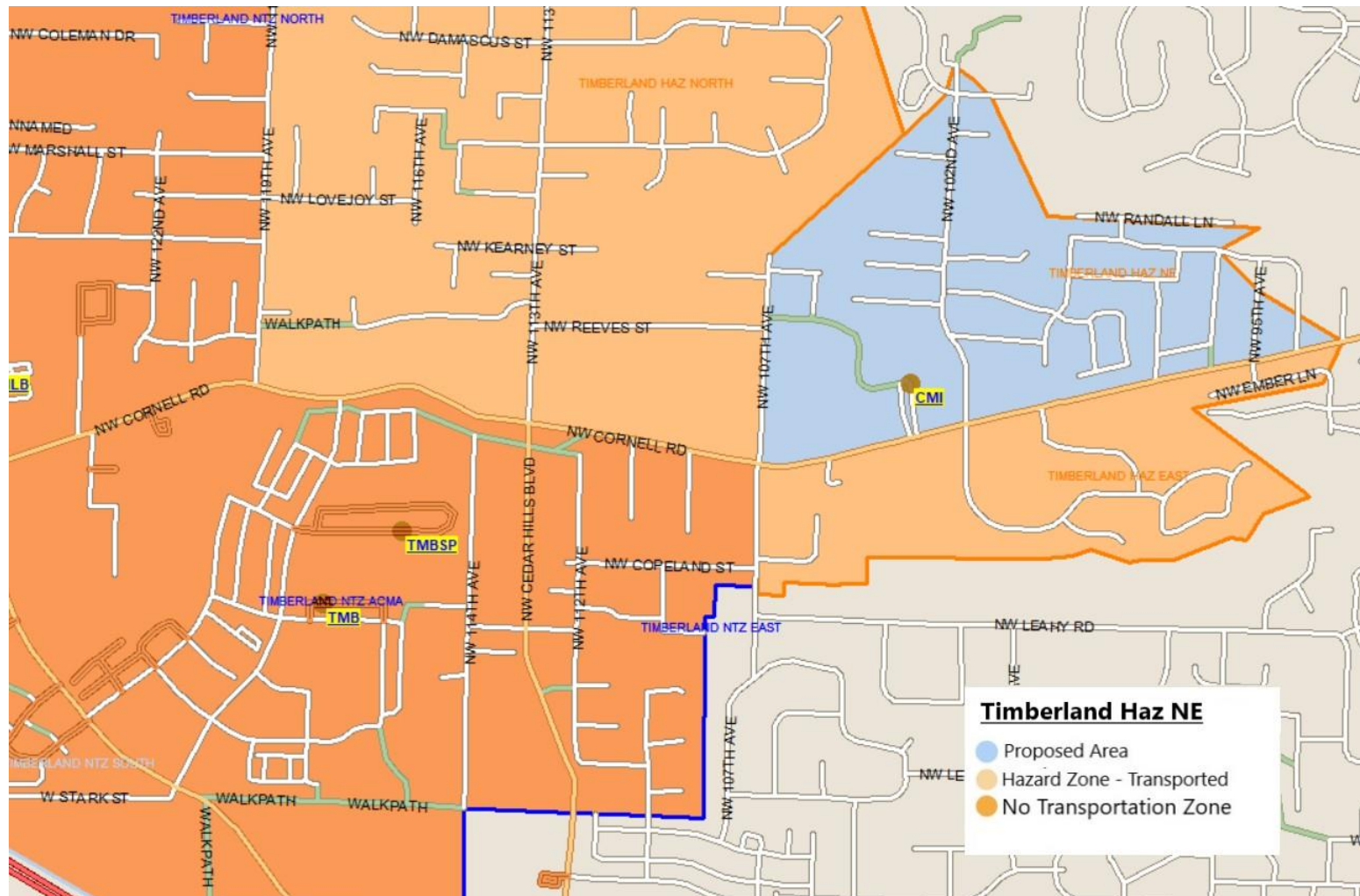
NW 119th Ave Portland, Oregon

Lack of sidewalks or shoulder on the east side of NW 119th

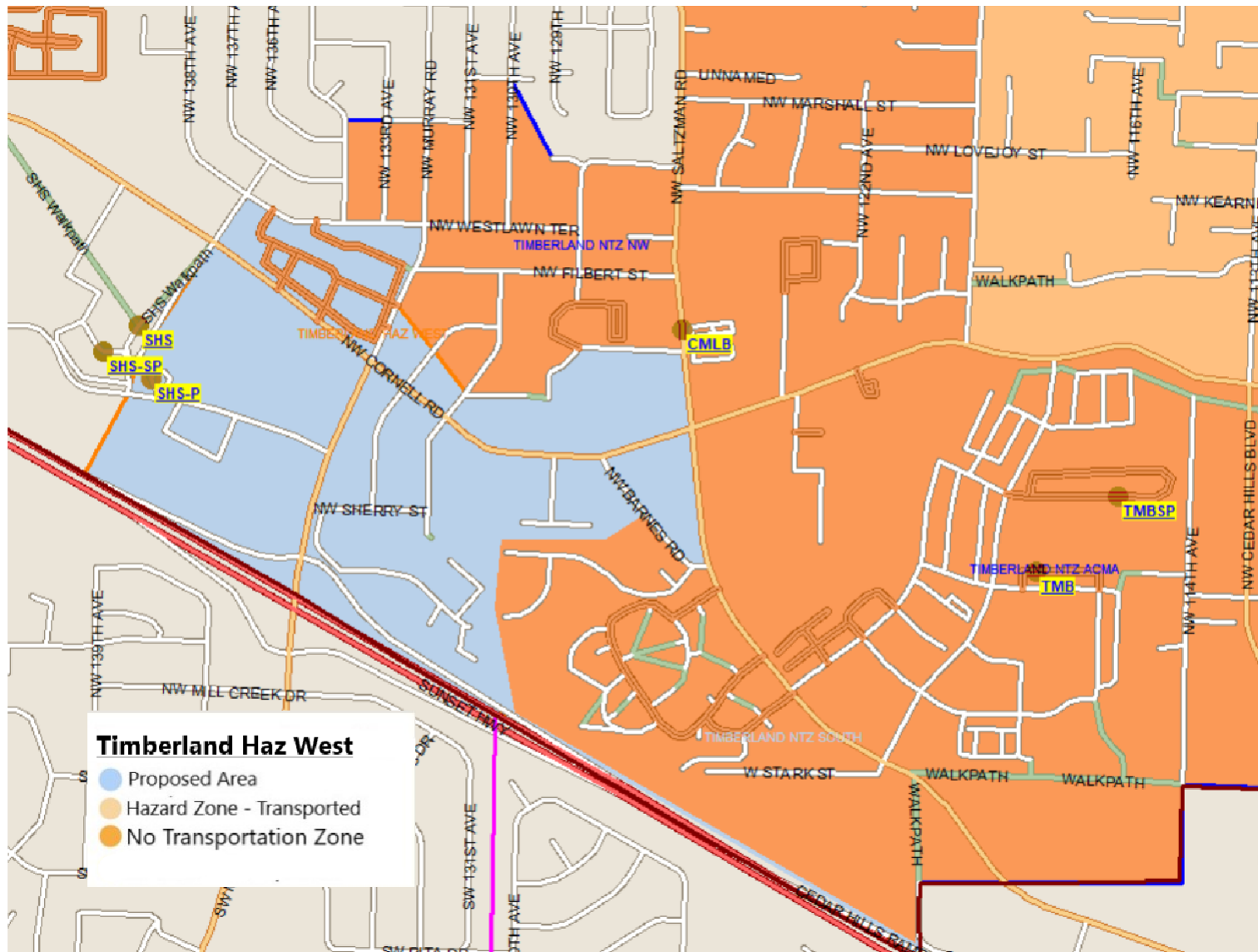


7. **Tumwater Hazard NE** The north side of NW Cornell lacks sidewalks between NW 107<sup>th</sup> and Cedar Mill Elementary School. Additionally, the lack of sidewalks on NW Cornell between NW 107<sup>th</sup> and NW 119<sup>th</sup> (discussed in Tumwater Hazard North) preclude students from walking to Tumwater from this area. Washington County plans to add sidewalks to NW Cornell as part of the Major Streets Improvement of NW Cornell Road, scheduled for 2021.

*This area should be designated a hazard zone. The addition of sidewalks sometime in 2021 will trigger a reevaluation of this hazard area and potentially the removal of supplemental transportation service.*

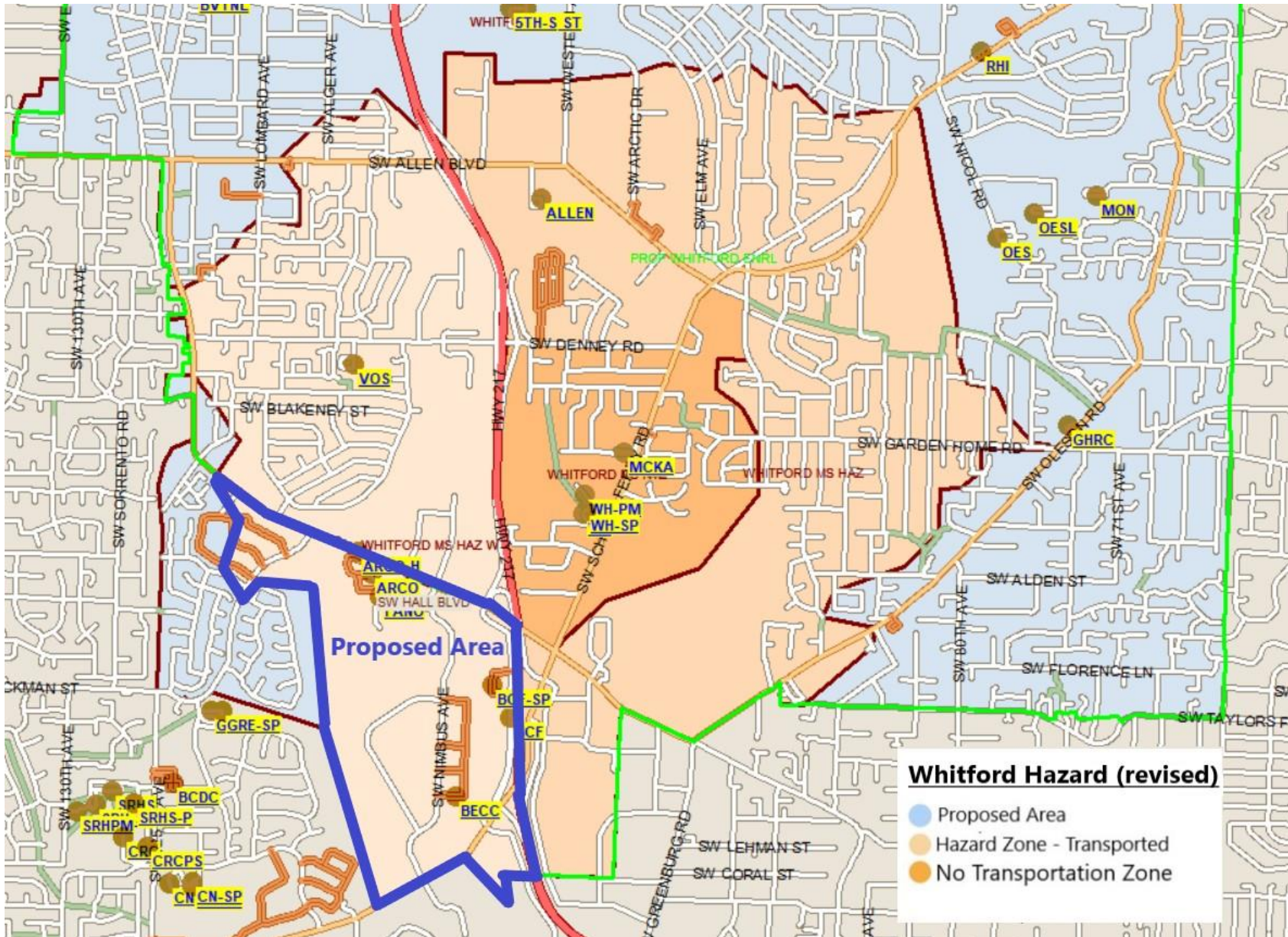


**8. Tumwater Hazard West** The area directly North of Timber Creek, along NW Barnes will be designated a hazard zone. There is a sizable gap in the sidewalks along the west side of NW Barnes that would require students to either walk through a privately owned parking lot, or in the street of NW Barnes. Other paths require crossing streets that do not meet middle school crossing guidelines without the addition of crossing guards. This area will be designated as a hazard zone pending further evaluation/infrastructure improvements.





**Whitford Middle School** This area was transferred to Connestoga Middle School. This area previously received supplemental transportation service. It will be delisted from the Whitford supplemental plan.

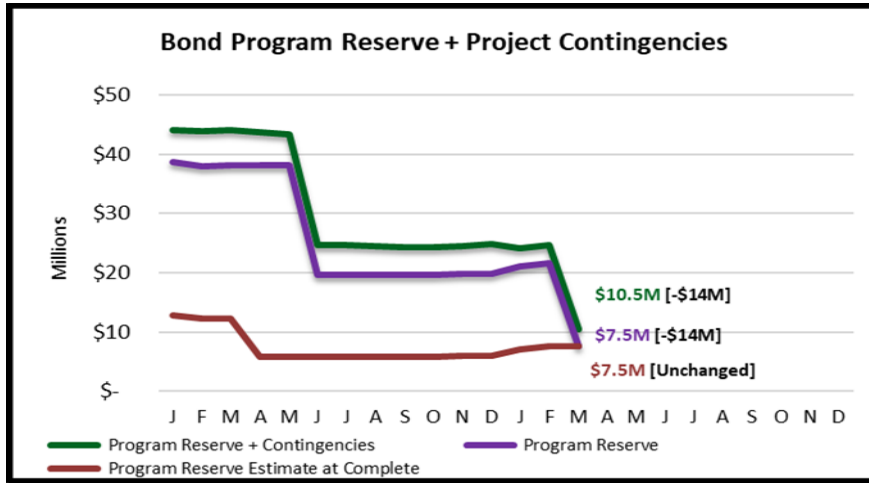


# Bond Program Status Report

Through March 2021

# 2014 Bond Program Executive Summary

March 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	- \$ 799,892,167
Bond Program Reserve	<b>\$ 7,538,778</b>
Bond Program Reserve	\$ 7,538,778
Net Contingency Balance	+ \$ 2,980,828
Bond Program Reserve + Contingencies	<b>\$ 10,519,606</b>
Bond Program Funding Total	\$ 807,430,945
Program Estimate at Complete (EAC)	- \$ 799,892,167
Projected Program Reserve Estimate at Complete	<b>\$ 7,538,778</b>

**Budget Perspective**

This month the overall Program Reserve decreased by \$14M, while the Reserve + Project Contingencies decreased by \$14M. All projects remain within their current approved budgets. Primary cost events were:

- The District-Wide Facility Repairs budget increased by \$14M, as approved by the School Board at their 3/15/2021 meeting in accordance with the Cost Management and Control Plan. In May, 2018 staff began projecting a \$25M need for the project in order to complete all promised Bond scope. Last June, the School Board approved part 1 of this budget increase at their 6/15/2020 meeting. This latest increase represents the second and final part of the increase, and the total budget now matches our projections.
- The Raleigh Hills Funding Hold has reallocated \$1M to the Raleigh Hills Conceptual Design project. 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 was brought to the School Board in February for discussion, and was approved at their 3/15/2021 meeting.
- ACMA's current contingency decreased by \$73K due to additional improvements being made at the Performing Arts Center (PAC), including parking light upgrades, entrance and stair improvements to match existing ADA requirements, blinds installation, and new fencing to match the new building.
- ISB HVAC & Roof budget increased by \$240K due to bid results (received four bids).

**Schedule Perspective**

- ACMA is substantially complete and has been granted its temporary occupancy certificate. Punch list and final cleanings are still ongoing. Major furniture orders are in place, with delivery and installation to take place throughout the spring.
- Security Upgrades: Classroom Walls has changed its schedule to a phased approach. Phase 1 will include four sites (Montclair, West TV, Oak Hills, Bethany) and will be completed over Summer 2021. Phase 2 (Elmonica, Errol Hassel, Greenway) and a possible Phase 3 (Jacob Wismer, Findley, Scholls Heights, Nancy Ryles) will include the final sites, and will be completed over Summer 2022.
- 2021 Roof Replacements has already completed the roofing scope at Errol Hassel, though some additional flashing work will be completed over the summer. No other early work is expected, and all other schools remain on track to be completed this summer.

**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
- Material escalation: Lumber prices have been rising, primarily due to the impact of COVID as well as last year's wildfires. As the bidding season continues we are evaluating the impact this has on pricing, and if needed will consider material changes for next year.

# School Bond Program 2021 Activity Map

April 6, 2021

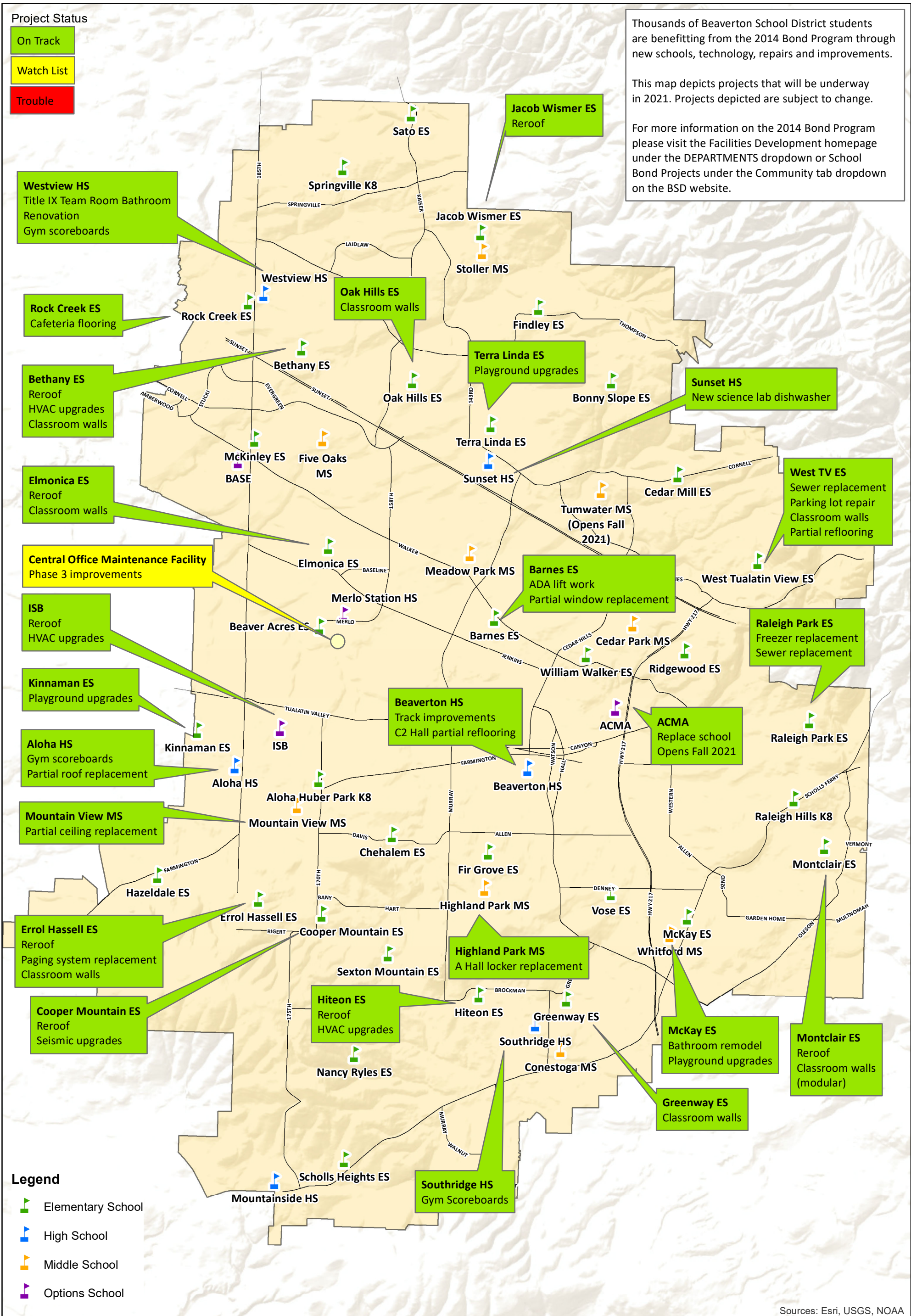
**Project Status**

- 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.



Sources: Esri, USGS, NOAA

# 2014 Bond Program Scorecard

Data as of March 31, 2021

March 2021

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

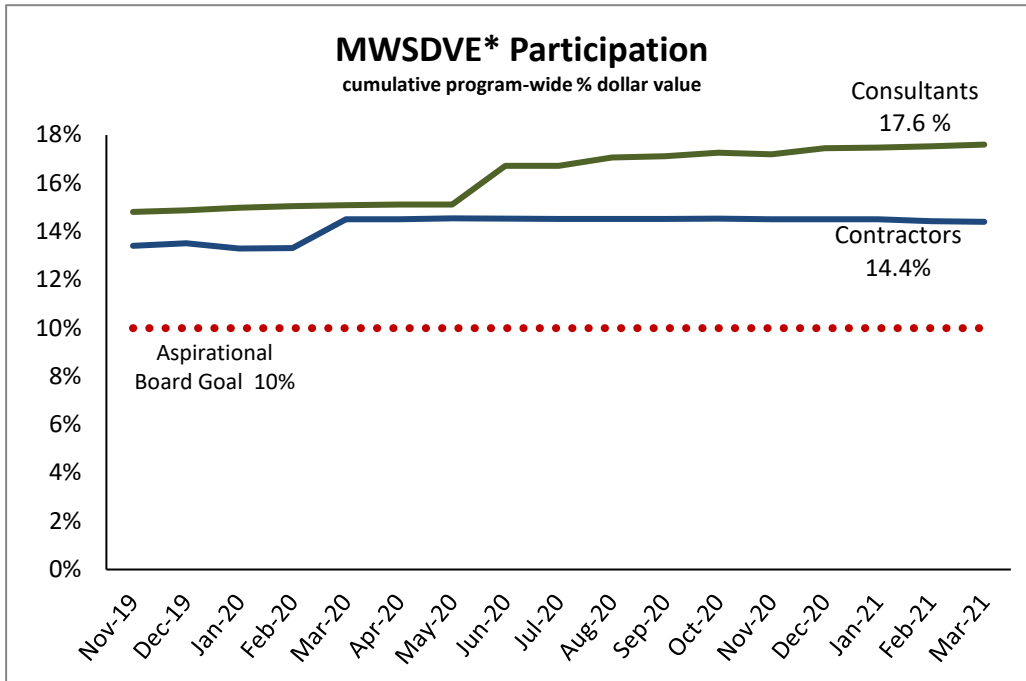
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	88.00%	84.00%	10.00%	0.00%	3.00%	3.00%	9.00%	2.00%
Overall Schedule Performance	On Track	Watchlist	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	99.00%	60.00%	0.00%	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	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Design Team Contracted	5-2016	6-2016	6-2020	10-2020	N/A	8-2020	6-2020	11-2020
Design - Schematic Design	3-2018	3-2017	7-2020	1-2021	N/A	11-2020	7-2020	1-2021
Design - Design Development	8-2018	10-2018	9-2020	2-2021	3-2021	12-2020	9-2020	2-2021
Design - Construction Documents	2-2019	1-2019	12-2020	3-2021	(4-2021)	2-2021	10-2020	3-2021
Permitting - Land Use	1-2019	1-2019	N/A	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	N/A
Permitting - Building	7-2019	4-2019	2-2021	(4-2021)	(4-2021)	(4-2021)	11-2020	3-2021
Construction - Contract Award	5-2019	7-2017	2-2021	(4-2021)	10-2020	(4-2021)	1-2021	(6-2021)
Construction - Start	7-2019	3-2019	(6-2021)	(5-2021)	(6-2021)	(6-2021)	(6-2021)	(6-2021)
Construction - Finish	(8-2021)	(10-2021)	(8-2021)	(8-2021)	(8-2021)	(9-2021)	(8-2021)	(8-2022)
Owner Activities - FF&E Ordered	3-2021	N/A	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	N/A
Owner Activities - Occupancy	(6-2021)	(10-2021)	(8-2021)	(8-2021)	(8-2021)	(9-2021)	(8-2021)	(8-2022)
Project Complete (Month - Year)	<b>(8-2021)</b>	<b>(10-2021)</b>	<b>(9-2021)</b>	<b>(8-2021)</b>	<b>(8-2021)</b>	<b>(9-2021)</b>	<b>(8-2021)</b>	<b>(8-2022)</b>

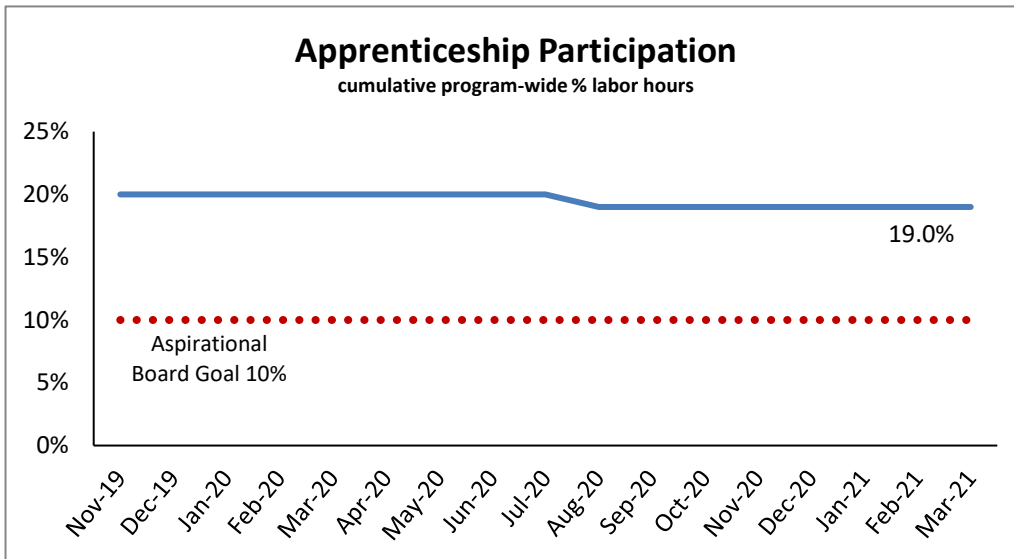
Equity Goals			
Participation	Target %	Current %	Change %
MWSDVE - Consultants	10.0%	17.6%	0.10%
MWSDVE - Contractors	10.0%	14.4%	No change
Apprenticeship	10.0%	19.0%	No change

# 2014 Construction Bond Program

## Equity Performance March 2021 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of March 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	February-21 Est @ Comp	March-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,650,997	4.6%	Current contingency decreased by <b>(\$73K)</b> due to additional PAC improvements
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			<b>Completed; Final Cost</b>
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			<b>Completed; Final Cost</b>
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,604,693	\$ 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			<b>Completed; Final Cost</b>
District-Wide Facility Repairs	\$ 98,000,000	\$ 121,904,210	\$ 121,904,210	\$ 121,904,210			Budget increased by <b>+\$14M</b> as approved by the School Board at their 3.15.2021 meeting
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	\$ 210,827	0.7%	
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877			<b>Completed; Final Cost</b>
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>					<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			<b>Completed; Final Cost</b>
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 49,129	0.4%	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			<b>Completed; Final Cost</b>
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 708,802		
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642			<b>Completed; Final Cost</b>
New MS @ Timberland	\$ 51,600,000	\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 261,073		Construction completed 2016; remaining budget reserved for final outfitting
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			<b>Completed; Final Cost</b>
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ -	\$ 1,000,000	\$ 100,000	11.1%	As approved by the School Board at their 3.15.2021 meeting
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 11,821,753	\$ 10,821,753			Budget decreased by <b>(\$1M)</b> due to conceptual design for future Raleigh Hills K-8 as approved by the School Board at their 3.15.2021 meeting
Security Upgrades	\$ 10,000,000	\$ 18,377,614	\$ 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 March 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	February-21 Est @ Comp	March-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	\$ 34,626,711	\$ 34,626,711	\$ 34,626,711		Completed; Final Cost
Added Projects	\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		Projects in Process; 50% complete
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828		Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 719,892,167</b>	<b>\$ 719,892,167</b>	<b>\$ 719,892,167</b>	<b>\$ 2,980,828</b>	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>		
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 799,892,167</b>	<b>\$ 799,892,167</b>	<b>\$ 799,892,167</b>	<b>\$ 2,980,828</b>	Contingency Balance change of (\$1K)
<b>Added Funding to Bond Program</b>						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,288,402					
<b>Grand Total Added Funding</b>	<b>\$ 127,430,945</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 807,430,945</b>					Total Funding unchanged
<b>Program Reserve</b>		<b>\$ 7,538,778</b>	<b>\$ 7,538,778</b>	<b>\$ 7,538,778</b>		Program Reserve decreased by (\$14M)
<b>Program Reserve + Project Contingencies</b>					<b>\$ 10,519,606</b>	Change of (\$14M)

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

Data as of March 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	\$ -	
<b>TOTAL</b>	<b>\$15,288,402</b>		<b>\$9,858,118</b>	

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

Data as of March 31, 2021

<b>Added Projects</b>	<b>Approved by &amp; Date</b>	<b>Original Budget</b>	<b>Revised Approved Current Budget</b>	<b>February-21 Est @ Comp</b>	<b>March-21 Est @ Comp</b>	<b>Net Contingency Balance</b>	<b>Budget Summary Notes</b>
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	<b>Completed; Final Cost</b>
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	<b>Completed; Final Cost</b>
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	<b>Completed; Final Cost</b>
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	<b>Completed; Final Cost</b>
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	<b>Budget 69% complete; phase 2 work ongoing</b>
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 300,000	17.6% Scheduled to begin 2021
Security Upgrades: Paging	SB 6/15/20		\$ 500,000	\$ 500,000	\$ 500,000	\$ -	Scheduled to begin 2021
<b>Added Projects Total</b>		\$ -	\$ 6,516,007	\$ 6,516,007	\$ 6,516,007		

# 2014 Bond Program Financial Status Report

Data as of March 31, 2021

## District-Wide Repair Projects

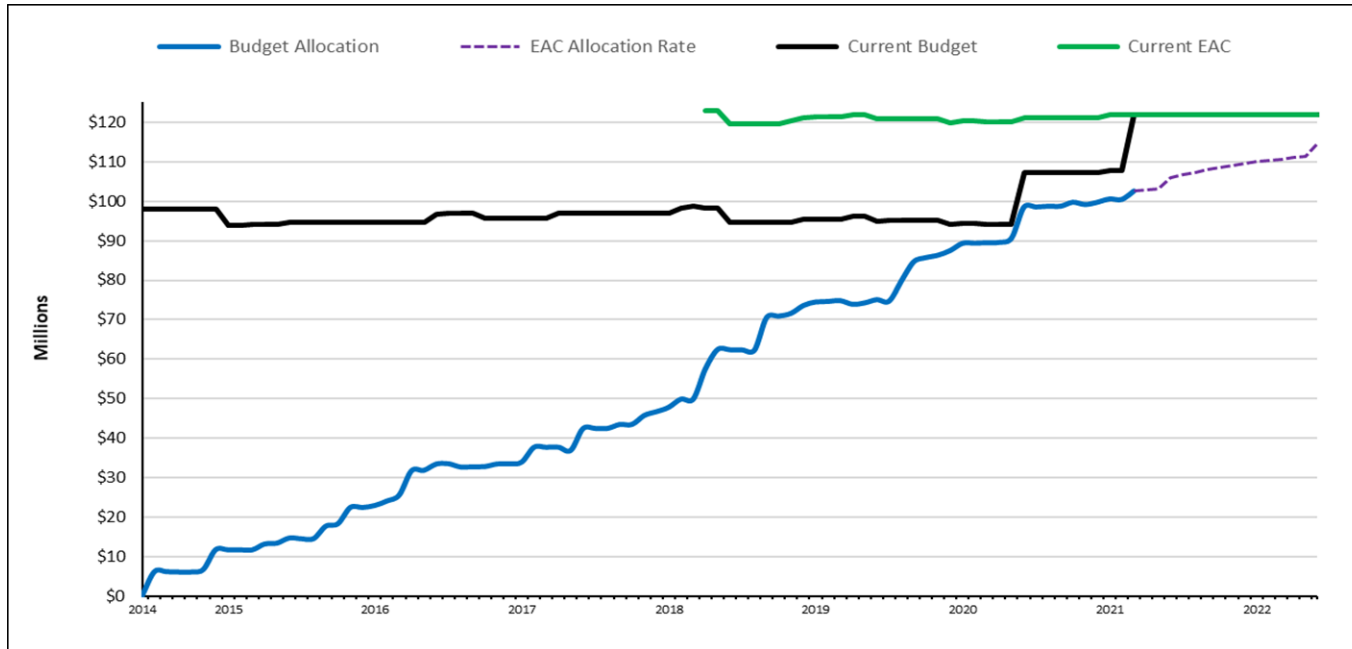
### "The \$98M"

Project	Initial Budget	Revised Approved Current Budget	February-21 Est @ Comp	March-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
Completed Projects	\$ 26,061,905	\$ 52,217,429	\$ 52,217,429	\$ 52,217,429			<b>Completed; Final Cost</b>
Projects in Close-out	\$ 8,135,538	\$ 29,168,562	\$ 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	\$ 455,616	10.5%	
Bethany Roof & HVAC	\$ 982,000	\$ 2,230,000	\$ 2,230,000	\$ 2,230,000	\$ 145,000	7.0%	
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 12,838	2.6%	
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	\$ -	\$ 239,646	\$ 239,646	\$ 239,646	\$ 11,000	4.8%	
BHS Dugout Repair	\$ -	\$ 80,000	\$ 80,000	\$ 80,000	\$ 3,500	4.6%	
ISB HVAC & Roof	\$ 864,000	\$ 2,040,319	\$ -	\$ 2,040,319	\$ 180,000	9.7%	Current budget increased by <b>+\$240K</b> due to bid results
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000			
Maint Dept Repair & Improvement Projects*	\$ 8,306,089	\$ 8,306,089	\$ 8,198,316	\$ 8,306,089			
<b>Repair Projects Total</b>	<b>\$ 47,087,533</b>	<b>\$ 102,525,593</b>	<b>\$ 100,377,501</b>	<b>\$ 102,525,594</b>			
<b>Repair Program Balance Available</b>	<b>\$ 50,912,467</b>	<b>\$ 19,378,617</b>	<b>\$ 21,526,709</b>	<b>\$ 19,378,616</b>			
<b>Repair Program EAC Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 14,070,000</b>	<b>\$ -</b>			
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 121,904,210</b>	<b>\$ 121,904,210</b>	<b>\$ 121,904,210</b>			
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.							
<b>Transfer Tracking</b>							
Initial Budget	\$ 98,000,000						
Previous Transfers	\$ (6,394,782)						
SB 1149 Reimbursements	\$ 2,704,083						
ETO Reimbursements	\$ 85,546						
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						
Additional Funding - Budget Increase - Approved 3.15.2021	\$ 14,070,000						
Balance	\$ 121,904,210						

# 2014 Bond Program Financial Status Report

## District-Wide Repair Projects Budget Allocation Rate

Data as of March 31, 2021



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

Data as of March 31, 2021

<b>Seismic Projects</b>	<b>Original Budget</b>	<b>Revised Approved Current Budget</b>	<b>February-21 Est @ Comp</b>	<b>March-21 Est @ Comp</b>	<b>Net Contingency Balance</b>	<b>Budget Summary Notes</b>	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058	\$ -	<b>Completed; Final Cost</b>	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,227	\$ 19,339,227	\$ 1,996,174	11.5%	
Beaver Acres ES	\$ 1,714,444	\$ 8,232,283	\$ 8,232,283	\$ 8,232,283	\$ 2,300,535	38.8%	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>					<b>Scope completed via BHS Gym Ceiling project</b>
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					<b>Scope completed via Cedar Mill Roof &amp; HVAC project</b>
Cooper Mt. ES	\$ 361,703	\$ 3,320,475	\$ 3,320,475	\$ 3,320,475	\$ 485,275	17.1%	Contingency increased by <b>+\$153K</b> due to reallocation of funds due to bid results
(Projects Financially Complete)							
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 31,114,043</b>	<b>\$ 31,114,043</b>	<b>\$ 31,114,043</b>			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 23,754,138</b>	<b>\$ 23,754,138</b>	<b>\$ 23,754,138</b>			
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 23,754,138</b>						
<b>Transfer Tracking</b>							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Beaver Acres Windows - From Facility Repairs	\$ 605,000						
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500						
<b>Balance</b>	<b>\$ 23,754,138</b>						

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

Data as of March 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 3/31/21	Annual Description of Expenditures
Networking Upgrades	\$ 9,550,039	67%	\$ 6,352,492	\$ 2,617,044	\$ 891,222	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	82%	\$ 4,353,852	\$ 713,941	\$ 466,842	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	\$ 29,539,656	99%	\$ 29,279,292	\$ 4,985,021	\$ 4,724,656	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	83%	\$ 2,339,221	\$ 435,553	\$ 154,873	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	\$ 8,773,453	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.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>88%</b>	<b>\$ 49,089,362</b>	<b>\$ 8,751,559</b>	<b>\$ 6,237,593</b>	

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

Data as of March 31, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 3/31/21	Annual Description of Expenditures
Buses	\$ 16,000,000	100%	\$ 15,991,750	\$ 279,612	\$ 271,362	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	47%	\$ 475,137	\$ 827,675	\$ 281,075	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	48%	\$ 1,110,247	\$ 1,031,537	\$ 291,784	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%	\$ 2,318,463	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>89%</b>	<b>\$ 21,454,351</b>	<b>\$ 2,444,824</b>	<b>\$ 865,839</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>88%</b>	<b>\$ 70,543,713</b>	<b>\$ 11,196,383</b>	<b>\$ 7,103,432</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 9,456,287</b>					

### BOND PROGRAM CASH FLOW

