



 AGENDA

I. CALL MEETING TO ORDER	6:00 - 6:05 p.m.	
Becky Tymchuk		
II. BEA/OSEA COMMENTS	6:05 - 6:10 p.m.	3
III. BSAC REPRESENTATIVE REPORT	6:10 - 6:15 p.m.	
IV. PUBLIC COMMENTS	6:15 - 6:20 p.m.	5
V. REPORTS	6:20 - 7:00 p.m.	
A. Superintendent Comments		11
Don Grotting		
B. Financial Update		13
Mike Schofield		
C. Return To In-Person School Update		22
Ginny Hansmann, Brian Sica		
D. SIA Plan		24
Ginny Hansmann, David Williams		
VI. DISCUSSION ITEMS	7:00 - 8:15 P.M.	
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Brian Sica, Kayla Bell, Brad Parker, Matt Hiefield		
B. Long Range Facility Plan		132
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Carl Mead, Josh Gamez, Aaron Boyle, Steve Sparks		
E. Sato Boundary Adjustment		233
Carl Mead, Steve Sparks		
VII. ACTION ITEMS	8:15 - 8:20 p.m.	
Becky Tymchuk		
A. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		235
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d. Public Contracts		249
e. Approval of School Board Policy DBDB		259
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g. McKinley and For Grove Elementary Pre-K Program Authorization		263
VIII. BOARD COMMUNICATION	8:20 - 8:30 p.m.	
IX. ADJOURNMENT	8:30 p.m.	
Becky Tymchuk		
X. INFORMATION ITEM		
A. BSD Healthy and Safe Schools Plan		
B. April Bond Status Report		

XI. **EXECUTIVE SESSION** - ORS 192.660(2)(d) 8:30 - 8:45 p.m.
Negotiation Updates

School Board Meeting, May 24, 2021
Sara Schmitt, BEA President

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

As you know, there is an emerging pattern of attacks on anti-racism and anti-bias work in education. We have seen the actions of individuals and organizations that seek to undermine racial equity work here in Beaverton, and in districts in our region.

In response to these efforts, the Beaverton Education Association reaffirms our commitment to racial equity and social justice work, through professional learning, policy change and working in partnership with our community.

We are looking to district leaders to reaffirm a commitment to this work. We cannot tolerate complacency on one of the most pressing issues in modern public education. We have brought proposals to the bargaining table to codify these commitments in our collective bargaining agreement and assume that the district will work with us to realize the aspirational statements the district has made about equity and anti-racism. We hope to see BSD leaders push forward with this important work, even when it is difficult.

On Tuesday of last week, the Beaverton community elected 4 School Board members who will move our school district forward in a way that supports students and respects educators. Our community resoundingly rejected bigotry, racism and targeted attacks on educators who are dedicated to our students and to educational justice. Students, educators, families and community members united behind a vision of safe, equitable and inclusive schools. I want to congratulate Karen Pérez-Da Silva, Susan Greenberg, Ugonna Enyinnaya and Sunita Garg on being elected to the BSD School Board. We look forward to the professional expertise, the lived experiences and commitment to centering students that these leaders will bring to the Beaverton School District.

I know there is more work to do in the coming weeks and you aren't done, but thank you to Anne, LeeAnn and Donna for your many years of service to the Beaverton School District.

Thank you.



PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for May 24, 2021 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, May 20, 2021 through 12:00 p.m. on Monday, May 24, 2021. The following comments followed all of the guidelines on the form and were submitted by Monday, May 24, 2021 at 12:00 p.m.

Marcia Turnquist - Community Member - Stop the madness of masks and mandatory vaccines for our children! How can you, as a school board, require injections with experimental gene therapy that is still in test phase?! It is literally against Nuremberg code, written after the Nazi atrocities of WWII. A number of children have already died from these mRNA shots, while the Covid death rate among youngsters is extremely close to zero. Which makes mandating these injections unconscionable. And for what? So the adults around them can pretend they are safer? The vaccine manufacturers have ZERO liability for any injuries whatsoever. So, will the school district pay when children are hurt? As for masks... Masks make kids anxious, make them sad, isolated and paranoid. In other words, no longer children! And, again, for what? So the adults around them can pretend they are safer? What the Beaverton School District needs right now is courage and leadership. Reject this fear-mongering madness! Thank you, Marcia Turnquist

lawrence h falkenstein – Parent - Critical Race Theory and the 1619 Project do not belong in our schools. Every single child in this country is protected under the Equal Protection Act, a federally protected right, to be free from harm or harassment based on their race, religion, color, creed, or sexual orientation.

Kat Larson – Parent - I am disgusted with the adoption of CRT and mask mandates, as well as the unscientific reasons for a mere 8 hours of school each week. Do better BSD. We are pulling out of the district so you lose funding, and I am advising others who can and agree do the same. We've had enough. Hope you all straighten up your act soon. The kids are suffering emotionally, academically, and you are teaching them to be little sheep communists. Get politics out of the schools now. You are destroying the lives of these kids as well as the country, as they will become our future leaders. Shame on you, BSD.

Roberta Powell - Parent - As a taxpayer and parent in the Beaverton School District I am appalled to learn that teachers are being forced to teach CRT, even if they don't agree with it. CRT is nothing else than what it says it is. It's a ""theory""and ideology which is based on Marxist beliefs of Oppressors vs, the Oppressed not science or facts. It's also based on the 1619 project which many historians have refuted because it's full of errors. Beaverton schools are failing many children who don't even have the basic skills they need to compete in a global economy and now they are to be forced to learn a political ideology that pits one race against another. Politics and unproven theories have no place in the schools. Thus I oppose this ideology being

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taught in our schools and any teacher being forced to teach it.

Mitzi Sandman - Parent - I am writing today to voice my support for your leadership in making Beaverton School District a place of equity, inclusion, support, and safety for all students and staff, and for your commitment to becoming an anti-biased, antiracist school district. I've appreciated the messages from Supt Grotting throughout the year proactively addressing many of the issues affecting our communities today and I'm proud to be part of a District that is working in a positive manner to "walk the talk" of equity and justice, especially for our BIPOC communities. There's a lot of work left to do as we all know, and I just wanted to be a voice of support and encouragement in these times.

Mary Janowski - Parent - Dear Superintendent Grotting and BSD School Board, I wanted to let you know that you have my support for your ongoing efforts in making Beaverton School District a place of equity, inclusion, support, and safety for all students and staff, and for your commitment to becoming an anti-biased, antiracist school district. I've appreciated the messages from Supt Grotting throughout the year proactively addressing many of the issues affecting our communities today and I'm proud to be part of a District that is working in a positive manner to "walk the talk" of equity and justice, especially for our BIPOC communities. There's a lot of work left to do, and I wanted to be a voice of support and encouragement in these times, especially as several divisive and condemning voices are striving to cause distress and havoc in our community by hampering the good work you're doing.
Mary Janowski BSD parent and volunteer

Debbie Plawner – Parent - Beaverton School District students and families take pride in the commitment the District makes to foster a welcoming and strong educational opportunity for all students. As a parent of a student with disabilities, I am eternally grateful to the staff and leadership at Raleigh Park, Whitford and now Beaverton High School who recognize how critical it is for there to be equity and inclusion measures that enable my daughter to succeed at school. Similarly, people of color experience racism at our schools and deserve our commitment to anti-racist curriculum, policies and environment to thrive academically. Please maintain a strong anti-racist approach and continue to help break down barriers of oppression in our schools and community.

Jenny Bevacqua – Parent - Thank you for your commitment to becoming an anti-racist school district. Even though we have challenges in front of us still, I am pleased that BSD has started the journey. I am aware that there are a minority of parents who feel unheard because the majority of voters rejected their platform last week -- and in their maladaptive grieving/coping, they continue to have a hard time coming to the table in a cooperative manner (which would look like empathizing, listening, and seeking to understand). My message to BSD: I am a white woman. I don't feel guilty for the sins of my forefathers, but I most definitely will work to right the wrongs of the past that influence the NOW. This is called progress and I support it. BSD, I SUPPORT YOU. THANK YOU. -- a BSD parent

Natalie - Community Member - Public health and race are critically intertwined within our society; it is inescapable and creates strata of class as citizens that is inexcusable but undeniable. There is absolutely no reality that we, as a community, can nor should continue the inequities and violence that we name everyday. Children are not immune, they have become vessels for knowledge and within that vessels for change in a world where their own classmates and peers are buried everyday. The bare minimum of justice we can give our children is the language for

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inequity and empathy that can be truly felt for one another. It is an absolute shame and disgrace that our generation, those of us in our middle ages, had to pay for college education just to label and face head-on the violent powers of racism that shaped our daily world, that threaten the lives and happiness of our neighbors. It is a disgrace to our children to patronize them when the majority are impacted directly by white supremacy. CRT is integral, a right

Leah Mueller - Parent - I am fully in support of the superintendent choosing the importance of CRT to be taught in schools. As a BSD student and now parent it's utterly important education reflects the real world, the white washed history being taught benefits no one but harms many.

Stephanie Schreiber - Community Member - Thank you for taking a stand to be an anti racist school by including critical race theory in your curriculum.

Amy Brownell – Parent - In light of the contentious school board race and the wild weaponization of Critical Race Theory, it is important to affirm and push for any and all district actions that will dismantle majority cultural norms from district practices. Critical thinking in all areas should be encouraged as we educate our young people. Pretending problems don't exist doesn't make them go away. The insidious fight to uphold white cultural dominance by ignoring racism will continue to cause harm to ALL children, even white children. There is a difference between shame and guilt. I encourage everyone to listen to Brené Brown's podcast on the subject. Shame turns inward and makes us feel bad about ourselves as a person. Guilt, on the other hand, makes us realize we behaved badly or are participating in something wrong. It's about one's actions. Teaching how to recognize racism is NOT about shaming. It's about accountability for the sake of being better. Let it be so for BSD.

Keli Gump – Parent - Dear Superintendent Grotting and BSD School Board,
I am writing today to voice my support for your leadership in making Beaverton School District a place of equity, inclusion, support, and safety for all students and staff, and for your commitment to becoming an anti-biased, antiracist school district.
I've appreciated the messages from Supt Grotting throughout the year proactively addressing many of the issues affecting our communities today and I'm proud to be part of a District that is working in a positive manner to "walk the talk" of equity and justice, especially for our BIPOC communities. There's a lot of work left to do as we all know, and I just wanted to be a voice of support and encouragement in these times, especially as several divisive and condemning voices are striving to cause distress and havoc in our community by hampering the good work you're doing. Gratefully, Keli Gump

Jessica Good Parent My son met his best friends at school: a Korean girl, African-American boy, & a White boy. He gave no thought to appearance, simply befriending other kids for who they are. The values he learned at home guided him. But this way of living is not acceptable to BSD. CRT strives to teach him that his very existence is wrong, he should apologize for his birth, & should see other students & the world in a whole new light. Methodically & unashamedly, BSD has been making a shift. Much of it has occurred in the background, while busy parents provide for their children, & fabulous teachers put their hearts into educating. Unless you dig, you won't find it. BSD knows this. BSD has the responsibility to educate thousands of beautiful & unique children. The hearts & minds of these children are in your hands, & you have proven yourselves unworthy of our trust. Financial gain & politics have gotten the best of you. Please reject CRT & curriculums that tear our society apart, before it's too late!

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Ragni Jayanthi – Parent - Hello! As a parent of two Asian Indian - American kids in BSD, I am writing to express my request and support for productive anti-racist efforts at BSD including curriculum that reflects the true lived history and experiences of minorities in the USA. If we don't teach kids to learn from history and past, there is no point in teaching them anything.

John Vhay - Community Member - The teaching Critical Race Theory should not be taught especially to Elementary and middle schoolers. They do not have the maturity to see how it divides our community and will lead to serious consequences. Please seriously consider removing it from required subjects.

Sarah Smith – Parent - Please listen to me. 1. Begin allowing testimony live at meetings. Stop hiding behind covid. It's easy to do sign ups, masks and whatever other restrictions you want. 2. Announce full time education for next year, every student everyday. 3. Protect our children against the racist, divisive, anti American teaching being forced on our students by your support of CRT. We want equity but not by sacrificing parents rights to teach their own values on God, Country, Religion and Family. Keep education clear from social and political views. Get back to educating the basics. 4. The new sex education requirements, especially the new K-5 are indoctrinating beliefs contrary to my religion and personal views. We need to return to anti bully, kindness, body awareness without the following guided conversations from teachers and councilors who are directing their own values into the lessons. Please allow all voices to be heard.

April Powers – Parent - I am writing to express support for the Board and Superintendent Grotting, plus all other administration and staff, for the efforts made to get our district on the path to anti-racism. I know there was recently a ""leaked"" meeting with Superintendent Grotting's statement about how there is not room in BSD for teachers who refuse to receive anti-racist trainings and I support his words 100%. The opposite of anti-racism is pro-racism or, at the very least, ambivalence to racism and that cannot be tolerated in BSD anymore than someone who is pro- or ambivalent to sexual harassment, which is another issue that I am sure staff has needed to attend trainings on. Racism is no different. I also wanted to express gratitude to Anne Bryan, Donna Tyner, and LeeAnn Larson for their tremendous work over the years to help guide our district and support our students. You will be greatly missed. I look forward to seeing what our new Board members will bring to the table!

Tim Sippel - Community Member - I am very concerned about curriculum changes that are hyper-focused on race. Racist teaching does not belong in our schools. All students should be treated as individuals, where race is irrelevant. The new focus creates divisiveness where it doesn't belong, and is infused with lies and hate. We have a lot more to be proud of in our country than to be ashamed of. I want our students to graduate with useful skills. Replacing that focus with divisive political Marxist ideology is wrong, harmful, and dangerous.

John Keaton - Community Member - The BSD's Anti-American indoctrination is Taking children backwards into a place and time into a world they would otherwise never know. History is supposed to teach a society not to repeat itself NOT how to re-live it. IMO the BSD is fostering anti-family Marxist's teachings. I don't want anyone especially his teachers to telling my grandson that he cannot succeed. I don't want anyone telling my grandson he is oppressed simply because he is black. The BSD should not be shaming and demonizing white kids to feel they are somehow less of a person than my grandson. Not only are you teaching kids to hate America you are inoculating kids in mixed biracial families to hate half their own family. Here is a newsflash for

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the BSD. The Fourteenth Amendment's Equal Protection Clause requires states to practice equal protection. It requires states to treat their citizens equally and bans discriminatory laws, policies, and government actions.

Heidi Boles – Parent - I just wanted to say I really support BSD becoming an anti racist school district and am so happy to see CRT will be being taught in all of our classrooms. Very disappointed to see some parents being caught up in Jeanette Schade's craziness and hate and wanted to show my support for the direction that you guys are taking in spite of them! Thank you!

Joanne Appelgate - Community Member - The 1619 Project and Critical Race Theory represent full-scale Marxist indoctrination that has infiltrated the Beaverton School District at all levels. I am disgusted that the district recently paid \$50,000 of our tax payer money to the author of the inaccurate 1619 Project. CRT is itself racist. MLK Jr. expressed his dream that one day his children "would be judged NOT by the color of their skin, but by the content of their character". CRT does the opposite. Teachers are expected to agree & teach this trash. Their jobs are being threatened if they speak out. Parents are fearful to speak up. These bullying tactics are disgraceful & defy freedom of thought, speech & conscience. Marxism is oppressive & creates societies that have walls to keep people IN. Students should be taught to respect each other & be given the tools to learn. Curriculum should be politically neutral & include true history, accurate math, quality literature, & non-manipulated science, not the racist Marxism of CRT.

Candice Smith – Parent - CRT alleges disparities are explained by discrimination, & all Americans fit into 1 of 2 categories: victims of discrimination or perpetrators & beneficiaries of it. Ibram Kendi urges us to supplant the flawed principle all men are created equal with the "perfectly egalitarian" declaration that "all human groups are equal." This he says, "is the creed of anti-racism. All human groups are biologically & behaviorally equal; they are all equal in every way despite their physical & cultural differences." Interventions would be required to keep everyone equal as in Mayor de Blasio's idea that proportional results are the sole criterion defining a fair process. For the sake of diversity, the disciplined, responsible, & ambitious will be penalized so those who can't or won't manifest these qualities are rewarded. The result, says Thomas Sowell in a series of books written over the course of a long life will be an ever less free and democratic nation that will be hard to sustain and impossible to admire.

Jessica Czerny Anderson – Student - After a review of the new SS curriculum, we have noticed an approach that encourages little gratitude or appreciation for the most influential, forward thinking figures who shaped Western civilization. Instead, the blind spots and prejudices of that era, common to every civilization, are judged with a naïve historical arrogance and presented in a one-sided way. It appears that the social justice ideology is pressed into the new curriculum with the aim of producing activism. Instead of readying our children for the world, the district appears to be interested in developing highly politicized students, who criticize authority, have little appreciation for American inheritance and the opportunities that surround them, which has been proved by one generation of immigrants after another. How can you maintain unity and fairness when your entire point is based on dividing our children? We are watching neo-racism under the guise of anti-racism and BSD has become a willing participant.

Laura – Parent - RSSL updates state kids should not be wearing masks outside yet Cedar Park is not adhering to this. Please let my kids breathe and follow the guidelines now.

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Kevin Smith - Community Member - CRT is racist and has NO PLACE IN OUR SCHOOLS! I and many others will be actively working to insure this new Marxism is NOT taught in our schools. ANY board member who is for CRT should expect backlash from voters and be ready to be removed from their position. Any member for CRT or the 1619 project, I (and many others) am against. We need to teach the values that made this country great and the ACTUAL real history of this great nation.

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Superintendent's Report

Comprehensive Distance Learning/Limited In-Person Instruction/ Return to School Planning: Our district continues to offer a hybrid learning experience for our students as well as a comprehensive distance learning opportunity. I once again want to thank our students, families, staff, and school board for your efforts and flexibility in this incredibly difficult year. The Beaverton School District is planning on returning in the fall to full time instruction, and families and students will have the opportunity to enroll in our FLEX on-line comprehensive distance learning program if they choose. The district continues to follow guidance from the Oregon Health Authority and the Oregon Department of Education regarding social distancing, mask wearing, and other guidelines relating to COVID 19.

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.

Budget: I want to thank our budget committee for approving our 2021-2022 budget at their last meeting and forwarding it to our school board for adoption at our June board meeting. Our school board and district continue to advocate for a 9.6-billion-dollar funding level to meet our current service level. Our current budget was built on a 9.3-billion-dollar allocation. We are hopeful after a very positive May State Revenue Forecast our legislature will increase the K-12 appropriation.

Summer School: The legislature will 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 possible 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. Beaverton's summer school application was approved by the Department of Education with no needed revisions. I want to thank Stacey Geale, retired Beaver Acres principal, and Paul Ottum, our FLEX principal, and other staff for all of their leadership and support in planning and creating a program in an extremely required short timeline. This is a great opportunity for our students and families.

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 if necessary. We are hopeful to provide a great experience for our graduates. Our principals are also trying to provide opportunities for those students and families uncomfortable with on-site graduation ceremonies.

Regional Teacher of the Year: Lori Therrien, a special education teacher at Oak Hills was selected as one of sixteen regional teachers in Oregon to compete for Oregon Teacher of the Year. Last Thursday, Lori

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was surprised by her principal, staff, and family including her parents from California in a ceremony with a check and the award. Congratulations Lori!

Flight Team Appreciation: Our district is fortunate to have a state of the art response process for addressing tragedies of students, families, and staff occurring in schools. This is often related to the death of a student or staff member. I want to take a moment to thank our Student Services Director, Daniele Hudson, her TOSA's, Leslie Rodgers, Vilay Greene, Amy Baker, and Kris Damiano and their teams for their expertise, compassion, and commitment to serving and supporting when these tragedies take place.

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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Michael Schofield will present the attached financial report as of April 30, 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 04/30/2021
- 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 April 30, 2021
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 32.0	\$ 32.0	\$ 56.4	\$ -	\$ 56.4	\$ 56.4
State School Fund:						
State School Fund	285.8	285.8	259.6	-	259.6	285.9
Property Taxes	149.0	149.0	146.5	-	146.5	150.5
Common School Fund	4.0	4.0	2.3	-	2.3	4.5
County School Fund	0.8	0.8	0.8	-	0.8	1.1
Local Option Levy	35.3	35.3	34.8	-	34.8	35.6
Investment Earnings	1.6	1.6	-	-	-	0.6
NWRESD Appointment	11.8	11.8	10.1	-	10.1	11.2
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	1.5	-	1.5	5.3
Total	\$ 536.4	\$ 536.4	\$ 512.0	\$ -	\$ 512.0	\$ 551.1
EXPENDITURES:						
Salaries	\$ 276.5	\$ 276.8	\$ 195.4	\$ -	\$ 195.4	\$ 262.5
Benefits	176.7	176.8	122.9	-	122.9	164.9
Purchased services	28.3	28.2	16.3	8.2	24.5	23.2
Supplies & materials	20.1	18.4	9.2	2.3	11.5	12.6
Capital outlay	0.8	0.4	0.3	-	0.3	0.8
Other	2.6	2.6	0.7	0.1	0.8	1.5
Transfers out	4.7	6.5	5.0	-	5.0	4.9
Contingency	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 349.8	\$ 10.6	\$ 360.4	\$ 497.1

Projected Surplus / (Deficit) Balance	\$ 54.0
Projected Ending Fund Balance	\$ 80.7
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2021 *	14.6%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 80.6	14.5%	
Local Option Levy Fund	0.1	0.1%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 320.2	\$ 320.2	\$ 219.7	\$ 3.0	\$ 222.7	\$ 298.3
Support Services	182.8	181.0	124.8	7.5	132.3	165.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	6.3	8.1	5.3	0.1	5.4	6.3
Contingencies	26.7	26.7	-	-	-	26.7
Total	\$ 536.4	\$ 536.4	\$ 349.8	\$ 10.6	\$ 360.4	\$ 497.1

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of April 30, 2021

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 16,305,000	\$ 6,346,020	\$ 1,725,936	\$ 386,526	\$ 2,112,462	\$ (14,192,538)	12.96%	\$ 4,233,558
Special Purpose Fund	3,000,000	926,859	926,859	-	926,859	(2,073,141)	30.90%	-
Categorical	4,125,000	1,763,708	404,940	61,978	466,918	(3,658,082)	11.32%	1,296,790
Scholarship Fund	490,000	457,601	34,776	19,500	54,276	(435,724)	11.08%	403,325
Grant Fund	94,769,568	34,153,432	33,513,552	5,616,416	39,129,968	(55,639,600)	41.29%	(4,976,536)
Equipment Replacement Fund	4,570,000	4,421,655	1,622,592	1,588,641	3,211,233	(1,358,767)	70.27%	1,210,422
Sustainability Fund	3,823,243	3,846,447	-	-	-	(3,823,243)	0.00%	3,846,447
Nutrition Services Fund	19,812,622	8,372,735	7,320,984	1,427,664	8,748,648	(11,063,974)	44.16%	(375,913)
Debt Service Fund	91,206,599	86,923,013	14,304,153	-	14,304,153	(76,902,446)	15.68%	72,618,860
Capital Projects Fund	154,840,000	143,759,311	51,256,997	20,503,855	71,760,852	(83,079,148)	46.35%	71,998,459
Insurance Reserve Fund	9,453,790	8,360,311	5,150,378	1,132,136	6,282,514	(3,171,276)	66.45%	2,077,797
Workers' Compensation Fund	4,239,092	3,709,387	1,380,955	38,299	1,419,254	(2,819,838)	33.48%	2,290,133
Total	\$ 406,634,914	\$ 303,040,479	\$ 117,642,122	\$ 30,775,015	\$ 148,417,137	\$ (258,217,777)		\$ 154,623,342



**General Fund and Local Option Levy Allocations
As of 04/30/2021**

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	24.5	30.5	
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	27.6	
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	17.8	22.8	
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	26.1	32.1	
West TV	322	275	(47)	11.5	13.5	9.5	12.5	
William Walker	527	473	(54)	20.5	25.5	20.6	25.6	
Elementary School Total	18,307	16,490	(1,817)	638.0	793.0	612.3	770.0	157.6



**General Fund and Local Option Levy Allocations
As of 04/30/2021**

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	28.8	33.8	
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	29.9	34.9	
Mountain View	849	793	(56)	30.8	36.3	29.4	34.4	
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	
Middle School Total	7,736	7,162	(574)	260.5	306.0	250.4	294.9	44.50
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	60.0	69.8	
Southridge	1,439	1,464	25	50.8	59.6	49.6	59.0	
Sunset	2,036	2,000	(36)	61.6	72.4	61.3	71.9	
Westview	2,408	2,344	(64)	76.0	88.4	75.8	88.8	
High School Total	10,959	10,815	(144)	375.0	437.0	364.8	428.4	63.60
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	29.3	33.9	
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	
Options Schools Total	2,569	3,735	1,166	95.8	110.6	129.8	152.9	23.07
Address Extreme Class Size K-12				25.0	25.0			
District Total	39,571	38,202	(1,369)	1,394.3	1,671.6	1,357.3	1,646.1	288.8

	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	34,837,325
Projected Expense:	35,300,000	36,522,840	27,296,510
Projected Fund Balance 6/30/21:	\$ -	\$ 134,339	\$ 8,597,994

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
April 30, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	25,000,000.00	25,194,500.00	24,807,908.65	7.45	133	2.601
Commercial Paper Disc. -At Cost	35,000,000.00	34,989,200.00	34,977,133.34	10.50	82	0.150
Federal Agency Disc. -At Cost	15,250,000.00	15,249,780.00	15,242,556.25	4.58	59	0.055
Treasury Coupon Securities	18,796,000.00	18,864,989.84	19,100,077.32	5.73	57	0.778
Treasury Discounts -At Cost	202,349,000.00	202,346,822.76	202,297,489.47	60.73	44	0.058
LGIP	36,657,563.82	36,657,563.82	36,657,563.82	11.01	1	0.600
Investments	333,052,563.82	333,302,856.42	333,082,728.85	100.00%	51	0.358

Total Earnings	April 30 Month Ending	Fiscal Year To Date
Current Year	-33,090.82	1,793,653.81
Average Daily Balance	340,964,207.02	302,323,493.08
Effective Rate of Return	-0.12%	0.71%

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
April 30, 2021

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
313385GL4	11167	Federal Home Loan Bank	06/04/2021	4,250,000.00	4,242,895.42	4,250,000.00		1.27
313385HW9	11208	Federal Home Loan Bank	07/08/2021	11,000,000.00	10,999,660.83	10,999,780.00		3.30
			Subtotal	15,250,000.00	15,242,556.25	15,249,780.00	35.00	4.58
			Total	15,250,000.00	15,242,556.25	15,249,780.00	100.00	4.58
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,064,600.00		1.50
			Subtotal	5,000,000.00	5,076,400.80	5,064,600.00	5.00	1.50
DCAT LLC								
24023GUS4	11211	DCAT LLC	07/26/2021	10,000,000.00	9,997,500.00	9,997,000.00		3.00
			Subtotal	10,000,000.00	9,997,500.00	9,997,000.00	5.00	3.00
Lloyds Bank PLC								
53943RW96	11210	Lloyds Bank PLC	09/09/2021	10,000,000.00	9,995,466.67	9,994,300.00		3.00
			Subtotal	10,000,000.00	9,995,466.67	9,994,300.00	5.00	3.00
Toronto Dominion Bank								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,015,400.00		1.50
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,015,400.00		1.50
			Subtotal	10,000,000.00	9,868,607.85	10,030,800.00	5.00	3.00
Toyota Cap Corp								
8923A0TH6	11196	Toyota Cap Corp	06/17/2021	15,000,000.00	14,984,166.67	14,997,900.00		4.50
			Subtotal	15,000,000.00	14,984,166.67	14,997,900.00	5.00	4.50
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,072,750.00		1.50
			Subtotal	5,000,000.00	5,034,650.00	5,072,750.00	5.00	1.50
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,026,350.00		1.50
			Subtotal	5,000,000.00	4,828,250.00	5,026,350.00	5.00	1.50
			Total	60,000,000.00	59,785,041.99	60,183,700.00	35.00	18.02
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								

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 %	
OR Treas Local Govt Inv Pool									
LGIP 4010	FUND 000	LGIP		27,676,869.24	27,676,869.24	27,676,869.24		8.31	
LGIP 5173	FUND 300	LGIP		3,035,616.73	3,035,616.73	3,035,616.73		0.91	
LGIP 4966	FUND 416	LGIP		5,943,590.36	5,943,590.36	5,943,590.36		1.78	
LGIP 4972	FUND 417	LGIP		1,487.49	1,487.49	1,487.49			
				Subtotal	36,657,563.82	36,657,563.82	100.00	11.01	
				Total	36,657,563.82	36,657,563.82	100.00	11.01	
US Treasuries									
US Treasuries									
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,027,050.00		1.50	
9128284T4	11166	U.S. Treasury	06/15/2021	13,796,000.00	14,136,347.32	13,837,939.84		4.14	
9127963S6	11176	U.S. Treasury	07/15/2021	2,258,000.00	2,255,592.09	2,257,954.84		0.67	
912796F79	11193	U.S. Treasury	05/04/2021	12,000,000.00	11,996,009.33	12,000,000.00		3.60	
912796A25	11194	U.S. Treasury	05/13/2021	23,000,000.00	22,992,077.78	23,000,000.00		6.90	
912796A41	11195	U.S. Treasury	06/03/2021	8,000,000.00	7,996,753.78	8,000,000.00		2.40	
9127962Y4	11197	U.S. Treasury	05/20/2021	42,000,000.00	41,984,880.00	42,000,000.00		12.61	
9127962Y4	11198	U.S. Treasury	05/20/2021	12,946,000.00	12,942,098.22	12,946,000.00		3.88	
9127964B2	11200	U.S. Treasury	08/12/2021	401,000.00	400,830.80	400,987.97		0.12	
9127965A3	11201	U.S. Treasury	05/06/2021	5,854,000.00	5,852,645.45	5,854,000.00		1.75	
9127963H0	11202	U.S. Treasury	06/17/2021	10,000,000.00	9,997,528.89	9,999,900.00		3.00	
9127963S6	11203	U.S. Treasury	07/15/2021	20,000,000.00	19,994,247.78	19,999,600.00		6.00	
9127962Y4	11204	U.S. Treasury	05/20/2021	9,000,000.00	8,999,580.00	9,000,000.00		2.70	
912796D48	11205	U.S. Treasury	08/19/2021	25,000,000.00	24,996,354.17	24,999,000.00		7.50	
912796A41	11206	U.S. Treasury	06/03/2021	10,689,000.00	10,688,431.70	10,689,000.00		3.20	
912796B24	11207	U.S. Treasury	06/10/2021	11,000,000.00	10,999,873.19	10,999,890.00		3.30	
912796F46	11209	U.S. Treasury	09/16/2021	10,201,000.00	10,200,586.29	10,200,489.95		3.06	
				Subtotal	221,145,000.00	221,397,566.79	221,211,812.60	100.00	66.40
				Total	221,145,000.00	221,397,566.79	221,211,812.60	100.00	66.40
				Grand Total	333,052,563.82	333,082,728.85	333,302,856.42		

Beaverton School District
Summary by Issuer
April 30, 2021
Grouped by Fund

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash Fund						
Subtotal	13	191,676,869.24	191,664,239.24	57.50	0.149	50
Fund: Debt Service Fund						
Subtotal	3	57,981,616.73	57,981,616.73	17.40	0.106	18
Fund: 2017 Non-Taxable Bond Issue						
Subtotal	7	42,486,590.36	42,628,140.36	12.78	1.506	65
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	8	40,907,487.49	41,028,860.09	12.31	0.514	92
Total and Average	31	333,052,563.82	333,302,856.42	100.00	0.358	51

**RETURN TO IN-PERSON SCHOOL UPDATE – TEACHING & LEARNING****POLICY ISSUE/SITUATION:**

Current new case rates and current status. Also included in the update is information on ODE's current areas of consideration, and planning for Fall 2021. Additional information will be provided during the presentation at the Board meeting.

RECOMMENDATION:

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

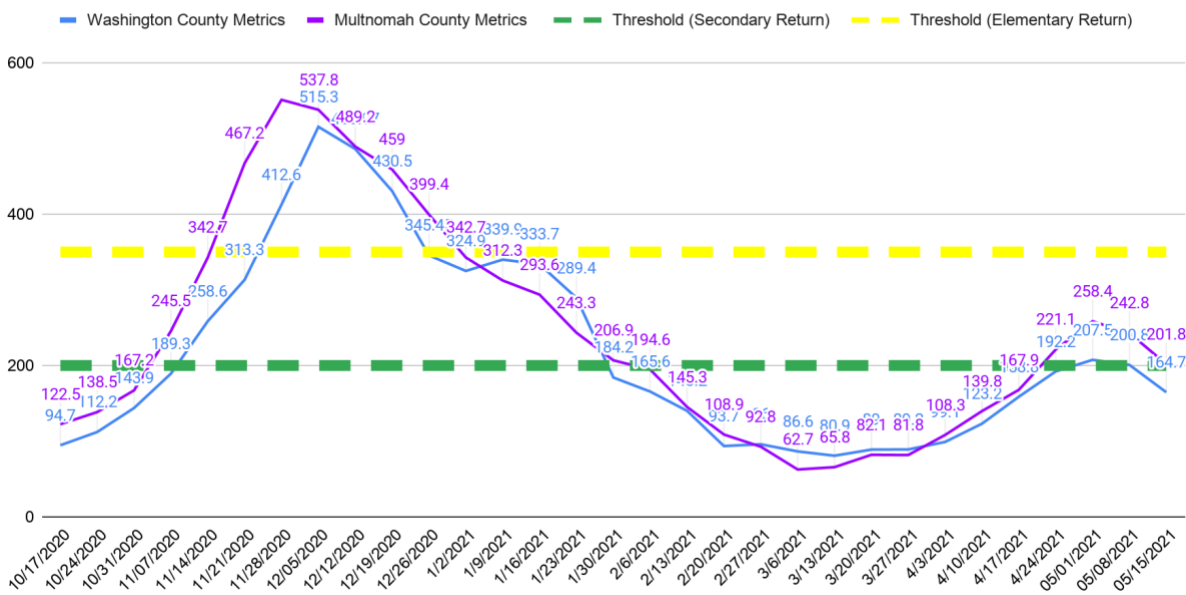
RETURN TO IN-PERSON SCHOOL UPDATE – TEACHING & LEARNING

May 24, 2021

Current Case Rates

Students are attending in-person classes in all grade levels served by the Beaverton School District. The graph below shows that current 14 day cumulative case rates (as of 05/15/2021) are at 164.7 and 201.8 per 100K residents for Washington and Multnomah counties, respectively. Daily case rates are not anticipated to impact BSD operations during the remainder of the school year.

New cases per 100K residents compared to State Thresholds



Fall 2021

- BSD is planning on a five day per week, fully in person experience.
- Details of any restrictions or departure from “normal” operations are pending guidance from the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). The OHA and ODE have communicated that initial drafts of the guidance for the Fall of 2021 will be released publicly during the week of May 24.
- ODE is currently considering and receiving feedback around the following topics:
 - Retiring school metrics
 - Minimizing health and safety requirements
 - Retiring the hybrid model
 - Maintaining the CDL requirements for remote options
 - “Shifting the authority”



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

Renewal of Student Investment Account (SIA) Plan

Below is the draft of the Beaverton School District's Student Investment Account (SIA) plan RENEWAL. This draft was developed through an additional round of community engagement and strategic conversations over the last year, building on the extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise that was conducted in 2019-2020 as part of the initial application development.

The district's initial application was submitted in March of 2020 following unanimous approval by the board was accepted and approved without changes by the Oregon Department of Education. With the onset of the COVID-19 pandemic and ensuing economic recession, much of the work proposed in the initial application was left undone as a result of dramatically reduced allocations from the state.

For the 2021 submission, the Department of Education is allowing districts to resubmit or resubmit with modest adjustments. Districts could also re-engage in a full re-draft of the application if they desired. For this application the district is recommending a re-submission of the previous application with modest adjustments to allocations made to fit the estimated appropriation from the state. As such, we are not required to seek board approval for the resubmission but are informing the board and providing an overview of the application that will be resubmitted.

To ensure that the proposed plan was still reflective of community needs additional engagement was undertaken in January and February of this year. District budget surveys contained additional questions regarding SIA priorities, the Multilingual department re-engaged with families, and targeted conversations were facilitated with individuals and groups representing historically underrepresented students and families. The planning team from 2019-20 was reengaged to review this information and discuss if any changes or reprioritization was needed.

It was concluded that the priorities from 2019-20 were still relevant, and possibly even a higher priority as a result of the impact from the pandemic. A few items of note, not included in the SIA Plan were noted such as summer school enhancements and credit recovery, were not included as adjustments as the district would be expanding those areas through an influx of federal and targeted state funding. Further, the planning team noted the challenges of more deeply engaging focal populations during the

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.

pandemic and noted that the next renewal of the SIA Plan should build upon the work of 2019-2020 rather than the more limited engagement that took place in 2021.

The Student Investment Account Plan is a catalyst for change to the way services are delivered to all students and particularly to those students for whom the District has historically underserved (students of color, emerging bilinguals, and students with disabilities). The investments in class size contained within are used as a way to completely alter the way the classroom teacher allocation works by driving more services to kids in need through a redefinition of the staffing allocation model. The investments in supporting students' behavioral and mental health needs will drive a complete reform and standardization of the District's multi-tiered system of supports (MTSS) with evidence-based practices.

By leading with racial equity at the core of the development of this plan, we are able to disrupt the system to provide both universal and targeted supports to kids.

Proposed Renewal of Student Investment Account Plan

Proposed SIA Budget: \$26,790,869

SIA Goal: Increasing Academic Achievement, including reducing academic disparities for focal populations

Evidence-based strategies for class size & caseloads

Equity-based class size reform in core content classes in grades K-12

Protects overall class size while serving as a catalyst to infuse an equity basis to the District's allocation of classroom teaching staff. Staffing based on enrollment will have a 0.25 additional weighting at elementary and 0.5 additional weighting for secondary applied to the enrollment count for each student who is eligible for free and reduced price lunch.

(\$10,451,130)

Class size reduction at grades K-2

Further protect classroom staffing at early grades within the new equity allocation framework, while where possible reducing class size at early grades to allow for an emphasis on early literacy.

(\$4,300,005)

Expand availability of and participation in well-rounded learning experiences

Early Literacy Support

Provide professional development for intervention teachers as well as PK-3 classroom teachers, English Language Development teachers, and Special Education teachers in instructional practices to support students with difficulty in reading. Additionally provide support and professional development around early literacy assessment.

(\$379,318)

Materials Support for Dyslexia Implementation

Provide resources to support the purchase of materials and other curricular needs for the implementation of requirements for increased screening and the subsequent identification of students with dyslexia/reading difficulties.

(\$50,000)

SIA Goal: Addressing students' health and safety needs

Equity Focused Systems Improvements

The following investments represent a significant investment in district-wide systems improvements to bring race and equity to the forefront of District decision making. This team of equity focused staff will be intentionally placed cross-departmentally to be able to work both within their key areas (instructional practice and climate, human resources, and public engagement) but also across the system to identify areas of inequity and support an ongoing conversation that focuses on racial equity as a pillar to success.

Equity Training

Implementation of training protocol with the Oregon Center for Educational Equity (OCEE) to begin a 10-year program to provide anti-racist training to every employee in the Beaverton School District. Building upon various educational research and literature that has consistently illustrated the impacts of bias, privilege, discrimination, racism, and allyship, the goal is to offer opportunities to immerse our staff in learning focused on cultural competency and historic minoritization.

(\$368,858)

Equity Administrator

Create an additional position of Equity Administrator within the Office of Equity & Inclusion that will work to support implementation of the district-wide OCEE training as well as provide additional on-demand and systems supported equity training throughout the District.

(\$225,236)

Recruitment & Retention of a Diverse Workforce

Create the position of Administrator for Equity Talent Acquisition in the Human Resources department that will be focused on creating and implementing systems improvements that build towards a workforce that is more representative of Beaverton's student population. Position will include funds to be able to develop a system of financial incentives to break down barriers that may exist for diverse candidates.

(\$277,823)

Supporting Students' Mental and Behavioral Health

Student Success Teams

(\$8,843,934)

Every school in Beaverton will have a Student Success Team which will consist of behavioral health, academic, and attendance support providers. An Equitable Multi-Tiered System of Support framework consisting of three tiers of intervention supports is being developed and then will be implemented districtwide. This specific investment will address the staffing needs to address the behavioral health

and wellness needs of students and families. The Behavioral Health and Wellness (BH&W) Team Members will be comprised of existing counselors, student success coaches, nurses, school psychologists and special education staff, but the team will also expand to include an increased number social workers, counselors, nurses, school psychologists, special education teachers, student success coaches, school support specialists and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to implement proactive strategies and outreach and provide interventions to students. The behavioral health and wellness team members will be able to provide professional development to staff and families.

In addition, the District will work to develop voluntary cross-school affinity support teams from among the BH&W Team members. These groups would be composed of affinity race members that can support students across the District when circumstances demand. As an example, a group of black BH&W staff from several schools could be formed to support a black student that was targeted at another school in a significant incident being sensitive to the students' needs and preferences. They would provide the same services that their position provides to all students at their schools of assignment just on an as needed basis when major incidents occur.

The entirety of the Student Success Teams will be funded through a blending of General Fund, Student Investment Account, High School Success (M98), ESSER and Title IA funding.

Behavioral Health and Wellness Teams will be comprised of the following positions:

1. **Autism Spectrum Disorder Consultant:** *A licensed Special Education professional to provide assessment and consultation supports for social communication and behavior for students with disabilities with an eligibility of Autism Spectrum Disorder*
2. **Drug and Alcohol Counselors:** *Licensed counselors who can complete drug and alcohol assessments, facilitate drug and alcohol diversion groups, and provide education opportunities to students, staff, and families.*
3. **Counselor:** *Licensed educators who implement and support academic, career and social/emotional needs of students. They promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students.*
4. **College and Career Readiness Counselor:** *Licensed educators who coordinate the system to deliver College & Career Readiness Curriculum, work with school and district-level staff to increase opportunities for students to earn college level credits, and work with school and district-level staff to increase CTE opportunities at each site associated with college and career readiness.*
5. **School Nurse:** *Licensed Registered Nurses who provide direct care to students, manage the health care of students within the school setting, and monitor the overall medical well-being within schools.*
6. **School Psychologist:** *Licensed school psychologists who complete special education evaluations (academic, cognitive and behavioral), and provide counseling support for students who are eligible for Special Education.*
7. **Social Worker:** *Licensed mental health professionals who will work with the behavioral health team members, school staff, students and their families to address social, emotional and*

behavioral concerns. School based Social Workers provide direct service to students, support parent engagement, facilitate student groups, assist with attendance needs, and connect families with community based resources.

8. **Speech Language Pathologist:** *Certified Speech Language Pathologists to deliver Specially Designed Instruction to students eligible for Special Education, completes special education evaluations.*
9. **Special Education Resource Room Teacher:** *Licensed educator who provides Specially Designed Instruction to students eligible for Special Education, completes special education evaluations*
10. **Student Success Coach:** *Licensed educators who provide social emotional learning training and coaching for teachers in elementary schools and universal behavioral supports for the school.*
11. **School Support Specialist:** *Licensed educators who provide Restorative Practice training and coaching for teachers in secondary schools and Tier I Universal supports for the school.*

Multilingual Support for Behavioral Health and Wellness Teams

Add eight (8) school-based Facilitators (elementary) and Community Liaisons (secondary) to meet the current translation/interpretation needs of Emerging Bilinguals and their families, and to support the anticipated increase in demand when the Student Success Teams are implemented.

(\$616,731)

Professional Development and Materials for Supporting Behavioral Health Needs of Students

A professional development framework for all BSD staff will be developed and will include training in Trauma-Informed Practices, Adverse Childhood Experiences (ACES), Educator Wellness, Special Education 101, Models of Intervention, De-escalation Supports, Restorative Practices, Culturally Responsive Teaching, Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), Restorative Practices, and Motivational Interviewing. Curricular materials will be purchased for all schools to address three tiers of intervention support. These materials will be used by the members of the behavioral teams and classroom teachers.

(\$249,550)

Partnership with the Lifeworks Northwest

BSD will partner with Lifeworks Northwest to address Alcohol and Drug related assessment needs for students who struggle with addiction.

(\$110,900)

Administrative/Indirect Costs

(\$500,000)

Charter Schools (pass through)

(\$417,384)

Tier 2 Activities

The activities listed above are the priority activities for the District in meeting the goals of the Student Success Act; however, it is possible that we will not be able to implement all of the activities above within the first year of the plan. Based on guidance from the Oregon Department of Education we have incorporated a number of activities as Tier 2 approaches that could be implemented if we are unable to complete Tier 1 activities.

Tier 2 activities must still fit within the requirements of the Student Investment Account. Several activities below were moved from Tier 1 activities in response to budget restrictions or community feedback around other areas of investment. Other Tier 2 activities arose through other outreach means both internally and externally. The list below is not in priority order.

Activity	Budget
Temporary Teacher Class Size Bank	\$4,000,000
Equity Based Community Contracts	\$75,000
Community Liaison/Organizer	\$140,000
Full Time Student Success Coach at Each Elementary School	\$2,400,000
Middle School Pre-CTE Curriculum Purchase (9 schools)	\$900,000
Additional Culturally Responsive Teaching/Library Materials	\$500,000
Behavioral Support Paraeducator at Every Elementary	\$1,589,670
Multilingual Department Secondary TOSA	\$142,129
Biblioburro - Spanish Language Library Bus	\$140,000
Extended Contract for Dual Language Translation	\$60,000
Professional Development: CRT/RP/SEL and Assessment	\$250,000
CRT/RP Instructional Coaches	\$2,300,000
K-2 Intervention Teachers - Expand to 1.0 at every Elementary	\$1,325,000
Safety & Security: Paging/Notifications	\$500,000
Safety & Security: Classroom Walls	\$2,000,000
Health: Re-Pipe 3 Schools	\$1,500,000
Safety & Security: Cameras @ All	\$3,000,000
Safety & Security: Fencing	\$1,250,000
Safety & Security: Capitol Center	\$2,000,000
<i>Tier 2 Total</i>	\$23,931,799



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

SOCIAL SCIENCE CURRICULUM ADOPTION - PHASE ONE

POLICY ISSUE/SITUATION:

At the August 2020 School Board meeting the Superintendent was charged with forming a Social Sciences Project Team to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase I) is being presented to the Board and, as a part of that work, the recommendations for a Social Sciences Position Statement, Best Practices in Social Sciences, Social Sciences Learning Targets for Grades 6-8, Instructional Resources for the new Middle School Social Sciences courses and a Plan for Grades 6-8 are being presented for Board review.

BACKGROUND INFORMATION:

There are two phases to the Social Sciences Adoption. This report covers Phase 1.

Phase 1 (Grades 6-8, Spring 2021): In planning for the common middle school experience in Fall 2021, Middle School is our priority. This includes: K-12 Position Paper, K-12 Best Practices, 6-8 Learning Targets, 6-8 Instructional Materials and Professional Development.

Phase 2a (Grades K-5, Fall 2021): This includes: K-5 Learning Targets & K-5 Instructional Materials and Professional Development (K-5 projected fall/winter 2021/22 implementation).

Phase 2b (Grades 9-12, Winter/Spring 2022): This includes: 9-12 programming, learning targets, instructional materials and professional development (9-12 projected fall 2022/23 implementation).

The Social Sciences Project Team has completed work on the K-12 Position Paper, K-12 Best Practices in Social Sciences, 6-8 Learning Targets and 6-8 Social Sciences Professional Development Plan (6-8). In addition, instructional resources for grades 6-8 have been recommended. The Learning Targets, which are based on the 2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies, provide the core of the curriculum. Instructional resources are tools to help teachers as they move students towards those targets. The Learning Targets, Position Paper, and Best Practices provide the foundation for the selection criteria used in resources evaluation and selection. The Social Sciences Project Team Report (Phase I) includes all of these documents and recommendations, and the report is presented to the Board for a first reading.

RECOMMENDATION:

It is recommended that the School Board receive for consideration the Phase I Social Sciences Project Team Report.

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.



Social Sciences

Curriculum Adoption

Project Team Report

Phase One, Spring 2021

SOCIAL SCIENCES PROJECT TEAM PHASE ONE REPORT

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May, 2021

In August of 2020, the Beaverton School District Board charged the Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the District. The Social Sciences curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources and staff development.

Within the review process, the Social Sciences Project Team studied social sciences education in the context of today's world. The focus on and demand for higher levels of social sciences education is evident in Oregon's 2021 K-12 Social Science Standards Integrated with Ethnic Studies, which were adopted by the State Board of Education in February of 2021. The 2021 social science standards integrate ethnic studies into each of the social science domains, and reflect a shift in content best addressed through pedagogical methods that create a safe and inclusive learning environment for all students to study and discuss issues of discrimination, equity, racism, and prejudice.

Our goal is to prepare students to engage in their communities and world as knowledgeable lifelong learners, critical thinkers, researchers, communicators, and culturally competent citizens; skill sets deemed essential for college and career readiness and post-secondary success. Additionally, the social sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. Ultimately, we believe all students deserve a strong K-12 Social Sciences education.

The work of this Project Team has placed an intentional focus on best practices in Social Sciences instruction as well as professional development for educators. In addition to the review of research and student data, the Cadre and Project Team engaged in deep discussion about essential practices in every classroom as well as the necessary professional learning needed to support these practices.

As a result, the Social Sciences Project Team defined a comprehensive set of Phase I recommendations that includes:

- K-12 Social Sciences Position Paper
- K-12 Best Practices in Social Sciences
- Middle School (grades 6, 7, 8) Learning Targets
- Middle School Professional Development Plan
- Middle School Instructional Resources Recommendation

These recommendations point the Beaverton School District towards high quality instructional practices that engage and challenge students in 21st century Social Sciences learning.

Phase II work of the Social Sciences Project Team will include K-5 and 9-12 Learning Targets, Instructional Resources, Professional Development plans, and Assessment and Implementation plans. Furthermore, Phase II will recommend additional K-12 core instructional resources (e.g. Dual Language and Special Education) and recommend adopted supplemental instructional materials for all K-12 programs.

Teaching & Learning

Ginny Hansmann, Deputy Superintendent of Teaching & Learning

Brian Sica, Administrator for Secondary Curriculum, Instruction & Assessment

Kayla Bell, Administrator for Elementary Curriculum, Instruction & Assessment

Bradley Parker, Social Sciences Curriculum Specialist

Matthew Hiefield, Social Sciences & Digital Curriculum Specialist



District Goal

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

Social Sciences Project Team Members 2020-2021			
Building Level Admin	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (2)	Cherie Reese	Brian Curl	
Middle School (1)		Mariah McCarty	
High School (1)	David Nieslanik		
Teachers	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (4)	Amber Burnett	Michael Vieira Marcela Ullibarry Cabrera	Susan Acosta
Middle School (2)		Gillian Sullivan Bing	Liv Cruse
High School (2)	Anil Naik	Christine Hurtley	
Options			Isaac Kindblade (Options)
Specialists (6)			
ESL	Carolina Cavedon		
ELA - Secondary (Humanities)	Kacy Smith Paterson		
AVID / CRT	Danica Jensen Weiner		
Mentor / SpEd	Jessica Linderman		
ELA - Elementary	Katie Swartwood		
American Indian/ Alaska Native Program Coordinator	Brandon Culbertson		
Parents (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary		Jacob Evers	Jennifer Hoyt
Middle School		Sarah Chivers	
High School	China Brotherson		
Options			
Community (2)			
Evelyn Campos Zelada	Nora Mahmoud (no region/level)	Stephanie Somanchi	
Students (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
High School	Natalie Ebanks Sara Koppy	Scott Sloop	Apoorva Rao
District			
School Board Member	Susan Greenberg		
TOSA	Brad Parker		
TOSA	Matt Hiefield		
Secondary CIA Admin	Brian Sica		
Elem CIA Admin	Kayla Bell		
Admin for Equity & Inclusion	Pat McCreery		
Support	Susan Ouellette		

K-12 BSD Social Sciences Position Paper

Not simply to study the world, but to *change it*.

The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education.¹ In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

Social Sciences education* helps cultivate the intellectual and critical power for students to develop historical and contemporary knowledge, critical thinking, communication, and research skills. Additionally, Social Sciences education invites students to learn through multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. Student learning expectations and learning targets are grounded in the 2021 Oregon Social Science Standards integrated with Ethnic Studies,³ and across domains of:

- *Civics and Government*
- *Geography*
- *Historical Knowledge and Historical Thinking*
- *Economics and Financial Literacy*
- *Social Science Analysis*
- *Multicultural and Ethnic Studies*

*K-12 Social Sciences education also includes specific learning through Tribal History/Shared History in Oregon, Holocaust and other genocides education, and international human rights education.

A culturally relevant approach and a culturally responsive Social Sciences education invites students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes learning that:

- Validates students' lived experiences and values
- Disrupts power dynamics that privilege dominant groups and perspectives
- Empowers students 1) to connect to experiences beyond their own, 2) to examine their own perspective by learning through multiple perspectives, and 3) to develop a historical and contemporary sociopolitical or critical consciousness of the world around them.⁴

In BSD, we believe a transformative Social Sciences education invites our students to:

¹ National Council for the Social Studies, 2013; Scruggs, Mastropieri & Okolo, 2008

² Our district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality (BSD Educational Equity Policy)

³ 2021 Oregon Social Science Standards Integrated with Ethnic Studies, 2021

⁴ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

Students explore one's self, community, nation, and world.

From the first days of Kindergarten, a transformative Social Sciences education meaningfully and inclusively invites students to explore their own identity and self, school and family, neighborhood and community, local and regional history, state and national history, and world history.

Students believe, belong, and thrive in an inclusive learning community.

A transformative Social Sciences education honors all viewpoints to the extent that they do not promote hate or bias,⁵ racism, objectification or exploitation, or discrimination.

- Social Science classes must be inclusive, dynamic, and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, seen and heard.

Students practice civic engagement by exploring historical and current events and issues from multiple perspectives.

A transformative Social Sciences education seeks to identify, explore, and analyze civic virtues (including respect for individual rights, community rights, democratic participation, diversity, equity, justice, freedom, liberty, and deliberation). Additionally, Social Sciences education addresses the complex nature of systemic oppression in the pursuit of a better world both now and in the future. Ultimately, Social Sciences education can help secure *and* enhance our dynamic and evolving democracy.

Students acknowledge and learn through the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups.

A transformative Social Sciences education includes learning through and from multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. This includes learning from multiple racial, ethnic, and social groups, including intersecting groups; tribal nations, and religious groups. Further, this includes but is not limited to individuals who are:

- American Indian/Alaska Native/Native Hawaiian, or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from historically marginalized groups including but not limited to women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, transgender, queer/questioning +.

Students develop into critical consumers, producers of knowledge, and future leaders.

A transformative Social Sciences education recognizes and analyzes issues of historical and contemporary significance, as well as issues of local and societal significance. This includes asking critical questions and developing research investigations, separating evidence-based claims from opinions, and evaluating the usefulness and degree of reliability of different historical and current sources.⁶

⁵ Hate and/or bias incidents are 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 (BSD All Students Belong Policy; BSD Guidance on Social and Political Expression)

⁶ National Council for the Social Studies, 2013

- Sustained engagement in the Social Sciences cultivates students as media-literate learners, inquirers, change-makers, and responsible global citizens.

We believe a transformative Social Sciences education calls our educators and schools to believe, belong, grow, and thrive in our dynamic and diverse community.

Ultimately, a Social Sciences education is achieved through a partnership between teachers, students, families, schools, administrators, and our diverse communities. We all must work together to ensure all students are valued for their diversity and contributions to our community, fostered in their historical and current thinking, and equipped to explore, analyze, collaborate, and act on local, societal, and global problems. We all must continue learning, growing, and coming together to secure *and* enhance our dynamic and evolving democracy.

We, as educators in the Beaverton School District, have the incredible responsibility and humble privilege of helping facilitate this transformational learning. Additionally, we as educators also have the responsibility to challenge our own biases and perceptions, and to look inward and constantly examine our own teaching practices, pedagogy, attitudes, and instructional materials with an anti-biased/antiracist focus.⁷

In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world. We believe the change starts *within* our school district and our educators.

**Position Paper References available in Appendix A.*

**Public facing Best Practices available in Appendix M.*

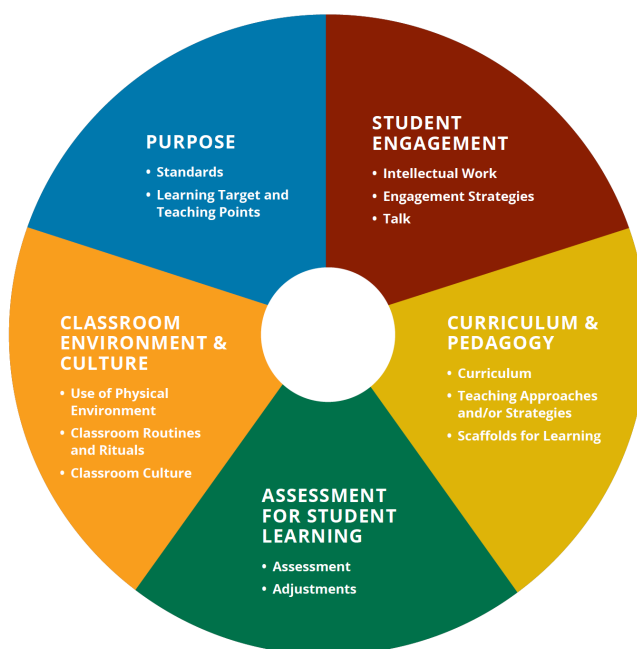
⁷ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.

Best Practices in K-12 Social Sciences
*Written by and for K-12 Social Sciences teachers
in the Beaverton School District*

The Social Sciences Best Practices document summarizes research-based strategies for Social Sciences instruction in alignment with the 5 Dimensions (5D™) of Teaching and Learning.⁸ The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

In Beaverton School District (BSD), it is our belief that through the implementation of these teaching and learning practices, we can achieve our mission and vision for K-12 Social Sciences education in BSD: Not just to study the world, but to *change* it. In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable⁹ community and world.

This document was co-constructed and peer reviewed by K-12 classroom teachers in BSD, as well as by district content specialists, district administrators, community representatives, and student representatives. Culturally relevant and responsive elements,¹⁰ as well as an anti-bias/antiracism focus,¹¹ are integrated into the 5 dimensions and serve as a centrally unifying focus.



⁸ 5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020. The 5D framework is available in Appendix C.

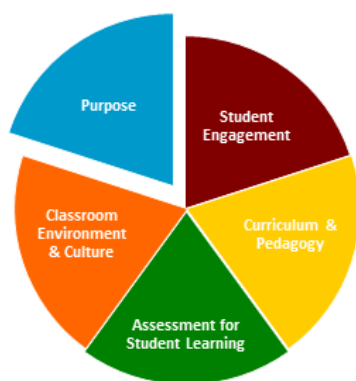
⁹ A district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality (BSD Educational Equity Policy)

¹⁰ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

¹¹ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.

Suggestions on how this document can be used:

- To guide personal and professional growth plan(s) as a Social Sciences teacher
- To guide professional development and professional learning choices and aspirations
- To support grade level collaboration and unit/lesson development, refinement, and reflection
- Suggested prompts for personal, professional, and collaborative reflection:
 - *How does this look in my classroom? How could this look in my classroom?*
 - *To me, this means... I'm curious about...*
 - *What does this tell me about what I can add, change, or evolve in my classroom this year?*



1- Purpose: The purpose of Social Sciences education is not simply to study the world, but to *change* it. We believe that the Social Sciences play a central role in preparing students for empowered civic engagement and responsible participation within and across their local, national, and global communities.¹²

Standards

- a. **Content and context rich expectations:** Oregon's 2021 Social Science Standards Integrated with Ethnic Studies¹³ engage students in the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, Social Science Analysis, and Multicultural and Ethnic Studies. These standards ground student learning expectations and learning targets.

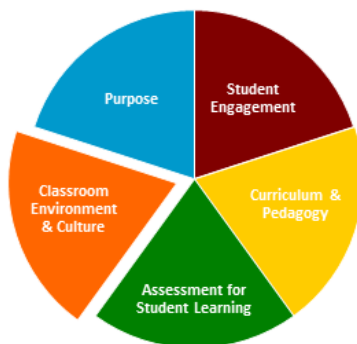
Learning Targets and Teaching Points:

- a. K-12 academic learning targets (ALTs) are based on the real-world relevance and work of social scientists, which includes 1) building knowledge, 2) critical thinking, 3) research, and 4) communication skills.
 - i. The grade-level academic supporting targets (ASTs) are derived directly from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies.
- b. A standards-based learning and assessment model provides students with clear and objective learning targets, which takes the mystery out of assessment for students. Through learning targets:
 - i. Students are able to:

¹² BSD Social Sciences Position Paper, 2021

¹³ Social Science Standards Integrated with Ethnic Studies, 2021

1. See learning targets posted that are relevant to the unit/lesson.
 2. Explain the meaning of the learning target and how it connects to the learning.
 3. Experience a consistent set of expectations within a course and see the progression to subsequent classes where applicable.
- ii. Teachers are able to:
1. Create lessons that are aligned to learning targets.
 2. Communicate the learning target both verbally and visually to students.
 3. Use instructional materials and tasks that align with the learning targets.¹⁴



2- Classroom Environment and Culture: Social Science classrooms should be welcoming and inclusive for students and staff of *all* backgrounds, cultures and abilities. Different and multiple perspectives and voices are welcomed, heard, discussed and deliberated upon to ensure a classroom culture that is adaptable and dynamic. Further, a culturally responsive classroom environment and culture is one ripe with care, inclusivity, mutual trust and respect, affirmation and validation of students' diverse cultural backgrounds as strengths, and teacher and student learning partnerships.¹⁵

Use of Physical Environment

- a. Physical arrangement of the room communicates to students that both student collaboration and developing independence and self-reflection is valued (e.g., intentional meeting areas, available resources, varied student seating, physical accessibility, etc.).
 - i. Accessibility: The classroom is physically accessible and responsive to students with disabilities, and includes appropriate equipment and materials to increase students' comfort and opportunities to be successful.
 - ii. The physical environment can also include local community spaces and opportunities outside of school buildings, including but not limited to field trips, community events, community speakers, experiential learning, etc.
- b. Visual/Instructional materials (i.e. libraries, maps, posters, etc.) feature the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups - past and present - with an intentional inclusion of historically marginalized and historically excluded groups.

¹⁴ Best Practices Connection to the Nine Components of the BSD SBLs.

¹⁵ Gay, 2000/2010; Hollie, 2011; Hammond, 2015.

Classroom Routines and Rituals

- a. Student agency, ownership, and community: Classroom routines and rituals foster student ownership, independence, participation, responsibility, and they reflect the values of community and shared accountability for learning.

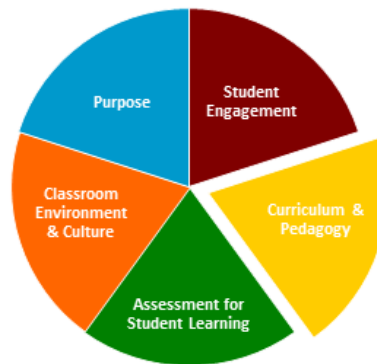
Classroom Culture

- a. Inclusivity: The classroom is an inclusive environment in which students identify themselves as valuable members and use their lived experiences and academic, social, linguistic, and emotional strengths in the classroom, school, and community.
- b. Valuing diversity and knowledge: Classroom culture values individual and cultural diversity, students' prior knowledge and lived experiences, and students' heritage languages as strengths that are used to further develop their academic, social, emotional, cultural, and linguistic capabilities.
 - i. The classroom culture fosters the exchange of constructive feedback and the celebration of growth.
- c. Relationships: Educator builds meaningful relationships with students and families to better understand and empathize with different cultural funds of knowledge and lifeways.¹⁶
 - i. Additionally, developing and nurturing meaningful relationships between the teacher and students, and student to student relationships, acknowledges that students are a key component in the creation and growth of a healthy classroom culture.
- d. Classroom discourse and interactions reveal what is valued in the learning environment: student identity development and belonging, the development of skills and content knowledge, respect for thinking and intellectualism, a lens of criticality and anti-bias/antiracism, as well as joy in the celebration of learning, growth, action, and change.¹⁷
 - i. Educators should consistently model curiosity, humility, and what it means to be an active and growing inquirer and lifelong learner. This helps students to develop a level of comfort and safety in order for them to truly learn, share, and grow themselves.
 - ii. Additionally, classroom discourse will inevitably lead to disagreement over ideas. These are opportunities for students to learn how to respectfully listen, consider, and debate. Social Sciences discussions should honor all viewpoints to the extent that they do not promote hate or bias,¹⁸ racism, objectification or exploitation, or discrimination.

¹⁶ Gonzalez, Moll, & Amanti, 2006

¹⁷ Muhammad, 2020

¹⁸ Hate and/or bias incidents are 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 (BSD All Students Belong Policy; BSD Guidance on Social and Political Expression)



3- Curriculum and Pedagogy: Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.

Curriculum

- a. Multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups: Exploring historical and current events from multiple and diverse racial, ethnic, and social perspectives helps students gain a deeper and more complex understanding of the larger human experience.
- b. Transdisciplinary, transferable skills: Curriculum includes purposeful opportunities to build transdisciplinary, transferable skills including knowledge-building (factual, conceptual, and debatable knowledge), critical thinking (including problem solving and criticality), research (inquiry and investigation), and communication (reading, writing, speaking, listening).
- c. Critical literacies: Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources.
- d. Accessibility: The curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, and students who are navigating poverty and/or houselessness.
 - i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students.
 - ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

Teaching Approaches & Strategies

- a. Culturally relevant and responsive teaching:¹⁹ Teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes:
 - i. Validating students' lived experiences and values
 - ii. Disrupting power dynamics that privilege dominant groups and perspectives
 - iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.
- b. Multiple and diverse learning opportunities: Teacher provides a variety of learning opportunities for students to access the curriculum and expand entry points, while creatively and responsively utilizing instructional materials and resources.
- c. Civic engagement and responsible democratic participation is sought out in day-to-day and long-term learning and objectives by cultivating student voice, interest, inquiry, action, and agency.

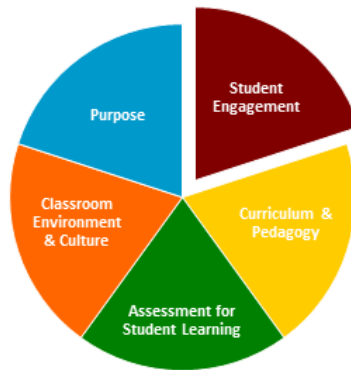
Scaffolds and/or Adjustments for Learning

- a. Use of ongoing diagnostic and formative assessment: Teacher conducts ongoing diagnostic and formative assessments so that they (and their students) have a working knowledge of where current student understanding and skill development is in relation to the learning target(s).
 - i. Multiple opportunities for assessment in a variety of modalities and formats should be provided for students within and across the learning targets.
 - ii. Learning opportunities should be accessible to students who are working towards a non-standard diploma.
- b. Student interest and choice will help develop engaging, responsive, and dynamic scaffolds that are adjusted as students participate in meaning-making and increasingly assume ownership and responsibility for their own learning.
- c. Language acquisition: Scaffolds include multiple opportunities and formats for students to build their language skills which include ways that their authentic voice and home language is honored.²⁰ All classrooms should work towards honoring and actualizing BSD's best practices for multilingual learners.²¹

¹⁹ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

²⁰ Lau, 2012

²¹ BSD Best Practices for Multilingual Learners (2018)



4- Student Engagement: Meaningful and engaging student learning experiences are designed to promote sustained interest in the Social Sciences (e.g. cultivating interest and value with students, generating student questions, promoting student ownership, etc.). Engagement is strongest when students' community perspective is valued and integrated into the learning, and when student identities and experiences are surfaced, affirmed, and validated in the classroom to provide multiple ways of understanding and experiencing academic content.

Additionally, engagement is strongest when students recognize and analyze historical and contemporary community and societal problems, ask critical questions and develop research investigations, separate evidence-based claims, evidence, and reasoning from opinions, and evaluate the usefulness and degree of reliability of different historical and current sources. Rich learning and engagement involves students working and growing together through both intellectual and emotional engagement, as well as through ethical reflection and civic agency as their learning connects to their local community and beyond.

Intellectual Work

- a. Essential knowledge and skills: Students will engage in developing factual, conceptual, and debatable knowledge, research and inquiry skills, critical and analytical thinking, and communication skills.²² Intellectual work is conducive to participatory civic engagement and responsible participation within and across students' local and global communities.
- b. Bias and perspective: Teachers and students consider the dynamic nature of knowledge and of multiple and varied perspectives while developing critical thinking habits. It is also important to acknowledge personal bias and positionality, and to be respectful and understanding of diverse cultural norms and perspectives.
- c. Independent and collaborative investigations: Students should have frequent opportunities to investigate subjects in depth and to participate in choosing topics and modes of learning. Classroom learning should include both independent investigation as well as cooperative learning, and learning opportunities should foster student agency, specifically regarding self-advocacy and collective action.
- d. Authentic audiences: Opportunities to present work that highlights student voice and learning to authentic audiences within and beyond their classroom and school are highly encouraged.

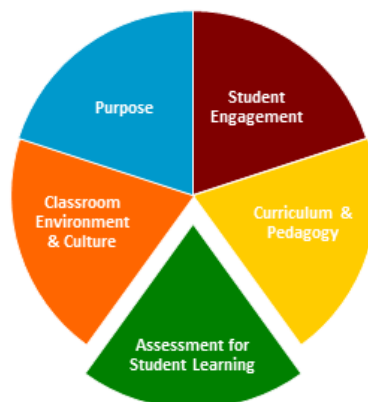
²² Erickson, (2005)

Engagement Strategies

- a. Culturally Relevant: Culturally relevant teaching asks educators to embrace student background and experience, which includes teachers exploring/identifying their own biases and positionality. It is essential that educators understand the beliefs, practices, ideologies, and experiences that shape our students' worldviews and experiences.
- b. Cooperative and collaborative learning: Social Sciences classrooms are active and dynamic learning spaces filled with rich cooperative and collaborative learning, inquiry, and student collaborative conversations and deliberation.

Discourse & Communication

- a. Inclusive: Social Science classes must be inclusive and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, and heard. This is evidenced by rich and varied opportunities for student discourse and communication with high levels of student engagement and participation. Intentionality in regards to diversity, equity, and inclusion are critical components of a functioning democracy.
- b. High Expectations: Classroom discourse and interactions reflect high expectations and beliefs about all students' capabilities - academic, social, emotional, cultural, and linguistic - and create a culture of belonging, equity and accountability for learning. This is evidenced by elevated and engaged learning partnerships and collaborations.
- c. Student-centered: Talk is student centered with a healthy balance of teacher-to-student talk and student-to-student talk. Academic language supports and intentional planning for rigorous academic discourse allows students multiple opportunities to practice talking about and across topics and issues.
 - i. Student-student collaborative conversations are conducive to the real-world relevance and work of social scientists, which includes building knowledge, critical thinking, research, and communication skills.



5. Assessment for Student Learning: The use of varied and frequent standards-based assessments - diagnostic, formative, self, and summative - facilitate and guide student growth within the learning targets and the expectations of the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies. A multifaceted and responsive approach to standards-based assessment gives students more opportunities to demonstrate what they know.

Assessments

- a. Self-assessment: Students reflect and assess their own learning in relation to the learning target(s) and they reflect and set goals based on teacher and peer feedback.
- b. Multiple opportunities: There are multiple assessment opportunities and the teacher expects all students to demonstrate progress towards their learning goals.
 - i. There is an expectation that all students receive feedback on multiple assessment opportunities to demonstrate their learning.
 - ii. Additionally, evidence of learning may look different from student to student, which addresses the need for equity through diversity in assessment.²³
- c. Varied methods of assessment: Assessment methods include a variety of approaches to gather comprehensive and quality information while leveraging the strengths of different student learning styles and funds of knowledge.
 - i. Assessments should be designed to meet the needs of each student and include a variety of student assessment data (e.g., individual charts, conferring records, portfolios, conferring, rubrics, etc.).
- d. Best practices for multilingual learners:²⁴ Assessment practices should evaluate language and content standards independently, and should provide multiple opportunities for students to demonstrate proficiency through a variety of modalities. Further:
 - i. Consider language, culture, and background factors when analyzing and creating assessments.
 - ii. Utilize students' heritage languages to assess content knowledge when possible and appropriate.

Formative Assessment and Adjustments

- a. Ongoing Feedback and Adjustment: Teachers utilize feedback and ongoing formative assessment to adjust supports and be more responsive to students, to redirect instruction, and to assist with student self-reflection, evaluation, and goal setting.

Alignment to Oregon State Standards

- a. Assessments are aligned to 2021 Oregon Social Science Standards Integrated with Ethnic Studies and BSD Learning Targets. Additionally, assessments are within and across the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, and Social Science Analysis.

* *Best Practices References available in Appendix B.*

* *Public facing Best Practices available in Appendix N.*

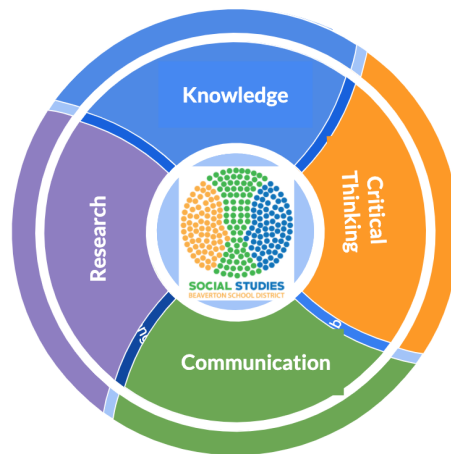
²³ Best Practices Connection to the Nine Components of the BSD SBLs.

²⁴ Multilingual Dept. Guiding Principles & Best Practices (2018)

Social Sciences Learning Targets in Grades 6, 7, 8

The BSD Middle School learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly “I can” statements derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, Social Science Analysis.

The goal of this 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond traditional knowledge acquisition.



Grade 6: Western Hemisphere (World History)

The 6th grade focus is on North American Indigenous history prior to European settlement, and all of Central and South American history. Students have the opportunity for U.S. History in 5th, 8th, and High School. When possible, connections and relevance to current events in the Americas should be linked to the Grade 6 Standards.

Grade 7: Eastern Hemisphere (World History)

The 7th grade year focus is on the history of Africa, Asia, Europe, Australia, and the islands of Oceania. The intention of the Grade 7 world history is to create a more inclusive history beyond the “Fertile Crescent,” Greece, and Rome. The empires and cultures of Africa and Asia beyond the Middle East are also excellent choices to match the standards. When possible, connections and relevance to current events in the regions of study should be linked to the Grade 7 Standards.

Grade 8: United States History (1776 to Reconstruction)

The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early U.S. Republic through the end of the U.S. Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards.

6th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about World History in the Western Hemisphere.

AST supporting targets for Knowledge (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, student-friendly I/We Can statements
6.1 * Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations. (Civics & Government)	I can describe, compare, and contrast how governments and government documents and actions can impact different groups of people.
6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. (Civics & Government)	
6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere. (Civics & Government)	I can describe, compare, and contrast the governments and rights and responsibilities of citizens and residents, and the variety of ways they participate and contribute with/in governments.
6.4 * Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics & Government)	I can identify and analyze ways that people work together towards justice, equality, and equity, both now and in the past.
6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography)	I can identify and describe the ways that people and cultures connect to the lands they live on.
6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population). (Geography)	I can explain and show how changes to transportation, communication and technology influence people, ideas, sustainability, and cultures.

6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.	
6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments. (Financial Literacy)	I can define and explain how spending, savings, credit, borrowing, debt, and digital banking affect my personal financial future.
6.10 Discuss the advantages and disadvantages of borrowing money to buy something. (Financial Literacy)	
6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (Financial Literacy)	
6.12 Define and explain the following: spending, savings, credit, and debt. (Financial Literacy)	
6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across Indigenous civilizations.	I can identify and examine the roles, impact, importance, and contributions of diverse groups of people across Indigenous nations and civilizations (past and present).
6.19 Examine the historic and current contributions and relevance of Indigenous cultures.	

6th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis

AST supporting targets for Critical Thinking (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
6.6 Analyze the roles of competition, supply, and demand in determining prices and wages. (Economics)	I can explain and evaluate how supply, demand, competition, trade, and debt influence economies, and their costs and benefits to different groups of people.
6.7 Explain the function of imports, exports, and trade in the economy. (Economics)	

<p>6.8 * Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations. (Economics)</p>	
<p>6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.</p>	<p>I can construct, interpret and analyze maps, graphs, charts, models, and datasets to find patterns in human geographic interactions.</p>
<p>6.18 Evaluate the impact of systems of colonial cultures on the Indigenous peoples, such as termination, sovereignty, and treaties.</p>	<p>I can evaluate the impacts of colonization on Indigenous nations and peoples (including termination, sovereignty, treaties).</p>
<p>6.20 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere. (Historical Knowledge)</p>	<p>I can identify and analyze the impacts of oppression, injustice, and resistance both throughout history and currently.</p>
<p>6.21 * Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere. (Historical Knowledge)</p>	<p>I can identify and analyze how power and systems of government can be used to oppress different groups of people.</p>
<p>6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).</p>	<p>I can identify and use different ways of showing time periods.</p>
<p>6.23 * Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from Indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere. (Historical Thinking)</p>	<p>I can explain and analyze how people, cultures, products, events, and ideas can be viewed differently at different points in time, or by different groups of people.</p>

6th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech <i>(both in my own words and paraphrased)</i> .
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments. (Social Science Analysis)	I can create and organize information and arguments using claims, evidence, and reasoning from multiple sources <i>(articles, videos, graphs, maps, models, primary, and secondary sources)</i> . I can acknowledge and evaluate the strengths and limitations of my arguments <i>(claims, evidence, and reasoning)</i> .
6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes. (Social Science Analysis)	I can assess and demonstrate the power of individuals and groups to communicate the need for change and to make change in my community and world.

6th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (6 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research <i>(not derived from OR standards, pulled from Lang Arts AST 1.1)</i>	I can use a given question or thesis to guide my research.
Citations <i>(not derived from OR standards, pulled from Lang Arts AST 1.3)</i>	I can organize and document basic citation information.
6.5 * Investigate current issues and how they relate to other countries. (Civics & Government)	I can investigate current issues and how they relate to other countries.
6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research. (Social Science Analysis)	I can gather, record, organize, interpret, and use information from many different sources while distinguishing facts, opinions, and different points of view.
6.25 Critique information by determining its sufficiency to answer questions and if the source is credible. (Social Science Analysis)	I can critique and determine if a source is trustworthy (credible) and if it can help answer questions.
6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem. (Social Science Analysis)	I can identify and analyze specific problems and opportunities challenging my community as well as the world.

7th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about World History in the Eastern Hemisphere.

AST supporting targets for Knowledge (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
7.1 Describe the role of citizens in governments. (Civics)	I can describe, compare, and contrast the rights and responsibilities of citizens and residents, and the variety of ways they participate and contribute with/in governments.
7.2 * Compare and contrast early forms of governance and the global economic systems, including the treatment of historically	

<p>marginalized groups and individuals (i.e. Indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere. (Civics)</p>	
<p>7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest). (Financial Literacy)</p>	<p>I can compare the advantages and disadvantages of credit, investment, debt, interest, employment, bartering, currency, etc.</p>
<p>7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency). (Financial Literacy)</p>	
<p>7.12 Define and explain the following: employment, income, and investing. (Financial Literacy)</p>	
<p>7.15 * Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership impacts historically underrepresented identities, cultures, and communities in the Eastern Hemisphere. (Geography)</p>	<p>I can identify and describe the characteristics and impact of human relationships to one another and human relationships to the land and natural resources (including claimed ownership, transportation, technology, and sustainability).</p>
<p>7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions. (Geography)</p>	
<p>7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere. (Geography)</p>	
<p>7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices. (Geography)</p>	
<p>7.19 Determine and explain the interdependence of people around the world during significant eras or events. (Geography)</p>	<p>I can examine and explain the connection of people and groups through both trade and technology, ideas and culture, and how these connections impact different groups in different ways.</p>
<p>7.23 Examine the importance of trade routes and trace the rise of cultural centers. (Historical Knowledge)</p>	

7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism). (Historical Knowledge)	I can describe and compare the beliefs, expansion, and influence of polythesistic and monotheistic religions on different groups of people.
7.24 Compare alternative ways that historical periods and eras are designated and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium). (Historical Thinking)	I can identify and use different ways of showing time periods.
7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere. (Historical Thinking)	I can identify the motivations and tools that people in power and governments can use to oppress (bias, injustice, discrimination, racism, antisemitism, and stereotypes).

7th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis skills.

AST supporting targets for Critical Thinking (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
7.4 * Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics)	I can analyze how different ideas and religious systems impact the way governments are formed, how we view individual rights, and how we work for justice and equality for individuals and groups that haven't been treated equally.
7.5 * Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics)	I can identify and analyze past and present ways that individuals and groups that haven't been treated equally fight for justice, equality, and equity.

7.6 Explain the function of profit in the economy. (Economics)	I can analyze and explain how supply, demand, and trade affect prices, wages, services, labor, and profit and their impacts on diverse groups of people.
7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor. (Economics)	
7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society. (Economics)	
7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within mercantilism versus a free-trade global economy. (Economics)	
7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions. (Geography)	I can construct, interpret and analyze maps, graphs, charts, models, and datasets to find patterns in human geographic interactions.
7.14 Interpret maps and other geographic tools to find patterns in human and physical systems. (Geography)	
7.20 * Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across Indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere. (Historical Knowledge)	I can identify and examine the contributions and impacts of underrepresented or marginalized groups in society.
7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations. (Historical Knowledge)	I can compare and analyze the contributions of groups and individuals in politics, technology, and culture.
7.26 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Eastern Hemisphere. (Historical Thinking)	I can identify and analyze the causes and effects of oppression and resistance in the lives of people.

7th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech (<i>both in my own words and paraphrased</i>).
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (Social Science Analysis)	I can assess and demonstrate the power of individuals and groups to communicate the need for change and to make change in my community and world.
7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments. (Social Science Analysis)	I can create and organize arguments using claims, evidence, and reasoning from multiple sources (<i>articles, videos, graphs, maps, models, primary, and secondary sources</i>). I can acknowledge and evaluate the strengths and limitations of my arguments and sources.

7th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (6 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research <i>(not derived from OR standards, pulled from Lang Arts AST 1.1)</i>	I can use a given question or thesis to guide my research.
Citations <i>(not derived from OR standards, pulled from Lang Arts AST 1.3)</i>	I can organize and document basic citation information.
Information from Multiple Sources <i>(derived from OR standard 6.24: Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research, and from Lang Arts AST 1.2)</i>	I can gather, record, organize, and analyze information from multiple sources and distinguish facts, opinions, and different points of view.
7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. (Civics & Government))	I can investigate and connect global events to historic, economic, and geographic patterns, and develop an informed position.
7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information. (Social Science Analysis)	I can critique and analyze information based on point of view, historical context, reliability, propaganda, and relevance including sources with conflicting information.
7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)	I can analyze how specific problems (local, regional, and global) occur and change over time (historically, economically, and/or geographically), and analyze the experiences of those that work to address problems.

8th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about United States History [1776 to Reconstruction].

AST supporting targets for Knowledge (13 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
<p>8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution. (Civics & Government)</p> <p>8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics & Government)</p>	<p>I can identify the rights that individual people have under the Constitution (and other historical documents) and explain how they apply to real world scenarios.</p>
<p>8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics & Government)</p>	<p>I can compare and contrast different interactions between European nations and Indigenous nations including the many effects of European colonization.</p>
<p>8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas. (Civics & Government)</p>	<p>I can explain how political parties and interest groups have evolved over time and determine their impact on historical events, issues, and ideas.</p>
<p>8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy. (Civics & Government)</p>	<p>I can identify and explain the roles and responsibilities of citizens in a participatory democracy.</p>
<p>8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. (Civics & Government)</p>	<p>I can compare and contrast the United States' government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p>
<p>8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services) (Financial Literacy)</p> <p>8.16 * Explain how compound interest can generate both wealth and debt. (Financial Literacy)</p> <p>8.17 * Define and analyze the concept of "fair lending practices" and the history of</p>	<p>I can compare and contrast different types of financial institutions including the services they provide, financial marketing, the role of interest, debt, "fair lending" and historical discrimination in the U.S. financial system.</p>

<p>discrimination and systemic inequalities in the US financial system. (Financial Literacy)</p> <p>8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions. (Financial Literacy)</p>	
<p>8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. (Geography)</p>	<p>I can identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.</p>
<p>8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems). (Geography)</p>	<p>I can explain how technological developments, societal decisions, and personal practices impact the physical environment in the U.S.</p>
<p>8.24 * Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by Indigenous peoples in response to the invasion of their lands. (Historical Knowledge)</p>	<p>I can identify the causes of westward expansion and explain how they led to cultural and physical genocide of Indigenous nations and people.</p> <p>I can describe how Indigenous nations and peoples resisted, changed and adapted in response to the invasion of their lands.</p>
<p>8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule. (Historical Knowledge)</p>	<p>I can identify and analyze the people, groups, events and philosophies that led to the United States' colonial independence from British Rule.</p>
<p>8.29 * Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion. (Historical Knowledge)</p>	<p>I can identify and analyze the methods of resistance used by enslaved people (including but not limited to self emancipation, sabotage, and rebellion) .</p>
<p>8.32 * Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives. (Historical Thinking)</p>	<p>I can identify and analyze the methods of subversion, resistance, challenge, and perseverance of enslaved people and/or historically underrepresented groups</p>

8th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis skills.

AST supporting targets for Critical Thinking (15 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
8.5 * Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution. (Civics & Government)	I can analyze significant historical documents that have expanded civil rights for historically underrepresented groups in Oregon and the United States.
8.6 * Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups. (Civics & Government)	I can analyze discriminatory legal structures and Supreme Court decisions in order to explain their lasting impact on the status, rights, and liberties of historically underrepresented groups.
8.7 * Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level. (Civics & Government)	I can analyze the methods that individuals and groups have used to expand citizenship to include historically underrepresented groups.
8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. (Civics & Government)	I can analyze the political and ethical values that are present in important U.S. historical documents.
8.9 * Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the	I can compare and contrast the methods that different individuals and groups have used to make change in U.S. society. I can identify individuals and groups who have fought for the expansion of justice,

expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics & Government)	equality, and equity for historically underrepresented groups
8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies. (Economics)	I can analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.
8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy (Economics)	I can assess the function of imports, exports, innovation, and entrepreneurship in a market economy.
8.14 * Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S. (Economics)	I can analyze historic and modern day exploitative labor systems and explain their significance to the development of the U.S. economic system.
8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade). (Geography)	I can interpret maps in order to describe the growth and development of the United States.
8.25 * Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events. (Historical Knowledge)	I can evaluate the ways that intersectional identities impact the living histories and experiences of peoples, groups, and events.
8.27 * Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world. (Historical Knowledge)	I can identify and explain the importance and contributions of historically underrepresented groups in Oregon, the United States, and the world.
8.28 * Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to	I can critique and analyze historical events in order to explain how power, authority, religion, economics, and governance are connected to systemic

systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era. (Historical Knowledge)	oppression and its impact on historically underrepresented groups.
8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives. (Historical Thinking)	I can synthesize information and data to construct an understanding of historical events that includes multiple sources and varied perspectives.
8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)	I can describe the characteristics and causes of a specific problem, explain the challenges and opportunities faced by those trying to address the problem, and analyze how the problem can show up at local, regional, and global levels over time.

8th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking and learning.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech <i>(both in my own words and paraphrased)</i> .
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
8.35 Analyze and apply a range of deliberative and collaborative procedures to	I can assess and demonstrate the power of individuals and groups to communicate

make decisions and take informed action. (Social Science Analysis)	the need for change and to make change in my community and world.
8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations. (Social Science Analysis)	I can create and organize arguments using claims, accurate and important evidence, and reasoning from multiple sources (<i>articles, videos, graphs, maps, models, primary, and secondary sources</i>). I can construct explanations using reasoning, correct sequence, examples and details with relevant information, and evaluate the strengths and weaknesses of my explanations.

8th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (9 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research <i>(not derived from OR standards, pulled from Lang Arts AST 1.1)</i>	I can use a given question or thesis to guide my research.
Information from Multiple Sources <i>(derived from OR standard 6.24 and Lang Arts AST 1.2)</i>	I can gather, record, organize, interpret, and use information from many different sources while distinguishing facts, opinions, and points of view.
Citations <i>(not derived from OR standards, pulled from Lang Arts AST 1.3)</i>	I can organize and document basic citation information.
8.22 * Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives. (Historical Knowledge)	I can analyze examples of class, gender, religious, regional and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives

<p>8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction. (Historical Knowledge)</p>	<p>I can analyze key people, groups, and events from the 1780s through Reconstruction.</p>
<p>8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives. (Historical Thinking)</p>	<p>I can use and interpret primary and secondary sources from multiple perspectives.</p>
<p>8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history. (Social Science Analysis)</p>	<p>I can analyze information for point of view, historical context, distortion, bias, propaganda, and relevance in order to critique dominant historical narratives.</p>
<p>8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)</p>	<p>I can define and assess how a specific problem and those that work to address it (local, regional, and global) can historically, economically, and/or geographically develop and change over time.</p>
<p>8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action. (Social Science Analysis)</p>	<p>I can analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.</p>

Middle School Social Sciences Instructional Resources Review Process

In the fall of 2020, the Social Sciences Teacher Cadre reviewed and adapted a set of working criteria to review instructional resources. The Teacher Cadre utilized the Oregon Department of Education’s Social Sciences criteria (Appendix D), co-constructed the “BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials” (Appendix E), and BSD’s Selection Criteria for Instructional Materials (IIA-AR) (Appendix F).

Upon review of the instructional materials on the ODE Adoption List, it became clear that many of the resources were primarily textbook-based, and that all the materials were aligned to the 2018 Social Sciences standards. When the 2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies were formally adopted in February of 2021, the teacher cadre committed to working towards those standards and themes of: Identity, Histories/Perspectives, (Anti)Oppression and Resistance, Taking Action for Justice. The district Social Sciences content specialists did an additional review of available instructional materials in the winter of 2021 and came up with 11 options (see below).

After reviewing the materials against the aforementioned criteria (Appendix D, E, F), a large majority of the materials were considered insufficiently aligned to the 2021 Oregon Social Sciences standards and the instructional goals for our proposed Middle School Social Sciences program. Further, the 11 options were narrowed to three finalists that took part in a more rigorous review with the Middle School Teacher Cadre, which was then narrowed to two: Actively Learn and Discovery Education. The two finalists were shared on the district webpage for review and community input for three weeks (Appendix G). Upon completion of their full review process, the Teacher Cadre voted to recommend Discovery Education (the final Teacher Cadre vote was 9 for Discovery Education, 1 for Actively Learn). The Project Team voted for Discovery Education with one dissenting opinion (Appendix O). Please see Appendix H for the summary of the two programs and how they aligned to the aforementioned criteria.

1. Began with	2. Narrowed to	3. Two Finalists <i>(pilots in classrooms, open to public viewing and feedback)</i>	4. Teacher Cadre recommendation
<ol style="list-style-type: none"> 1. Pearson* 2. McGraw Hill Education* 3. Houghton Mifflin Harcourt* 4. Cengage Learning, Inc.* 5. Social Studies School Service* 6. Discovery Education 7. Actively Learn (Achieve3000) 8. TCI: History Alive! 9. Choices (Brown University) 10. Teacher Created Materials Company 11. The DBQ Project 	<ol style="list-style-type: none"> 1. Social Studies School Service 2. Actively Learn (Achieve3000) 3. Discovery Education 	<ol style="list-style-type: none"> 1. Actively Learn (Achieve 3000) 2. Discovery Education 	<p>Discovery Education.</p> <p>**The Project Team recommends yearly subscriptions, per Middle School, every year for the duration of the adoption.</p>

* ODE state-approved for the 2018 Social Sciences Standards.

Below is a summary of the major considerations in the Middle School Teacher Cadre’s recommendation of Discovery Education for core instructional resources and materials.

1. Dual-Language and Spanish translation.

- a. Discovery has authentically translated Spanish (translated by a linguist) while Actively Learn has Google translated Spanish that needs to be initiated by students highlighting text and clicking “translate.” Discovery has 40+ languages for its text-to-speech feature while Actively Learn has 10. A core set of instructional materials for both Dual-Language and English-speaking classes was a priority for our adoption. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

2. Accessibility

- a. Discovery’s primary text, the “Social Studies TechBook,” is available in 2 different lexile levels in both English and authentically-translated Spanish (on grade level lexile and approx. 2 grade levels lower). This makes non-fiction text more accessible for all students and all academic programs. In Discovery, teachers would also have access to K-5 Social Sciences content if they deemed it necessary.
- b. Actively Learn is only available at grade-level lexile in English with the support of built in scaffolds (with the option for students to translate sections into Google-translated Spanish).

3. Professional Development (PD)

- a. Discovery partners with Dr. Sharroky Hollie and the [The Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#) (Appendix H) and will offer PD on culturally-responsive pedagogy *and* the platform and navigation (see section Middle School Social Sciences Professional Development Plan for more information). PD offerings from Discovery are more robust and include more options and pathways for teachers’ needs to be met. Discovery has also offered to collaboratively co-host a session with BSD and Dr. Hollie on culturally-responsive pedagogy.

4. Text and non-text options

- a. Discovery has significantly more non-text offerings (200,000+ primary sources, specifically created channels, videos, articles, multiple perspective interactives, current events, graphic organizers, and history podcasts and audio-visuals), as well as a more traditional central text, the “Social Studies TechBook,” that is organized by state standards and topical units in 5 categories (Engage, Explore, Explain, Elaborate, Evaluate). We believe this format will be stronger and more engaging for students, easier to utilize in the classroom, and that it will be easier to help teachers new to Social Sciences and/or new to tech-based content navigate, teach, and engage students in core ideas, concepts, skills, and content.
- b. Actively Learn is primarily based in non-fiction article-based texts with much more limited non-text offerings (ex. videos). The Teacher Cadre believes that

Actively Learn would require supplemental activities and non-text materials that teachers would need to find on their own outside of the platform.

- i. From BSD teacher: "I'm concerned students will not find this content engaging. It's a lot like Newsela and my students don't love using Newsela. It will require a great deal of teacher planning and creativity to support Actively Learn. I see using Actively Learn as a support but not a focus in my classroom."
- ii. From BSD teacher: "I am concerned that it needs much more for teachers to use and it doesn't have an easy to go guide for a unit without needing to supplement. I also worry that it will be repetitive for kids since most of the activities are reading."
- iii. Additionally, BSD has already secured middle school Newsela access for the next school year, which is a non-fiction text/article based platform. However, it should be noted that the Teacher Cadre has found Actively Learn to be a superior option to Newsela as a supplemental resource. The Teacher Cadre will advocate for Actively Learn to be considered in the next Language Arts adoption cycle and/or in the next Newsela contract renewal window.

5. Multiple and Diverse Perspectives

- a. Discovery has more access to text and non-text resources highlighting multiple and diverse perspectives through both activities (ex. perspective activities) and curated channels and content. Discovery also had a wider range of resources that highlighted and celebrated the joy and richness of different cultures, as well as social justice and equity issues (Appendix J).
- b. Actively Learn feedback from BSD community member: "The [Discovery] topics are more inclusive and not white-centered."

6. Educator Support and Responsiveness from Company

- a. Discovery has been proactive and highly communicative throughout the process. In addition to scheduled weekly check in meetings, they have taken the lead in integrating culturally responsive teaching and customizing PD offerings. They have had a very quick turnaround with respect to technical questions and have been willing to bring in their content and project team leads to collaborate with our teachers and specialists on short notice. Overall, their customer service and support has been superior.
- b. The Actively Learn contact has been helpful but has been much less proactive and did not provide check ins/help.

To see a summary of the pilot information from Discovery Education, please see Appendix K.

Middle School Social Sciences Instructional Resources

Discovery Background:

Discovery Education's Social Sciences Program will engage students and drive inquiry and learning as outlined to the 2018 K-12 Oregon Social Science standards. Additionally, the 2021 Oregon Social Sciences standards will be included within the Discovery platform in the summer of 2021. The Discovery platform is organized across World Geography and Cultures, Civics, World History, and United States History courses. The Discovery Education ecosystem, which includes the *Social Studies Techbook*, includes hundreds of thousands of standards-aligned, multi-modal resources across all subject areas, along with language and accessibility supports. Partnerships like the RFK Human Rights Foundation and the Shoah Foundation provide students with myriad opportunities to learn from multiple and diverse perspectives and individuals who lived and learned from events in both the past and present. Additional partnerships like Learning for Justice enable teachers to create a safe and inclusive learning environments for all students to study and discuss issues of discrimination, equity, racism, and prejudice as outlined in the 2021 Social Science Standards Integrated with Ethnic Studies.

Model of Instruction:

At the core of Discovery's Middle School Social Sciences platform is the *Social Studies Techbook*, which is a standards-aligned, core-curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills while building students' capacity to engage through the 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Students experience both history and current events through a combination of close reading, project-based learning, inquiry, critical thinking, and civic engagement. The *Techbook* pairs standards-based core content with thought-provoking essential questions, primary source analysis, multiple perspectives, and project-based tasks.

In Discovery Education's 5E Model, students develop and plan their inquiry and learning using disciplinary skills and tools. In Engage and Explore (the first two E's), students analyze and organize information to develop an initial response to the essential question. This initial learning provides students an opportunity to develop skills associated with the third dimension of the framework, Explain, where students begin to organize information that they have been gathering into a more concrete, communicable form using evidence from text, primary sources, secondary sources, video, imagery, audio, and interactives. Resources are built and curated to enable students to consider and engage through and across multiple perspectives in both historical and current events. Finally, both the Elaborate and the Evaluate models are linked to resources that provide students with opportunities to communicate conclusions and take informed action. Across the instructional cycle, students are engaged in critical non-fiction literacy activities and thinking that strengthens their historical and contemporary knowledge, critical thinking, research, and communication skills; as well as their reading, writing, speaking, listening, and social sciences analysis skills.

Middle School Social Sciences Professional Development Plan

The Middle School Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing teacher input, feedback, and teacher cadre leadership. Our PD approach will include opportunities for face-to-face collaborations, as well as remote professional learning including synchronous and asynchronous online instructional support, ready-to-implement classroom application, and job-embedded instructional coaching support. Additionally, PD will include both ongoing BSD-facilitated PD, which will be planned and led by BSD teachers and TOSAs, as well as Discovery-offered PD that help teachers develop proficiency within the *Social Studies TechBook* and Discovery platform. Ultimately, the role of Social Sciences teacher-leaders and teacher cadre members will be paramount, as they will be the central teacher group that helps craft, plan, lead, and build on instructional capacity for Best Practices within the Social Sciences.

In both summer 2021 inservice PD and throughout the school year with available district PD opportunities, all Middle School Social Sciences teachers will engage in professional development tailored to build their instructional capacity for the Best Practices within the Social Sciences, which includes purpose (as expanded upon in the Position Paper), student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. There will also be a central focus on the 2021 Oregon Social Science standards and Ethnic Studies themes of Identity, Histories/Perspectives, (Anti)Oppression and Resistance, and Taking Action for Justice. Additional and important elements of BSD PD will include (but not be limited to) culturally and linguistically responsive teaching, equity, language support, supporting student engagement and academic discourse, digital literacy and reading strategies, and differentiation.

There will be both required district PD, as well as more flexible and multiple pathways for how teachers can engage in professional learning. Initially, all 6-8 teachers will participate in inservice training (Summer 2021) which will be centered on three major areas:

1. Best Practices within the Social Sciences, which includes and will be centered on purpose (including the BSD Position Paper), student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. This will be planned and facilitated by BSD TOSAs and Social Sciences teacher-leaders.
 - a. This will also center the 2021 Oregon Social Sciences standards and the BSD learning targets, as well as the ethnic studies themes of Identity, Histories/Perspectives, (Anti)Oppression and Resistance, Taking Action for Justice.
2. Culturally Responsive Teaching: This PD will include a collaborative session with Dr. Sharroky Hollie and The Center for Culturally Responsive Teaching and Learning (CCRTL). This professional learning will include work the district has been doing around culturally responsive teaching & learning, a keynote from Dr. Hollie, collaborative breakout sessions, and a call to action.
3. Social Studies TechBook Product Training/100 Level Courses with Discovery. This will be facilitated by Discovery and supported by BSD TOSAs - including digital curriculum TOSAs - and Social Sciences teacher-leaders.

BSD Middle School Social Sciences teachers will engage in both district required PD and in Discovery PD during the August 2021 inservice week and throughout the school year with available district PD opportunities.

Social Studies TechBook Product Training/100 Level Courses with Discovery: Completing 100-level courses will allow teachers to uncover features and functionalities of Social Studies Techbook and Discovery Education while developing proficiency on the use of interactive tools and resources to build engagement, critical thinking, and current event connections. Each course listed below is approximately one hour:

- SSTB01: Getting Started with Social Studies Techbook
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a unit.
- SSTB02: Social Studies Techbook Engage and Explore
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a concept.
- SSTB03: Social Studies Techbook Explain, Elaborate, and Evaluate
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a concept.
- SSTB04: Social Studies Techbook Model Lesson and Dashboard
 - Learning Target: I CAN identify components of a concept in Social Studies Techbook.

In addition to these 100 level courses with Discovery Education, middle schools will be given flexibility in how they engage with other Discovery PD, which includes 200 and 300 level courses, which are available in both synchronous and asynchronous platforms and through connections with grade level teams, school teams, and 1:1. For more information on Discovery offered PD, please see Appendix L.

Appendix A

Position Paper References

Footnote	References
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6	See above citation 1a.
7	N/A

Appendix B

Best Practices References

Footnote	References
1	University of Washington Center for Educational Leadership. (2020). <i>5 Dimensions (5D™) of Teaching and Learning version 4.5</i> . https://info.k-12leadership.org/5-dimensions-of-teaching-and-learning
2	Beaverton School District. (2018). <i>JBB - Educational Equity Policy</i> [Policy brief]. https://www.beaverton.k12.or.us/about-us/school-board/policies-and-regulations/section-j-students/jbb-educational-equity BSD Educational Equity Policy
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11b	Beaverton School District. (2020, September 30). <i>BSD Guidance on Social and Political Expression</i> [Press release]. https://www.beaverton.k12.or.us/departments/equity-inclusion/bsd-equity-place#:~:text=We%20recognize%20that%20students%20have,others%20to%20access%20their%20education
12	See references 3a-3e
13	Muyskens, P., Betts, J., Lau, M., & Marston, D. (2009). Predictive validity of curriculum-based measures in the reading assessment of students who are English language learners. <i>The California School Psychologist</i> , 14, 11-21.
14	Beaverton School District. (2018). <i>BSD Best Practices for Multilingual Learners</i> . https://docs.google.com/document/d/1Bxd2vxJvBP8PHjyTEMNZEbLRNC_Hh6m8As1JqEd9TYP4/edit?usp=sharing
15	Erickson, Lanning, & French. (2017). <i>Concept-Based curriculum and instruction for the thinking classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin.
16	Beaverton School District. (2021). <i>Best Practices Connection to the Nine Components of the BSD SBLs</i> . https://docs.google.com/document/d/1r4ICGvFG387cWXvcCdQI2ong60qQDmiUWz6ziEKzta0/edit?usp=sharing
17	See above citation 14.

Appendix C

5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	
STUDENT ENGAGEMENT		
Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	
Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	

5D continued on the next page.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
ASSESSMENT FOR STUDENT LEARNING		
Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals. Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? What opportunities are provided for students to revise their work based on teacher and peer feedback? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers. 	

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Routines and Rituals	<ul style="list-style-type: none"> Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. Available time is maximized in service of learning. 	
Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. The classroom culture fosters the exchange of constructive feedback and celebration of growth. 	

Appendix D

Oregon Department of Education Criterion for Instructional Materials in Social Sciences

Description
Section I: Alignment to the Oregon Social Sciences Standards
<p>FOCUS: Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.</p>
<p>FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.</p>
<p>FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.</p>
<p>RIGOR: Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.</p>
<p>RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.</p>
<p>COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.</p>
<p>RIGOR & COHERENCE: Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.</p>
<p>COHERENCE: Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.</p>
Section II-V: Instructional Supports and Monitoring Student Progress
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress
<p>Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.</p>

Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.
Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.
Aligned to the Oregon Social Science standards.
Provide guidance on discussing controversial or sensitive topics.
Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.
Emphasize academic vocabulary at all levels.
Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.
Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).
Section II: Student Engagement
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.
Provide activities that incorporate the arts.
Section III: Differentiated Instruction

Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.
Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.
Section IV: Extensions & Educator Supports
Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).
Avoid tokenistic presentations of cultures.
Include objectives and learning targets written in student centered language.
Materials provide access to materials that address current events (digitally, magazine form, etc.)
Provide at-home activities with text translation to ensure access.
Provides varied instructional materials including, but not limited to: a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.)
Supplemental texts, visuals, & primary sources address Oregon history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.
Section V: Monitoring Student Progress
Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).
Provides a variety of exit tickets both written and electronic.

Appendix E

BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials.

Section 1: Alignment to Oregon Social Sciences Standards

- ALL state standards addressed with focus on Multicultural Studies and integrated Ethnic Studies
- Multiple and/or accounts and perspectives of historical issues and times provided
- Authentic inclusion of narratives, perspectives, and explains the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, social groups, religious groups, and other historically underrepresented and historically excluded groups.
- Clarity and authenticity of author positionality
- Clarity and authenticity of primary sources (text/videos/maps/interviews)

Section 2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)

- Relevance and recency of publication, as well as measures in place to update content and connect with current events
- Meaningful student-centered activities that build interest and understanding of varied lived experiences.
- Intentional opportunities for student narratives and voice with service learning and community action.
- Variety of learning mediums (text, video, audio, interactive activities, etc)
- Classroom Library Collections (ex. Lee and Low, Mackin), Dual language and multilingual texts

Section 3: Differentiated Instruction

- Differentiated and scaffolded opportunities
- Spanish and multilingual opportunities, read-aloud options, accessible to ELLs

Section 4: Extensions and Educator Supports

- Solid and consistent PD offerings
- Ongoing support, including tech support, for teachers

Section 5: Monitoring Student Progress

- Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test banks, etc.).
- Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

Additional aspects important to the cadre:

- Invest in teachers in the District to develop and share instructional guidance and exemplars, and lead PD on instructional practices that allow for teachers to deepen their

understandings of social justice issues and the ever-evolving understanding of our history in the U.S. the world.

- Canvas compatibility
- Materials are current and regularly updated on a consistent basis
- Student access to primary document archives and other research tools
- Community Partnerships (5 Oaks Museum, OR Historical Society, local Universities)

Appendix F

BSD Selection Criteria for Instructional Materials IIA-AR

Standard 1:

Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

Standard 2:

Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

Standard 3:

Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

Standard 4:

Materials shall promote growth in factual knowledge and critical thinking.

Standard 5:

Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

Standard 6:

Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

Standard 7:

Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8:

Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

Appendix G

Social Sciences Middle School Instructional Resources Review and Community Input.

Community input from staff, students, parents and community members is requested for the instructional resources being considered for adoption. Please see below for Phase one Middle School resources. After previewing, please go to the [Input Form](#) to provide your response.

The Oregon Department of Education has adopted new standards for Social Sciences. The Beaverton School District is currently engaged in our Quality Curriculum Cycle to address these required changes. Beaverton Middle Schools will be implementing Social Science courses in the Fall of 2021 that are aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#). The district has conducted an extensive search for appropriate instructional materials to address the state standards, meet the BSD learning targets, and support meaningful and engaging Social Studies learning for all of our students.

There are three central operating criteria that were used for evaluating instructional materials in the Social Sciences:

1. [State-adopted 2021 Social Science Standards Integrated with Ethnic Studies](#)
2. [Oregon Department of Education Social Sciences instructional materials criterion](#)
3. [Considerations from BSD Middle School Teacher-Leaders](#)

Collectively the above criteria can be summarized into the following statements:

- Materials are aligned to the 2021 Social Science Standards Integrated with Ethnic Studies.
- Materials include instructional supports and tools for monitoring of student progress.
- Materials offer authentic and meaningful student-centered activities and culturally responsive/relevant content that build interest and understanding of varied lived experiences.
- Materials are conducive to differentiated instruction and provide direct access to equitable resources for all of our students through various levels of technology (including but not limited to availability in multiple languages and levels, speech-to-text, text-to-speech, audio-visual supports, etc.).
- Materials include a variety of regularly updated and user-friendly materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives.

After an extensive vetting process using these criteria with eleven different instructional material providers, two providers emerged as finalists: Discovery Education and Actively Learn (Achieve3000). Middle school teachers (including teacher cadre teachers and dual-language teachers) are currently piloting these materials in their classrooms to see which instructional materials are the best fit for our learning targets, standards, and students. As a part of this process, Discovery Education and Actively Learn (Achieve3000) have opened their platforms for a two week window for public viewing and feedback.

Below is the login information for each provider along with resources to help navigate their platforms. Additionally, after viewing the materials, please submit any comments and feedback on this [google form](#). Your feedback, along with the recommendation of BSD's Project Team, will be submitted to the Beaverton School Board for adoption. The first reading of the materials report is tentatively scheduled for May 24, 2021.

[Video Recording of April 27 Social Sciences Project Team meeting including provider presentations](#)

Appendix H

Summary of the program alignment to 5 criteria: Discovery Education and Actively Learn.

1. Alignment to Oregon Social Science Standards

Discovery Ed

The DE Social Studies experience and TechBook are aligned to the 2018 State Standards, it was shared that “the 2021 State Standards are also being worked through to be included this summer.” Channels and partnerships align with new standards.

The platform centers written text (TechBook) and multi-modal supplementary texts & non-texts (200,000+ primary sources, videos, articles, multiple perspective interactives, current events, and history podcasts), which work well for knowledge acquisition, critical thinking, and student research & inquiry.

Cultural relevance: Discovery partners has a partnership with [The Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#) and its Executive Director, Dr. Sharroky Hollie. They also have an [editorial philosophy](#) illustrating how they select & maintain content to ensure authentic inclusion of multiple and diverse narratives, perspectives, and voices.

[Discovery provided this video](#) on Section 1 of our criteria.

Actively Learn

All content is aligned to Oregon 2018 standards, it was shared that “As standards evolve, we update our correlations within the program as soon as they are available.” Search for relevant current event articles.

There are thousands of pre-made lessons, each including standards-aligned, embedded questions anchored to text as instructional resources for teachers to choose from.

Teachers can search the catalog using a pull-down menu and select the desired standard(s). The correlated lessons appear for the teacher to review and choose what to assign.

Content is also searchable by grade level, reading level and topic, including Ethnic Studies.

Provided reporting on class and individual student's progress toward mastery for standards as well as progress monitoring reports and a standards-based grade book. In the learning experience, the questions embedded in each assignment are aligned to standards so their progress on that learning is captured.

2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)

Discovery Ed

[Approach to Diverse Instructional Content](#) details our process and rubric for content.

New content is highlighted in the “What’s New” section of our Resource Center (500+ resources added per month), as well as in the home page Recommended Row.

News updates provided daily via Reuters & Newsy - News & Current Events Channel, as well as partnerships with groups and organizations like Learning for Justice, RFK Human Rights, BESE, McREL, and CASEL.

Techbook also provides students with a multitude of activities, including graphic organizers embedded and Explain activities often feature timelines and other tools that require students to document and account for meaningful examples.

The interactive Investigation: Historical Perspectives enables students to use digital tools to acquire detailed information and then make educated predictions about multiple perspectives from a variety of time periods and places.

Document-Based Investigations provide students primary source materials for developing and defending responses to compelling historical questions. Other Elaborate activity types, including Say What?, Student Sleuth, Express Your Opinion, You as an Artist and Socratic Seminar involve students in evaluating historical evidence to develop and defend claims.

Student portfolios, interactive notebooks, and Studio are additional ways students can take notes, document ideas and inquiries, and share what they've learned.

[Canvas integration](#) and grade pass back in [the video here](#).

[Discovery provided this video on Section 2](#) of our criteria.

Actively Learn

Produces new content weekly, presenting a variety of experiences and perspectives. In the past two weeks, articles added about the K-Pop band BTS condemning anti-Asian violence, an article on the Muslim holiday of Eid, and how llamas have been culturally important in South America for a long time.

Offers comprehensive content across U.S. History, World History, Ethnic Studies and U.S. Government and Citizenship. In core social studies content, there are sequenced curriculum units which support a full year of assignments.

Committed to rigorous reviews of content on a regular schedule which includes correcting the record with thought and dignity for many perspectives. A team of education professionals works with our authors to ensure the content is accurate.

Includes curated library of texts and videos including source documents, core reading material and paired readings meant to highlight specific nuances of the core text. Within these texts, students are challenged as they read through scholarly works, including primary sources, with scaffolds enabled throughout as the teacher sees fit.

Can import things (internet articles, PDF, google docs, videos) and then students have same tools and access to text (lang supports, teacher notes/stickers, etc).

Strong Canvas integration.

The system captures frequency of use for these tools, so teachers always have insight into what their students are doing while in the learning experience.

3: Differentiated Instruction

Discovery Ed

Authentically translated Spanish available for all text (translation by a linguist, not Google algorithm), additional Google Translate into 100 languages, partnership with Microsoft Immersive Reader provides additional read aloud options in 40 languages.

200,000+ choices of additional reading passages, videos, audio support, and interactives throughout the digital program to provide support to students at multiple grade levels and varied opportunities for [differentiation](#) below and above grade level.

Differentiation strategies for advanced learners, approaching learners, and English learners are provided in each Model Lesson. Text to speech, highlighting, note-taking, and text magnification tools further help provide support for various learners, including learners with dyslexia.

Primary reading passages in the Social Sciences TechBook are available on grade level (Level A) and below grade level (Level B), as well as in authentically translated Spanish.

[Discovery provided this video on Section 3](#) of our criteria.

Actively Learn

Google Translate into 100 languages and text to speech Audio in 10 languages, students can highlight and translate sections of text.

Lessons pause students and asks them to respond to deepens understanding.

Extra help button can allow teachers to include scaffolds, and teachers can customize content to meet student needs.

Each lesson includes teaching strategies and options to extend the knowledge with more writing, build background knowledge and even includes other related lessons within Actively Learn. Can sort by lexile reading levels, but cannot change lexiles.

Teaching strategies and options include more writing and background knowledge.

4: Extensions and Educator Supports

Discovery Ed

Option to collaboratively craft a personalized professional learning plan through a flexible bank of hours - focusing not only on product onboarding, but culturally responsive teaching and learning & a focus on student-led inquiry: [Professional Learning Catalog](#).

PD includes Culturally & Linguistically Responsive Teaching (Dr. Sharoky Hollie) that aligns to Oregon's 2021 Ethnic Studies Standards and focuses on student inquiry. **Discovery has offered to collaboratively co-host a session with BSD and Dr. Hollie.*

Within platform, on-demand, flexible self paces PD modules and courses which provide Continuing Education Units.

24-hour online help, and live chat and/or phone help during business hours for teachers. Teachers can be at different sites, and whole cadres of teachers can work together while chatting within the collaboration tool. Also chat area).

Has an international Discovery Educator Network (DEN) where members of the DEN Community are having discussions, sharing best practices, contributing to instructional resources, and connecting in-person and virtually through professional learning experiences. It was shared that this is the largest international educator forum of its kind.

[Discovery provided this video on Section 4](#) of our criteria.

Actively Learn

Teachers can customize existing lessons or upload texts and videos to create interactive assignments that align to their scope and sequence. They can also share digital resources and monitor student progress across standards.

PD team is comprised of educators that partner to implement teaching strategies and data analysis.

Within platform, users can explore a variety of help topics through [Help Center](#).

[Instructional Strategies](#) series as well as [blogs](#) available to highlight and share best practices across the user community.

Users can request help to connect with team for support.

5: Monitoring Student Progress

Discovery Ed

Allows teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments.

Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

Evaluate tab provides teachers with two constructed response assessments and a practice selected response assessment.

Every concept contains several Explain activities, which ask students to summarize, synthesize, and analyze some or all of the content in a concept.

Each concept has multiple Elaborate activities, providing many opportunities for students to learn and practice varied social studies skills.

Studio boards and Summative Assessments (Assessment Builder provides a ready-made bank of questions with automatic grading) pull directly into the Canvas gradebook to save teachers time.

[Discovery provided this video on Section 5](#) of our criteria.

Actively Learn

Formative assessment is built into every lesson. Receive real-time feedback from teachers feeding a wealth of data reports teachers can use to know which questions in the lesson are most challenging, which vocabulary words students look up most often, and areas of greatest need.

Opportunity for students to revise work and teachers to provide real-time feedback and interaction.

Modifiable directions and annotated margin notes for articles.

Students can respond to questions like a Google Doc and respond to each other in chat-like function.

Students can write in both the notes feature and short answer responses.

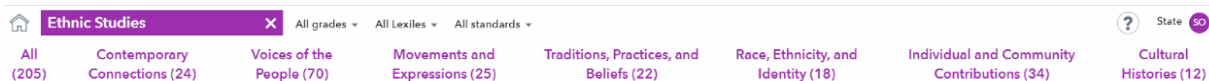
Reports are also available at the school and district level to encourage progress monitoring, reveal learning trends and promote celebrations.

Coaching reports are also available to help build instructional practices.

Actively Learn:

6th-8th Teacher Cadre Members (11): Actively Learn Strengths

- Grade-level curriculum scaffolded, stu can define words in context for any words. Stu can highlight and translate. And students can listen to text to speech in 10 languages.
- Text, teacher notes with scaffolds and steps, accommodations and modifications (ex. Text summary)
- Articles have text-dependent constructive responses
- Modifiable directions and annotated margin notes for articles
 - Students can respond to questions like a Google Doc and respond to each other
- Suggested scope and sequence (standards aligned to Oregon standards)
- Can import things (internet articles, PDF, google docs, videos) and then stu have same tools and access to text (lang supports, teacher notes/stickies, etc)
- Ethnic Studies, will continue to add to:



- Dyslexic settings and translation opportunities
- SS content updates weekly, if not more
- Can share out and update resources in teacher folders
- Works with Canvas integration
- Can see how kids are engaging, as well as what words they are looking up (for example “colonize”)
- Comments for students auto-populate so teachers are not writing the same comments multiple times. Aimed at mastery writing performance
- Can modify rubrics and grading and import our grading - Canvas and Synergy
- Auto-grader for multiple choice
- Can make modifications on text (whiteout paragraphs, can assign diff articles to diff students in the same class)
- Can store diff groups that you assign diff articles to groups
- Stu can't self-select articles at diff lexiles
- Have people that answer questions
- Since it is not uncommon to have variety of reading-levels all the way down to 1st, so there is concern with making students “learn to walk on own” at grade-level, and to make sure that they do the heavy-lifting of translating each paragraph
- Ability to customize is stronger than Newsela (esp. Adding clarifying questions)
- Like students ability to comment to each other (chat like, multiple ways to engage and interact) *Shared learning
- The content library for Social Studies is well constructed with articles carefully curated to address a key topic necessary to understanding the subject matter.
- Once you dive into reading through the texts the quality is apparent and the assigning of reading level is much better than with Newsela The units have texts that build off one another and the progression between articles is thoughtfully curated. There are articles that span a diverse range of subjects and perspectives.
- The feedback function for teachers to respond to work is extremely quick and

effective. You can ask students to revise their responses based on the feedback provided. Additionally students have the ability to read, take notes, and respond to text in small peer groups. This has allowed my students and notably my ELL students to vastly improve their comprehension and the quality of their responses in a staggeringly short period of time.

- Actively Learn has had the most seamless transition with Canvas. Most notably is the ability of Actively Learn to integrate student scores via Canvas Gradebook which has proven to be much more problematic with other apps. The Canvas integration is vastly easier than Newsela and grading on the app is extraordinarily quick and easy allowing more time to comment on students' responses and offer support.
- Appreciate that you can add in your own materials like videos and other instructions.

6th-8th Teacher Cadre Members (11): Actively Learn Weaknesses

- Multilingual supports are very English focused, and students have to translate to Spanish. The vision of dual-language is at odds with English prioritization
 - Workload issues with DL teachers having to translate
- Some teachers like that students can alter lexile, and that you can alter lexile (which some like for Newsela)
- Some Ts can see themselves spending too much time on the platform, and concern with more students and sections in common middle school experience.
- Language translation is from Google (algorithm)
- When considering accessibility: can students learn how to navigate the system with language supports that are more of a student lift (ex. Students have to highlight and translate each paragraph)
- Special education concerns with reading levels (inability to adjust is a concern for access points for students.
- Strongly text and article based, similar to Newsela (which district already pays for and teachers are accustomed to using). Concern that text and article-based reading could be monotonous with student readings and constant article-based learning.
 - Major concern for lack of more comprehensive non-text options and opportunities
- The biggest flaw with ActivelyLearn is the fact that there aren't different reading levels for students and there is not an authentic Spanish translation of any of the articles. The translation services are very minimal. A student could just as easy copy/paste the text into Google Translate and get the same translation.

Community and non-cadre educators' input (4): Actively Learn Strengths/Weaknesses

- Appreciated content on civics
- Some results indicate a disapproval in teaching about issues such as race, calling it "divisive" and "political," however such teaching and concepts are outlined in detail in the state-adopted 2021 Social Sciences standards.
- Some had trouble navigating the site: "There is so, so much on the dashboard

for the site - much like Newsela it is hard to figure out where to start reading and decipher what will be relevant and meaningful based on little images and catchy titles.”

- Strengths: “I have also seen many students utilizing the support features (text-to-speech, translate, word look-up), and Actively Learn communicates that data in an easily viewable way to teachers. It is simple to give feedback in the assignments and students have actually used the feedback to revise their work. Actively Learn has a good base of materials, but also allows teachers to import any article or video into the platform, which lets teachers introduce any ancillary materials.”
- Too much material to evaluate.

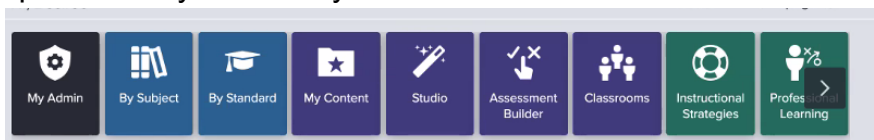
Student input (69): Actively Learn Strengths/Weaknesses

- Quantitative (likert scale):
 - Criterion 1: 21.9% strongly agree & 46.9% agree.
 - Criterion 2: 31.3% strongly agree & 37.5% agree
 - Criterion 3: 28.1% strongly agree & 43.8% agree
 - Criterion 4: 25% strongly agree & 43.8% agree
- Qualitative (open-ended) most popular responses
 - Seeing different student responses and tools for stu-stu interaction is helpful and some students enjoyed it
 - Notes tools are helpful, text to speech helpful
 - Navigation is difficult for some students, “easy” for others.

Discovery Education:

6th-8th Teacher Cadre Members (11): Discovery Strengths

- Partnership with Dr. Sharroky Hollie: [CLR Teaching and Learning](#)
- Partnerships with organizations that do real-life stories
- Works in Canvas (though teachers ran into issues, see weaknesses below)
- Accessible on any device, any time (ex. On cell phone)
- Spanish translation done by linguist, not algorithm (and text to speech)
- Constantly being updated (updated every month), Ex. Amanda Gorman’s poem uploaded day of delivery



- SS Techbook, also has “channels” which includes
- Hidden Figuras: features counterstories (ex. Dolores Huerta)
- “Dissent, equity, and inspiring change” - created after George Floyd’s murder, African American partnerships (developed in partnership with LASD, based on TT Learning for Justice 4 domains for social justice framework - similar to K-12 ethnic studies themes)

- Students can search entire platform as well (fairly robust offerings through Discovery platforms)
- Videos have closed captions, translation in 101 languages, etc.
- SS TechBook: Bundles in Canvas, come in chapters and concepts (divided into the SS domains as shown in standards)
- 5 E: Inquiry framework Engage (primary source), Explore (multiple types of information, with focus questions as well as videos, music, each listed as a link)
- 2 levels (on grade level and 2 grade levels lower) and authentic Spanish, can be downloaded and printed. 100 languages with translation algorithm (also available in 2 lexiles). Can be read out loud, highlighting in 4 colors, can add stickies.
- Notebook that comes along with it (students can keep electronic notebook)
- Vocab look-up tool has video, text, primary source use of words
- Explain: Has multiple opportunities and choices for activities. Stu can put essential questions, their evidence from notebooks, virtual tours. Activities can be translated.
- Editable activities in Word, and can be translated
- Elaborate: DBQ, role play, source analysis, artist, songs, posters,
- Primary and secondary source library: already curated but can also search the entire platform
- Evaluate: Why this matters, with self-assessment, and pulls into Canvas (in teacher account assignments, quizzes, and modules)
- Assessments get pulled into Canvas - when you use assessment in canvas it carries over
- All items are graded for Ts, except for constructed responses (which have rubrics)
- Historical Perspectives: 4 diff people with lived experiences
- Investigations (almost 300) new and interactive experiences
- Customization: Places for students to upload ideas and learning experiences
- Social-emotional learning center aligned with CASEL (which BSD uses)
- Translation and subtitles for videos
- Teachers liked Dr. Hollie's contributions in culturally and linguistically responsive teaching.
- Jessica can see resource and Special Education teachers using the database of activities
- Thinking about meaningful PD to help folks navigate it.
- Pacing guide and suggested activities seem very useful.
- Printing is easy with little need to format
- "Tech-Book" is thorough with a complete range of appropriate topics. The progression of content is effective and follows much the same progression as other textbooks- beginning with a study of Geography moving on to various aspects of Cultural and then on to key historical periods.
- Extensive list of teaching materials: lesson, graphic organizers and teacher guides. Many of the ideas around extending the lesson, discussion points, additions activities are really quite good. One of the strongest aspects of Discovery Education is that it provides clear teaching points and also lists common misconceptions, both of which would prove to be very helpful for

teachers.

- The textual content is for the most part quite good for the two reading levels A & B. I took the time to read several pages both at grade level and below grade level and I was quite impressed that they really were independently edited with an eye to authentically simplifying grammar and especially vocabulary. The same proved true for the Spanish translation as well.
- Discovery Ed is partnering with a variety of different individuals and groups to provide robust content on a variety of subjects.

6th-8th Teacher Cadre Members (11): Discovery Weaknesses

- Teachers ran into Canvas issues with integrating and using with students. Upon further collaboration, it appears Discovery is willing to hear more of our observations about technical shortcomings of their platform and are looking to set up a meeting with the head of the tech design team
- The site seems to offer numerous videos on the content - a strength of Discovery . . . I wonder if this furthers the prevalence of learning by video (which appears to be more passive learning) on the part of students. After a year of CDL I see the teachers of my own children using so many videos to instruct and feel as though the ability to focus on a presenter is being lost
- Some materials (videos especially as they are dated) seem old, pushing 6-15 years old.
- Some teachers have connected with Discovery and asked about the mixed instructions (typos) for certain units.
- Students often get lost trying to navigate in Discovery Education through Canvas.
- Would still need translations of supporting materials (ex. Graphic organizers)
- Some of the illustrations in the tech-book have little to do with the subject matter and are more confusing than appropriate. There are also passages that scream for support via a map, an illustration, a photograph where nothing is included.
- Technical side and given the need for integration of digital media with our students the technical issues, including “Studio,” uploading and formatting content.

Community and non-cadre educators’ input (4): Discovery Strengths/Weaknesses

- Quantitative (likert scale):
 - Criterion 1: 10.8% strongly agree & 55.4% agree.
 - Criterion 2: 18.8% strongly agree & 43.8% agree
 - Criterion 3: 27.4% strongly agree & 48.4% agree
 - Criterion 4: 10.9% strongly agree & 51.6% agree
- Qualitative (open-ended) most popular responses
- Topics seem more inclusive and are not centered in White and/or European perspectives.
- Some results indicate a disapproval in teaching about issues such as race, calling it “divisive” and “political,” however such teaching and concepts are outlined in detail in the state-adopted 2021 Social Sciences standards.
- Too much material to evaluate properly.

Student input (69): Discovery Strengths/Weaknesses

- Qualitative (open-ended) most popular responses
 - Videos and photos integrated into text is a positive
 - A variety of articles on individual topics is helpful
 - Sometimes overwhelming, ex. “It’s a bit confusing at first because there are so many different buttons, but I think that’s something you can get used to.”
 - “Discovery Education was not as good at first, because mostly, it’s just videos that you can watch, and do nothing else with, just assign as homework. But, when I got into the textbook, that’s when it changed a little bit. You see, the thing about it is that I can go inside a section of the textbook and take notes on it. It also offers different reading levels, so that you can adjust it to your level. There’s plenty of sections to go through on certain topics, and questions to answer along the way.”

BSD Selection Criteria for Instructional Materials IIA-AR

Standard 1:

Materials shall be consistent with and provide both support and enrichment for the district’s general educational goals, its selected program goals and the objectives of specific courses.

- Discovery had extensive sources and curated thematic channels. Techbook addresses general and programmatic goals as well as specific courses. Discovery channels did a better job at curating materials for specific 2021 Oregon Social Science Standards.

Standard 2:

Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

- Both Discover and Actively Learn had high standards for quality. Discovery had a dedicated vision to correct inaccuracies and has a consultant for evaluating culturally responsive materials.

Standard 3:

Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

- Discovery provides different lexile levels while Actively Learn provided only supports but no lexile differentiation. Discovery has authentic Spanish translations as well as text to speech in over 40 languages. Actively Learn did not have authentic Spanish translations and had text to speech in only 10 languages.

Standard 4:

Materials shall promote growth in factual knowledge and critical thinking.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery’s TechBook format which includes Engage, Explore, Explain, Elaborate, and Evaluate, offered students more opportunities to engage in accessing factual knowledge and content and engaging in critical thinking.

Standard 5:

Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

- Both Discovery and Actively Learn met this standard.

Standard 6:

Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery included more multiple perspectives activities on controversial topics and also included “educator only” resources which were authored by historians and scholars in the field with suggestions on addressing controversial topics.

Standard 7:

Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery had a wider variety of both text and non-text resources that represented the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8:

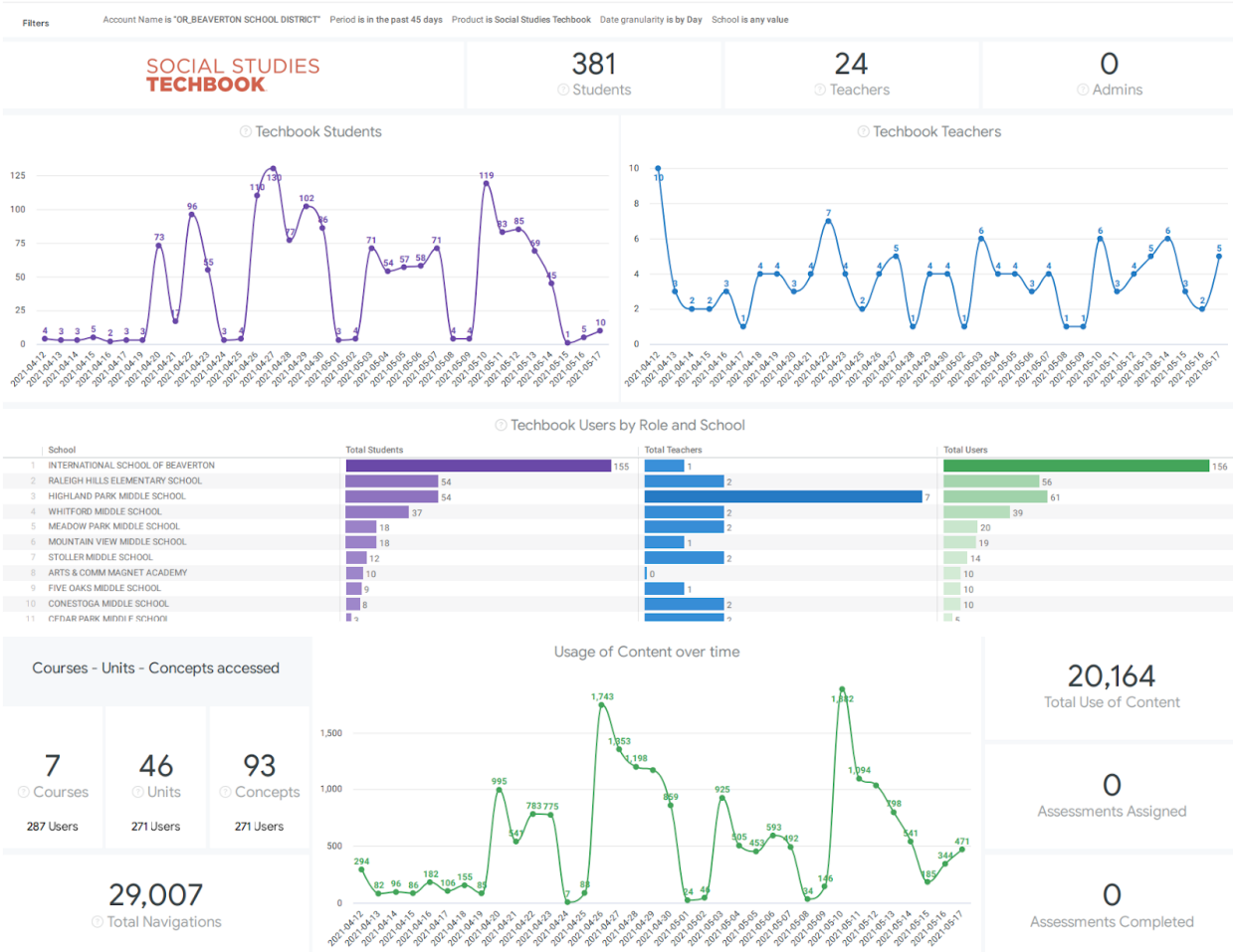
Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

- Both Discovery and Actively Learn met this standard with regards to criteria and procedures.

Appendix I

BSD Pilot Usage - Discovery Education

District Usage - Techbook Trials



Appendix J



CULTURALLY RESPONSIVE TEACHING



At Discovery Education, we believe it is imperative to equip teachers and students as culturally competent learners. They must develop an awareness of their cultural identity and recognize differences that make each learner unique. Discovery Education's commitment to cultural responsiveness is reflected through Social Studies Techbook in both its inclusive content and student-centered approach to learning. Students engage with the content designed to excite and engage all students. Social Studies Techbook supports educators seeking to create a culturally responsive environment with content that reflects the values, backgrounds, and learning styles of a diverse student population.

Discovery Education designed and built Social Studies Techbook based on the approach recommended by the National Council for the Social Studies that students create an understanding of the narrative of history from primary sources and multiple perspectives. Also, since historical interpretations change as perspectives change and new sources are documented, Discovery Education reviews content and student activities on a regular basis.

Inspired by the historical scholarship related to the 400th anniversary of the events of 1619, Discovery Education conducted a cultural sensitivity review led by an external national expert, Dr. Sharoky Hollie of [The Center for Culturally Responsive Teaching and Learning](#). The purpose of the review is to ensure our content meets the highest standards of cultural responsiveness. We see our work to develop culturally responsive materials as a journey and we update content that does not meet this expectation.

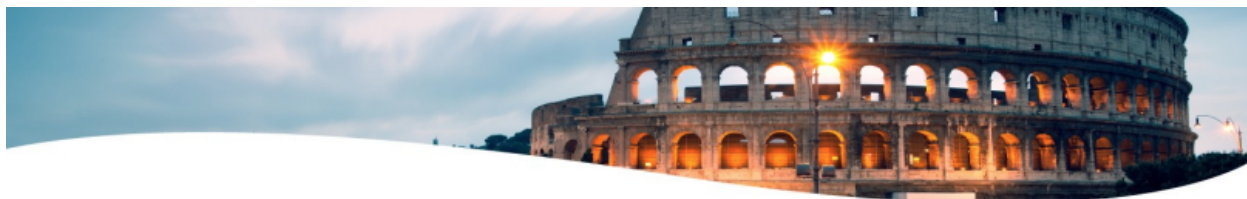
It is also important to note that Discovery Education presents content and curriculum that not only falls within the bounds of state and national standards, but also reflects the lives of students in the content they learn. The students and people in videos, images, and source materials within Techbook represent a wide variety of backgrounds, including people of various races, ages, cultures, sexual orientations, gender identities, and physical abilities. Techbook provides authentic learning opportunities that speak to students' daily lives, validating their personal experiences and motivating them to explore issues that extend beyond the classroom.

For example, Discovery Education recently created a collection of content to address current events related to the murder of George Floyd, systemic racism, and police brutality. This content was assembled from existing resources in Social Studies Techbook and new resources available through Discovery Education partners. The [Dissent, Equity, and Inspiring Change channel](#) is designed to help educators facilitate conversations about implicit bias and systemic racism, human rights, equity, social justice, dissent, protest, and empathy.

Discovery Education has always valued inclusivity, diversity, and cultural responsiveness, and will continue to develop curriculum and resources that are comprehensive and fully address state and national standards.



Appendix K



Channels Highlighting Diversity: History Makers, Problem Solvers, and Changemakers

To aid in your conversation around diversity, we compiled a list of some of our most popular channels highlighting diversity. **Please log in to Discovery Education before accessing these links.**

[Hidden Figuras](#)

The Hidden Figuras series from BESE reconstructs and recontextualizes narratives around how young people connect to today's America. Students will be inspired by a diverse collection of inventors, entrepreneurs, newsmakers, problem-solvers, change-makers, and thought leaders who have contributed to our society through science, technology, art, and culture.

[African American Experiences](#)

The contributions, struggles, and triumphs of African Americans are woven into the fabric of American history and culture. The resources in this channel, developed in partnership with Los Angeles Unified School District, are organized by two frameworks: the Learning For Justice Social Justice Standards and the African American Studies curriculum organization of Culture, History, and Politics. Students will be inspired by changemakers such as Ruby Bridges, Maya Angelou, and Ibram Kendi.

[Learning for Justice](#)

Formerly Teaching Tolerance, Learning for Justice, a project of the Southern Poverty Law Center, examines a variety of resources on social justice and anti-bias topics such as intersectionality, race and ethnicity, gender and sexual identity, and rights and activism through the lens of the four domains of the Learning for Justice Social Justice Standards.

[Dissent, Equity, and Inspiring Change](#)

The resources in this channel help educators facilitate classroom conversations and much-needed discussions about implicit bias and systemic racism, human rights, equity, social justice, dissent, protest, and empathy. By listening to the voices of changemakers and rights defenders, examining how the Constitution supports rights and equity, and revealing the power of radical empathy, these curated resources help students see how one single voice can change a nation and the world for the better.

[Women in History](#)

Celebrate the remarkable journey and impact of women throughout history and learn contemporary stories of women changing the world. This collection showcases stories of pioneering women throughout history who fought for equality regardless of gender, including the women's suffrage movement in the United States. Explore the impact women have had politically, in STEM, in the arts, in sports, and more.

[Speak Truth to Power](#)

Are you working to inspire the next generation of human rights defenders in your classroom? Discovery Education's Speak Truth to Power channel showcases influential human rights defenders through powerful storytelling and interactive learning to inspire passion and action to end and prevent human rights abuses.

[Celebrating Heritage](#)

Discovery Education is continuing to add to our Celebrating Heritage Series. Check out these channels where we commemorate rich heritage, historical roots, culture, and achievements. [Celebrating Asian American and Pacific Islander Heritage](#), [Celebrating Native American Heritage](#), [Celebrating Hispanic Heritage](#).

[Human Rights](#)

In this channel, explore a diverse set of perspectives that cover fundamental human rights and the future of social justice and equity. Additional Channels highlighted within also.



Appendix L

Discovery Professional Development.



BEAVERTON SCHOOL DISTRICT



Discovery Education offers research-based, results-driven professional learning that is directly aligned to what teachers do in their classrooms, whether those classrooms are in person or online. Our innovative approach systematically impacts multiple layers of the school system and provides educators with immersive experiences to bridge theory to practice. Because our approach is teacher-centered, we offer face-to-face and remote professional learning, online instructional support, ready-to-implement classroom application as well as in-person, job-embedded instructional coaching support.

Discovery Education's innovative professional learning for educators will include just-in-time on-demand support and empowering, interactive sessions such as:

Comprehensive Training for Specific Resources and Needs

Discovery Education product training provides a foundation of practical and functional use of both *Experience* and *Techbook(s)* in order to build teacher competency and comfort around effective usage in the classroom. Additional, deeper professional learning gives educators practical strategies and inspirational pedagogy that can be used with Discovery Education resources so that educators can immediately transfer their learning to practice.

Sessions Focused on Critical Topics in Education

Drive Equity and Bring Learning to Life for Every Child

Explore Discovery Education resources and develop strategies to create equitable learning experiences for all students. Discovery Education's highly-rated professional development team has designed learning sessions that will immerse educators in effective ways to use digital resources, multimodal content, virtual experiences and on-demand instructional support to meet the needs of their students. Educators will leave each session with lessons resources and instructional strategies to implement immediately.

- Focus on Culturally Responsive Teaching
- Focus on ELL and Special Education
- Focus on Learner Readiness and Interest

Social-Emotional Learning for All Students

Our education experts have designed a timely and relevant program that pairs professional learning experiences with a personalized teaching resource to equip educators with purposeful, effective ways to ensure that social-emotional learning needs and goals are met throughout all grades and subject areas.



2



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YEAR ONE PROFESSIONAL LEARNING PLAN

Recommended Pathway

Discovery Education Professional Learning Flexible Hours

- Flexible bundling of hours to include options such as core learning, instructional support, and conference style sessions per the *Professional Learning Catalog*
- Teacher Leaders will engage in a variety of different job-embedded instructional support options to support their effective implementation of the Social Studies Techbook & DEX in the classroom.
 - Grade Level Teams
 - School Teams
 - 1:1

Two 52 hour* Packages Recommended for Estimated 88 Gr. 6-8 Social Studies Teachers

Suggested sessions based on district goals:

- **Product Training/100 Level Course:** Completing this pathway in its entirety will allow teachers to uncover features and functionalities of Social Studies Techbook™ and Discovery Education while developing proficiency of navigation that promotes the use of Social Studies Techbook™ tools and resources to build engagement, critical thinking, and current event connections.
 - SSTB01: Getting Started with Social Studies Techbook™
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a unit.
 - SSTB02: Social Studies Techbook™ Engage and Explore
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a concept.
 - SSTB03: Social Studies Techbook™ Explain, Elaborate, and Evaluate
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a concept.
 - SSTB04: Social Studies Techbook™ Model Lesson and Dashboard
Learning Target: I CAN identify components of a concept in Social Studies Techbook™.
- **Instructional Support Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1
- **200 Level Course:** Completing this pathway in its entirety will allow teachers to uncover connections and extensions between Social Studies Techbook™ and Discovery Education resources and strategies while solidifying the use of its tools and resources to engage students in critical thinking as well as disciplinary and civil discourse in order to connect the past and present.
 - SSTB05: Social Studies Techbook™ Model Lesson
Learning Target: I CAN navigate and explain all of the features of Social Studies Techbook's™model lesson in order to support my planning.





- SSTB06: Social Studies Techbook™ Immersive Experience
Learning Targets: I CAN explain how the resources and structure of Social Studies Techbook™ support inquiry, disciplinary literacy, and citizenship. I CAN implement a Social Studies Techbook™ model lesson that meets the needs of my students.
- SSTB07: Social Studies Techbook™ Dashboard
Learning Target: I CAN navigate the Social Studies Techbook™ Dashboard in order to drive instructional decisions.
- SSTB08: Pairing Instructional Strategies with Social Studies Techbook™
Learning Targets: I CAN combine multimodal resources in Social Studies Techbook™ and effective instructional strategies in order to promote inquiry, literacy, and citizenship. I CAN create a learning experience that engages students in Social Studies Techbook™ using an SOS Strategy.
- **Instructional Support Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1
- **300 Level Course:** Completing this pathway in its entirety will allow teachers to solidify the power of Social Studies Techbook™ investigations and explanations to grow inquiry, engagement, and critical thinking skills through the use of primary and secondary sources that will allow students to understand past in order to frame their understanding of the present and future.
 - SSTB09: Deepening Learning: Engage and Explore with Social Studies Techbook™
Learning Targets: I CAN extend my use of the Engage and Explore Tabs within Social Studies Techbook™ to curate resources and craft learning experiences for all learners. I CAN use Social Studies Techbook™ to engage learners in disciplinary literacy and inquiry within a social studies classroom.
 - SSTB10: Deepening Learning: Explain with Social Studies Techbook™
Learning Targets: I CAN use activities in the Explain Tab of Social Studies Techbook™ in order to promote academic discourse in my classroom. I CAN extend my use of Studies Techbook™ to formatively assess student learning.
 - SSTB11: Elaborate with Primary Sources
Learning Targets: I CAN use primary and secondary sources within Social Studies Techbook™ to support my students' inquiry, literacy, and citizenship. I CAN extend my use of the Studies Techbook™ investigations in order to support and monitor student growth.
 - SSTB12: Going Beyond with Social Studies Techbook™
Learning Targets: I CAN integrate resources within Discovery Education that support learning experiences within Studies Techbook™. I CAN create a learning experience that connects the Social Studies Techbook™ to other Discovery Education resources.
- **Instructional Support Sessions or Going Deeper Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1





One 52 hour* Package Recommended for Remaining Teachers to support Discovery Education Experience (DEX) platform implementation & maximize investment in all other content areas and support staff in buildings

Suggested sessions based on district goals:

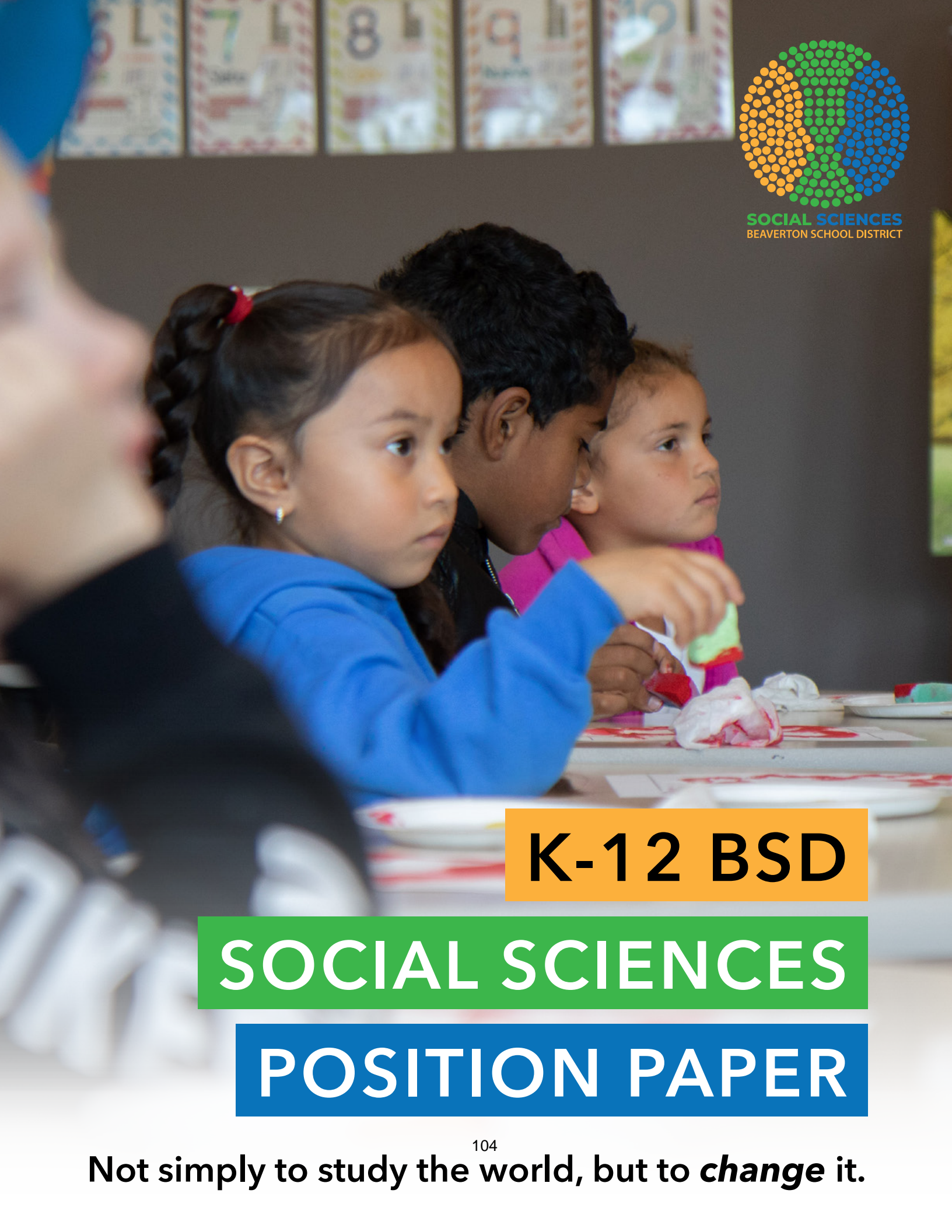
- Discovery Education Experience Onboarding
 - Discovery Education Fundamentals
 - Discovery Education Teacher Tools
 - Content Specific
 - Extending the Experience
 - Instructional Support
- Equity Pathway:
 - Focus on Culturally Responsive Teaching
 - Focus on ELL and Special Education
 - Focus on Learner Readiness & Interest
 - Instructional Support
- Social-Emotional Learning Pathway:
 - An Overview of Social-Emotional Learning (SEL)
 - Social-Emotional Learning (SEL) Competencies in Action
 - Expanding Students' Social-Emotional Learning (SEL)
 - Instructional Support
- Innovative Practices Pathway
 - Empowered Problem Solvers
 - Global Communicators
 - Future Forward Leaders
 - Instructional Support

**Each package also includes two seats at our annual award-winning Discovery Educator Network Summer Institute.*

Nellie Fisher

Senior Manager of Education Partnerships
Discovery Education
M: 206.537.5030 | @NellieHerch





K-12 BSD

SOCIAL SCIENCES

POSITION PAPER

104

Not simply to study the world, but to ***change*** it.



The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education.¹ In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

¹ [National Council for the Social Studies, 2013](#); Scruggs, Mastropieri & Okolo, 2008

² Our district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

Social Sciences education* helps cultivate the intellectual and critical power for students to develop historical and contemporary knowledge, critical thinking, communication, and research skills. Additionally, Social Sciences education invites students to learn through multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. Student learning expectations and learning targets are grounded in the 2021 Oregon Social Science Standards integrated with Ethnic Studies³, and across domains of:

- Civics and Government
- Geography
- Historical Knowledge and Historical Thinking
- Economics and Financial Literacy
- Social Science Analysis
- Multicultural and Ethnic Studies



BSD student art by: Anya Talbert



*K-12 Social Sciences education also includes specific learning through Tribal History/ Shared History in Oregon, Holocaust and other genocides education, and international human rights education.

A culturally relevant approach and a culturally responsive Social Sciences education invites students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes learning that:

- Validates students’ lived experiences and values
- Disrupts power dynamics that privilege dominant groups and perspectives
- Empowers students 1) to connect to experiences beyond their own, 2) to examine their own perspective by learning through multiple perspectives, and 3) to develop a historical and contemporary sociopolitical or critical consciousness of the world around them.

³ [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), 2021

⁴ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. O. Peoples, 2019](#)

In BSD, we believe a transformative Social Sciences education invites our students to:



Students explore one's self, community, nation, and world.

From the first days of Kindergarten, a transformative Social Sciences education meaningfully and inclusively invites students to explore their own identity and self, school and family, neighborhood and community, local and regional history, state and national history, and world history.



Students believe, belong, and thrive in an inclusive learning community.

A transformative Social Sciences education honors all viewpoints to the extent that they do not promote hate or bias,⁵ racism, objectification or exploitation, or discrimination.

- Social Science classes must be inclusive, dynamic, and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, seen and heard.



Students practice civic engagement by exploring historical and current events and issues from multiple perspectives.

A transformative Social Sciences education seeks to identify, explore, and analyze civic virtues (including respect for individual rights, community rights, democratic participation, diversity, equity, justice, freedom, liberty, and deliberation). Additionally, Social Sciences education addresses the complex nature of systemic oppression in the pursuit of a better world both now and in the future. Ultimately, Social Sciences education can help secure and enhance our dynamic and evolving democracy.

⁵ Hate and/or bias incidents are 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 ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))



Students acknowledge and learn through the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups.

A transformative Social Sciences education includes learning through and from multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. This includes learning from multiple racial, ethnic, and social groups, including intersecting groups; tribal nations, and religious groups. Further, this includes but is not limited to individuals who are:

- American Indian/Alaska Native/Native Hawaiian, or Americans of African, Asian, Pacific Island, Chicanx, Latinx, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from historically marginalized groups including but not limited to women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, transgender, queer/questioning +.



Students develop into critical consumers, producers of knowledge, and future leaders.

A transformative Social Sciences education recognizes and analyzes issues of historical and contemporary significance, as well as issues of local and societal significance. This includes asking critical questions and developing research investigations, separating evidence-based claims from opinions, and evaluating the usefulness and degree of reliability of different historical and current sources.⁶

- Sustained engagement in the Social Sciences cultivates students as media-literate learners, inquirers, change-makers, and responsible global citizens.



BSD student art by: Jason Nuesa

⁶ [National Council for the Social Studies, 2013](#)

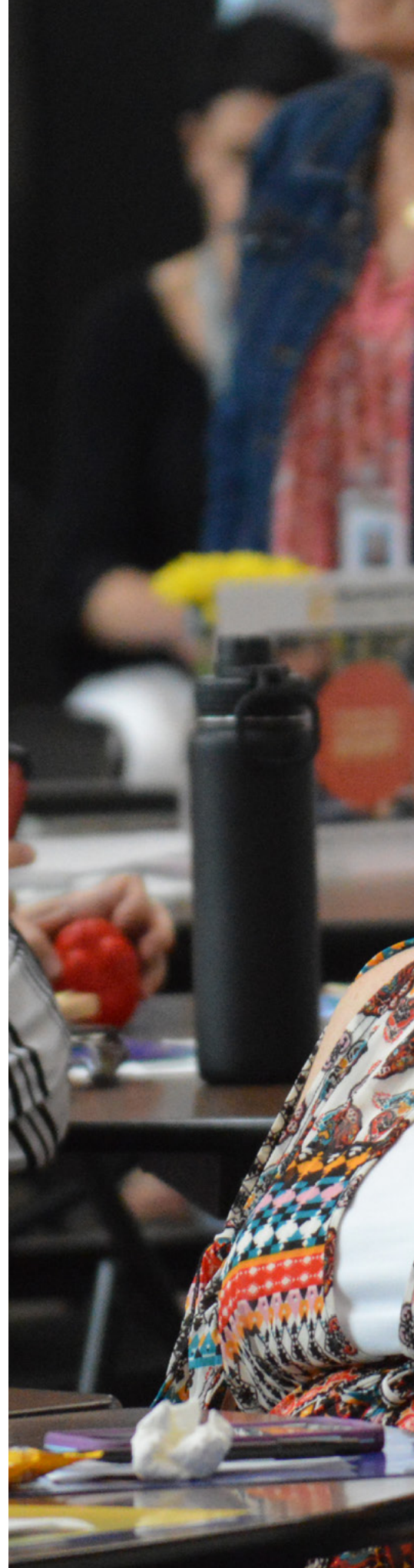
We believe a transformative Social Sciences education calls our educators and schools to believe, belong, grow, and thrive in our dynamic and diverse community.

Ultimately, a Social Sciences education is achieved through a partnership between teachers, students, families, schools, administrators, and our diverse communities. We all must work together to ensure all students are valued for their diversity and contributions to our community, fostered in their historical and current thinking, and equipped to explore, analyze, collaborate, and act on local, societal, and global problems. We all must continue learning, growing, and coming together to secure and enhance our dynamic and evolving democracy.

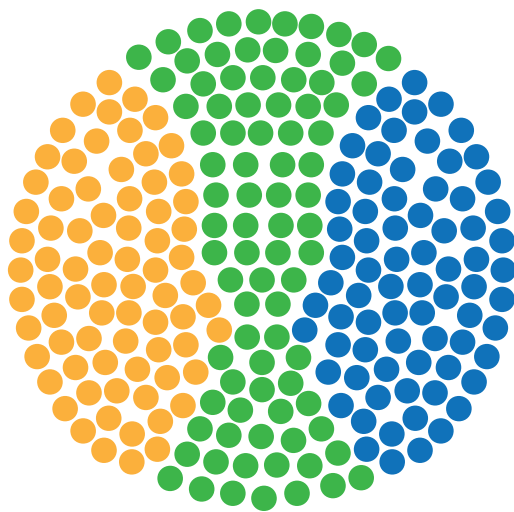
We, as educators in the Beaverton School District, have the incredible responsibility and humble privilege of helping facilitate this transformational learning. Additionally, we as educators also have the responsibility to challenge our own biases and perceptions, and to look inward and constantly examine our own teaching practices, pedagogy, attitudes, and instructional materials with an anti-biased/antiracist focus.

In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world. We believe the change starts within our school district and our educators.

⁷ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.







SOCIAL SCIENCES
BEAVERTON SCHOOL DISTRICT

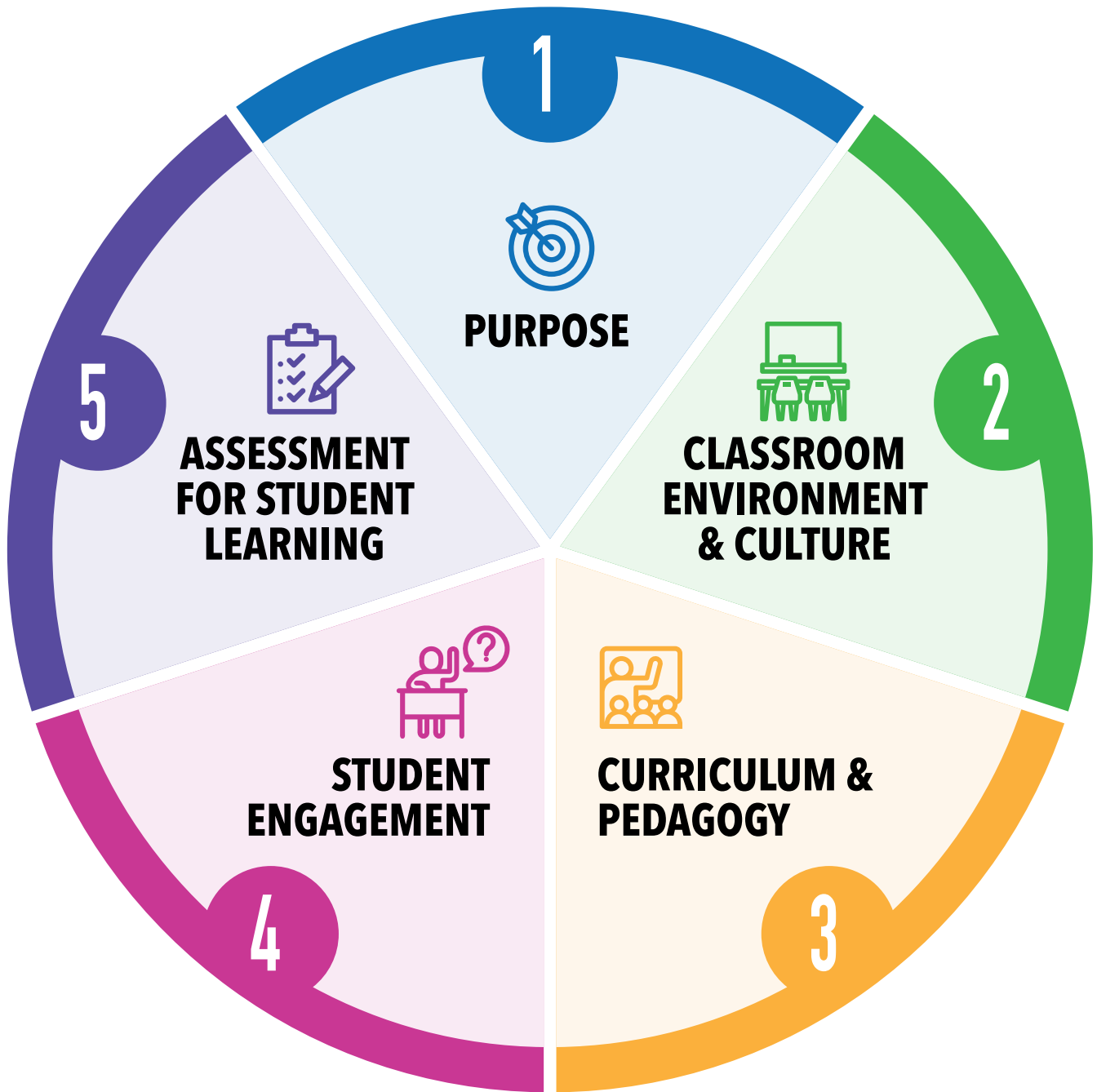


BEST PRACTICES IN K-12 SOCIAL SCIENCES

*Written by and for K-12 Social Sciences
teachers in the Beaverton School District*



The Social Sciences Best Practices document summarizes research-based strategies for Social Sciences instruction in alignment with the 5 Dimensions (5D™) of Teaching and Learning.¹ The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.



In Beaverton School District (BSD), it is our belief that through the implementation of these teaching and learning practices, we can achieve our mission and vision for K-12 Social Sciences education in BSD: Not just to study the world, but to change it. In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

This document was co-constructed and peer reviewed by K-12 classroom teachers in BSD, as well as by district content specialists, district administrators, community representatives, and student representatives. Culturally relevant and responsive elements,³ as well as an anti-bias/antiracism focus,⁴ are integrated into the 5 dimensions and serve as a centrally unifying focus.

SUGGESTIONS ON HOW THIS DOCUMENT CAN BE USED:

- ▶ To guide personal and professional growth plan(s) as a Social Sciences teacher
- ▶ To guide professional development and professional learning choices and aspirations
- ▶ To support grade level collaboration and unit/lesson development, refinement, and reflection
- ▶ Suggested prompts for personal, professional, and collaborative reflection:
 - ▷ *How does this look in my classroom? How could this look in my classroom?*
 - ▷ *To me, this means... I'm curious about...*
 - ▷ *What does this tell me about what I can add, change, or evolve in my classroom this year?*

² A district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

³ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019](#)

⁴ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.



1

PURPOSE

The purpose of Social Sciences education is not simply to study the world, but to change it. We believe that the Social Sciences play a central role in preparing students for empowered civic engagement and responsible participation within and across their local, national, and global communities.⁵

STANDARDS

- a. Content and context rich expectations: Oregon’s 2021 Social Science Standards Integrated with Ethnic Studies⁶ engage students in the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, Social Science Analysis, and Multicultural and Ethnic Studies. These standards ground student learning expectations and learning targets.

LEARNING TARGETS AND TEACHING POINTS

- a. K-12 academic learning targets (ALTs) are based on the real-world relevance and work of social scientists, which includes 1) building knowledge, 2) critical thinking, 3) research, and 4) communication skills.
 - i. The grade-level academic supporting targets (ASTs) are derived directly from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies.
- b. A standards-based learning and assessment model provides students with clear and objective learning targets, which takes the mystery out of assessment for students. Through learning targets:
 - i. Students are able to:
 1. See learning targets posted that are relevant to the unit/lesson.
 2. Explain the meaning of the learning target and how it connects to the learning.
 3. Experience a consistent set of expectations within a course and see the progression to subsequent classes where applicable.
 - ii. Teachers are able to:
 1. Create lessons that are aligned to learning targets.
 2. Communicate the learning target both verbally and visually to students.
 3. Use instructional materials and tasks that align with the learning targets.⁷

⁵ BSD Social Sciences Position Paper, 2021

⁶ [Social Science Standards Integrated with Ethnic Studies](#), 2021

⁷ [Best Practices Connection to the Nine Components of the BSD SLS](#)

2

CLASSROOM ENVIRONMENT & CULTURE

Social Sciences classrooms should be welcoming and inclusive for students and staff of all backgrounds, cultures and abilities. Different and multiple perspectives and voices are welcomed, heard, discussed and deliberated upon to ensure a classroom culture that is adaptable and dynamic. Further, a culturally responsive classroom environment and culture is one ripe with care, inclusivity, mutual trust and respect, affirmation and validation of students' diverse cultural backgrounds as strengths, and teacher and student learning partnerships.⁸

USE OF PHYSICAL ENVIRONMENT

- a. Physical arrangement of the room communicates to students that both student collaboration and developing independence and self-reflection is valued (e.g., intentional meeting areas, available resources, varied student seating, physical accessibility, etc.).
 - i. **Accessibility:** The classroom is physically accessible and responsive to students with disabilities, and includes appropriate equipment and materials to increase students' comfort and opportunities to be successful.
 - ii. The physical environment can also include local community spaces and opportunities outside of school buildings, including but not limited to field trips, community events, community speakers, experiential learning, etc.
- b. Visual/Instructional materials (i.e. libraries, maps, posters, etc.) feature the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups - past and present - with an intentional inclusion of historically marginalized and historically excluded groups.

CLASSROOM ROUTINES AND RITUALS

- a. Student agency, ownership, and community: Classroom routines and rituals foster student ownership, independence, participation, responsibility, and they reflect the values of community and shared accountability for learning.

⁸ Gay, 2000/2010; Hollie, 2011; Hammond, 2015.



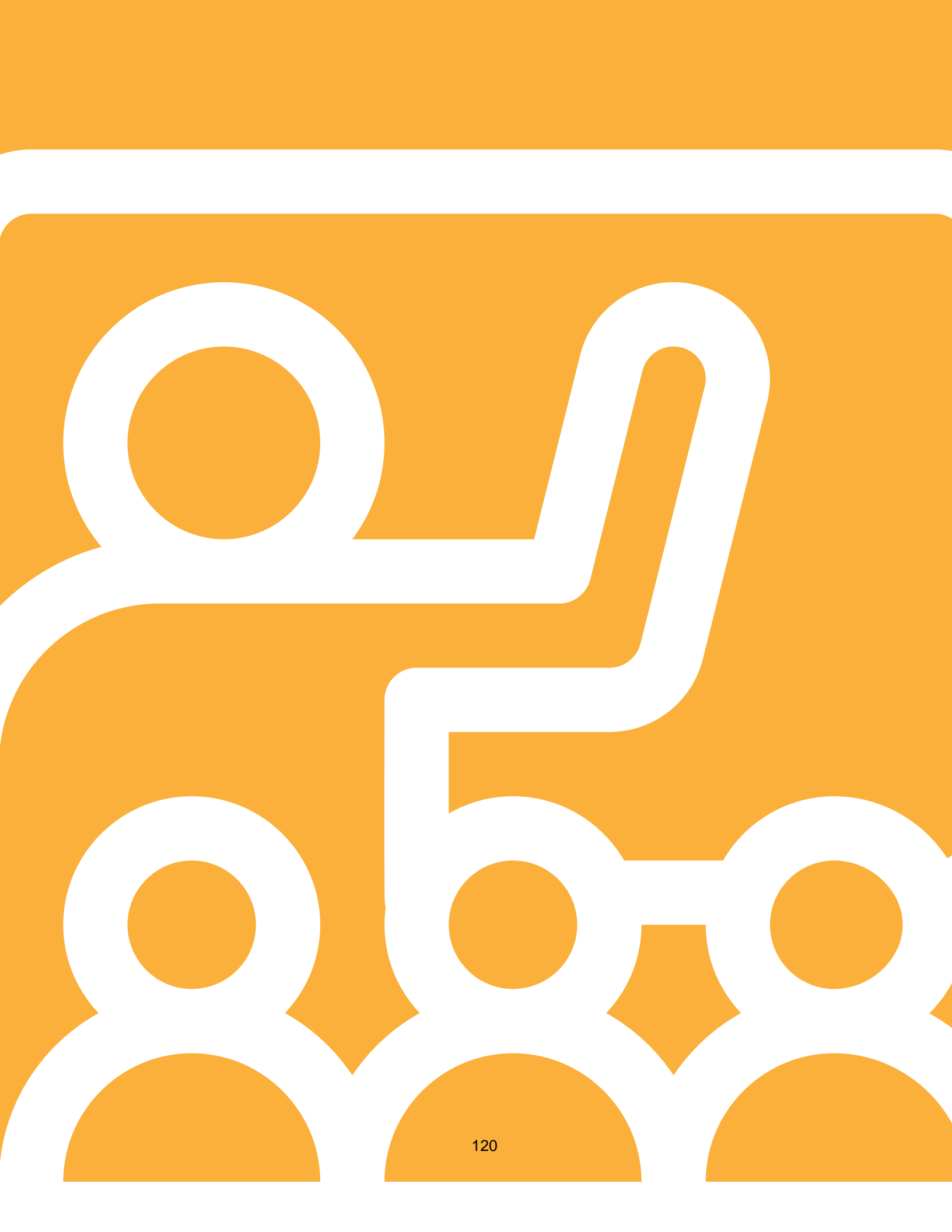
CLASSROOM CULTURE

- a. Inclusivity: The classroom is an inclusive environment in which students identify themselves as valuable members and use their lived experiences and academic, social, linguistic, and emotional strengths in the classroom, school, and community.
- b. Valuing diversity and knowledge: Classroom culture values individual and cultural diversity, students' prior knowledge and lived experiences, and students' heritage languages as strengths that are used to further develop their academic, social, emotional, cultural, and linguistic capabilities.
 - i. The classroom culture fosters the exchange of constructive feedback and the celebration of growth.
- c. Relationships: Educator builds meaningful relationships with students and families to better understand and empathize with different cultural funds of knowledge and lifeways.⁹
 - i. Additionally, developing and nurturing meaningful relationships between the teacher and students, and student to student relationships, acknowledges that students are a key component in the creation and growth of a healthy classroom culture.
- d. Classroom discourse and interactions reveal what is valued in the learning environment: student identity development and belonging, the development of skills and content knowledge, respect for thinking and intellectualism, a lens of criticality and anti-bias/antiracism, as well as joy in the celebration of learning, growth, action, and change.¹⁰
 - i. Educators should consistently model curiosity, humility, and what it means to be an active and growing inquirer and lifelong learner. This helps students to develop a level of comfort and safety in order for them to truly learn, share, and grow themselves.
 - ii. Additionally, classroom discourse will inevitably lead to disagreement over ideas. These are opportunities for students to learn how to respectfully listen, consider, and debate. Social Sciences discussions should honor all viewpoints to the extent that they do not promote hate or bias,¹¹ racism, objectification or exploitation, or discrimination.

⁹ Gonzalez, Moll, & Amanti, 2006

¹⁰ Muhammad, 2020

¹¹ Hate and/or bias incidents are 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 ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))



3

CURRICULUM & PEDAGOGY

Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.

CURRICULUM

- a. Multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups: Exploring historical and current events from multiple and diverse racial, ethnic, and social perspectives helps students gain a deeper and more complex understanding of the larger human experience.
- b. Transdisciplinary, transferable skills: Curriculum includes purposeful opportunities to build transdisciplinary, transferable skills including knowledge-building (factual, conceptual, and debatable knowledge), critical thinking (including problem solving and criticality), research (inquiry and investigation), and communication (reading, writing, speaking, listening).
- c. Critical literacies: Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources.
- d. Accessibility: The curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, and students who are navigating poverty and/or houselessness.
 - i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students.
 - ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

TEACHING APPROACHES & STRATEGIES

- a. Culturally relevant and responsive teaching:¹² Teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes:



- i. Validating students' lived experiences and values
 - ii. Disrupting power dynamics that privilege dominant groups and perspectives
 - iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.
- b. Multiple and diverse learning opportunities: Teacher provides a variety of learning opportunities for students to access the curriculum and expand entry points, while creatively and responsively utilizing instructional materials and resources.
 - c. Civic engagement and responsible democratic participation is sought out in day-to-day and long-term learning and objectives by cultivating student voice, interest, inquiry, action, and agency.

SCAFFOLDS AND/OR ADJUSTMENTS FOR LEARNING

- a. Use of ongoing diagnostic and formative assessment: Teacher conducts ongoing diagnostic and formative assessments so that they (and their students) have a working knowledge of where current student understanding and skill development is in relation to the learning target(s).
 - i. Multiple opportunities for assessment in a variety of modalities and formats should be provided for students within and across the learning targets.
 - ii. Learning opportunities should be accessible to students who are working towards a non-standard diploma.
- b. Student interest and choice will help develop engaging, responsive, and dynamic scaffolds that are adjusted as students participate in meaning-making and increasingly assume ownership and responsibility for their own learning.
- c. Language acquisition: Scaffolds include multiple opportunities and formats for students to build their language skills which include ways that their authentic voice and home language is honored.¹³ All classrooms should work towards honoring and actualizing BSD's best practices for multilingual learners.¹⁴

¹³ Lau, 2012

¹⁴ [BSD Best Practices for Multilingual Learners \(2018\)](#)



4

STUDENT ENGAGEMENT

Meaningful and engaging student learning experiences are designed to promote sustained interest in the Social Sciences (e.g. cultivating interest and value with students, generating student questions, promoting student ownership, etc.). Engagement is strongest when students' community perspective is valued and integrated into the learning, and when student identities and experiences are surfaced, affirmed, and validated in the classroom to provide multiple ways of understanding and experiencing academic content.

Additionally, engagement is strongest when students recognize and analyze historical and contemporary community and societal problems, ask critical questions and develop research investigations, separate evidence-based claims, evidence, and reasoning from opinions, and evaluate the usefulness and degree of reliability of different historical and current sources. Rich learning and engagement involves students working and growing together through both intellectual and emotional engagement, as well as through ethical reflection and civic agency as their learning connects to their local community and beyond.

INTELLECTUAL WORK

- a. Essential knowledge and skills: Students will engage in developing factual, conceptual, and debatable knowledge, research and inquiry skills, critical and analytical thinking, and communication skills.¹⁵ Intellectual work is conducive to participatory civic engagement and responsible participation within and across students' local and global communities.
- b. Bias and perspective: Teachers and students consider the dynamic nature of knowledge and of multiple and varied perspectives while developing critical thinking habits. It is also important to acknowledge personal bias and positionality, and to be respectful and understanding of diverse cultural norms and perspectives.
- c. Independent and collaborative investigations: Students should have frequent opportunities to investigate subjects in depth and to participate in choosing topics and modes of learning. Classroom learning should include both independent investigation as well as cooperative learning, and learning opportunities should foster student agency, specifically regarding self-advocacy and collective action.
- d. Authentic audiences: Opportunities to present work that highlights student voice and learning to authentic audiences within and beyond their classroom and school are highly encouraged.

¹⁵ [Erickson \(2005\)](#)



ENGAGEMENT STRATEGIES

- a. Culturally Relevant: Culturally relevant teaching asks educators to embrace student background and experience, which includes teachers exploring/identifying their own biases and positionality. It is essential that educators understand the beliefs, practices, ideologies, and experiences that shape our students' worldviews and experiences.
- b. Cooperative and collaborative learning: Social Sciences classrooms are active and dynamic learning spaces filled with rich cooperative and collaborative learning, inquiry, and student collaborative conversations and deliberation.

DISCOURSE & COMMUNICATION

- a. Inclusive: Social Science classes must be inclusive and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, and heard. This is evidenced by rich and varied opportunities for student discourse and communication with high levels of student engagement and participation. Intentionality in regards to diversity, equity, and inclusion are critical components of a functioning democracy.
- b. High Expectations: Classroom discourse and interactions reflect high expectations and beliefs about all students' capabilities - academic, social, emotional, cultural, and linguistic - and create a culture of belonging, equity and accountability for learning. This is evidenced by elevated and engaged learning partnerships and collaborations.
- c. Student-centered: Talk is student centered with a healthy balance of teacher-to-student talk and student-to-student talk. Academic language supports and intentional planning for rigorous academic discourse allows students multiple opportunities to practice talking about and across topics and issues.
 - i. Student-student collaborative conversations are conducive to the real-world relevance and work of social scientists, which includes building knowledge, critical thinking, research, and communication skills.



5

ASSESSMENT FOR STUDENT LEARNING

The use of varied and frequent standards-based assessments - diagnostic, formative, self, and summative - facilitate and guide student growth within the learning targets and the expectations of the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies. A multifaceted and responsive approach to standards-based assessment gives students more opportunities to demonstrate what they know.

ASSESSMENTS

- a. Self-assessment: Students reflect and assess their own learning in relation to the learning target(s) and they reflect and set goals based on teacher and peer feedback.
- b. Multiple opportunities: There are multiple assessment opportunities and the teacher expects all students to demonstrate progress towards their learning goals.
 - i. There is an expectation that all students receive feedback on multiple assessment opportunities to demonstrate their learning.
 - ii. Additionally, evidence of learning may look different from student to student, which addresses the need for equity through diversity in assessment.¹⁶
- c. Varied methods of assessment: Assessment methods include a variety of approaches to gather comprehensive and quality information while leveraging the strengths of different student learning styles and funds of knowledge.
 - i. Assessments should be designed to meet the needs of each student and include a variety of student assessment data (e.g., individual charts, conferring records, portfolios, conferring, rubrics, etc.).
- d. Best practices for multilingual learners:¹⁷ Assessment practices should evaluate language and content standards independently, and should provide multiple opportunities for students to demonstrate proficiency through a variety of modalities. Further:
 - i. Consider language, culture, and background factors when analyzing and creating assessments.
 - ii. Utilize students' heritage languages to assess content knowledge when possible and appropriate.

¹⁶ [Best Practices Connection to the Nine Components of the BSD SBLS](#)

¹⁷ [Multilingual Dept. Guiding Principles & Best Practices \(2018\)](#)



FORMATIVE ASSESSMENT AND ADJUSTMENTS

- a. Ongoing Feedback and Adjustment: Teachers utilize feedback and ongoing formative assessment to adjust supports and be more responsive to students, to redirect instruction, and to assist with student self-reflection, evaluation, and goal setting.

ALIGNMENT TO OREGON STATE STANDARDS

- a. Assessments are aligned to 2021 Oregon Social Science Standards Integrated with Ethnic Studies and BSD Learning Targets. Additionally, assessments are within and across the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, and Social Science Analysis.

Social Studies Team Project, Beaverton School District
Sarah Chivers, Dissenting Report
Re: Online Delivery of Social Studies Curriculum (Grades 6-8)
May 19, 2021

I am writing this dissenting report at the request of Matt Hiefield, Brian Sica, and Bradley Parker with Beaverton School District. I am a parent of two children at Ridgeway Elementary and Cedar Park Middle School. I am a community organizer and educator at Portland State University and Chemeketa Community College where I teach sociology. As a parent, I have spent a lot of time advocating for increased funding for our public schools, specifically directed at helping teachers build student success through social interaction and collaboration rather than technology, and I have contributed to reports reviewed by the Oregon State Legislature about equity in education (The State of Black Oregon for example). I have spent much time over the last week engaged with the Actively Learn and Discovery Education curriculums offered for review.

I feel that I represent the voice of the families who are gravely concerned at the over-use of technology (Pandora's Box) as a tool that replaces teachers' responsibilities rather than expanding learning opportunities. Both platforms offer videos, graphs, fictional narratives, and cultural artifacts to tell dominant narratives about history (around the world and in the US). But these can only be one part of the toolkit of teaching social studies and therefore, I suggest that the funding for this budget item be redirected into intensive professional development for teachers to build interactive teaching and learning opportunities. There are many community based educational non-profits led by Black, Indigenous, and People of Color (BIPOC) in Portland and Beaverton that do this work.

The areas of evaluation I considered for each learning platform were:

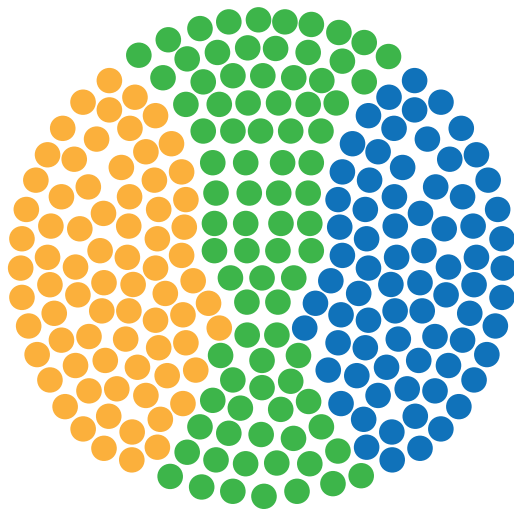
- 1) **SOCIAL RELATIONSHIPS:** Does the curriculum build a historical narrative as relational, group level phenomenon that involve social structure and power, or an individualized version of social studies (where specific individuals in history are spotlighted, but few connections are made between social groups).
- 2) **VANTAGE POINTS:** Does the curriculum center whiteness, patriarchy, capitalist/owners, or does it include (and center) voices/materials from authors outside of those social groups?
- 3) **CONNECTIONS WITH HOW THE PAST IS PRESENT TODAY:** Does the curriculum build information and facts from basic reasoning to complex and extended reasoning? For example, does it build ideas around how race, social class, government, capitalism were socially constructed and reproduced to build social inequality in the US and world?
- 4) **ESSENTIALIZING OR INTERSECTIONAL:** Does the curriculum provide information about social groups demonstrating variability within that social grouping, or does it essentialize them as all being the same?

Actively Learn curriculum does a much better job of building a relational understanding of social groups in history; it includes the voices/stories/work of marginalized, under-represented, and exploited groups who were foundational in providing the labor to build the US government and labor markets; it builds from basic to complex reasoning with critical thinking questions for each sequenced unit; it provides an intersectional framework over an essentialized version of social

groups. For these reasons, I suggest approving Actively Learn, if BSD will not redirect the funding for licensing of these programs into intensive professional development for BSD teachers and staff.

Please contact me if you have any questions.

Sarah Chivers
503-501-8565
sachivers@yahoo.com



SOCIAL SCIENCES
BEAVERTON SCHOOL DISTRICT



2021 LONG RANGE FACILITIES PLAN

POLICY ISSUE / SITUATION:

Staff and the district’s consultant team have completed a draft Long Range Facility Plan (LRFP) for the Beaverton School District. The draft LRFP is recommended by staff to replace the current Long Range Facilities Plan that was adopted in 2010. The Board will have an opportunity to review and comment on the content and recommendations in the draft 2021 Long Range Facilities Plan.

BACKGROUND INFORMATION:

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

Staff have presented several updates on the Long Range Facilities Plan to the Board in the past year. The comments provided by the Board, staff, and the community have informed and guided the content of the proposed Long Range Facilities Plan. Attached to this situation sheet is a memorandum with more detail on the content of the Long Range Facility Plan.

RECOMMENDATION

Recommend the Board listen to the presentation and discuss the Long Range Facility Plan. Provide any direction deemed necessary to improve the Plan content and authorize placement of the Plan on the next Board agenda for adoption.

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."

MEMORANDUM

DATE: May 17, 2021
TO: Beaverton School Board
FROM: Steven A. Sparks, AICP
Josh Gamez, PE
Aaron Boyle
Robert McCracken
SUBJECT: 2021 Long Range Facilities Plan

The District has completed the drafting 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:
 - The alternatives to new school construction and major renovation; and
 - 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.

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:

- A. How the Plan addresses the requirements of ORS 195.110, and
- B. Major actions identified in the Plan to be undertaken by the District

Staff wishes for the Board to provide its feedback and guidance on any of the content of the Plan.

Part A. How the Plan addresses the requirements of ORS 195.110.ORS 195.110:

1. **Population projections by school age group.** The Enrollment and Capacity section of the Plan starts on Page 39 of the Plan. The district's enrollment forecasting has been conducted by the Portland State University Population Resource Center (PRC). The PRC forecast shows that the district has reached a plateau on enrollment and is expected to remain stable or enter a slight decline over the next ten year period. Areas of the district will continue to see enrollment growth, but overall, the district's enrollment is not expected to increase.

Although the PRC forecast shows that the District has adequate capacity to accommodate future enrollment, the Plan does recognize that several schools will exceed their capacities by school year (SY) 2030-31. These school level projections are illustrated in the graphics starting on Page 51 of the Plan. The Plan identifies different actions to address capacity concerns which include, and are not limited to, adding capacity and adjusting attendance boundaries.

The Plan has identified the number of classrooms at each school in order to establish school capacity. For elementary and middle schools, the capacity is 25 students per classroom. For high school, the capacity is 30 students per classroom. It is possible that a school will be over capacity by this calculation and no change to the structure or attendance boundary will be proposed. It is probable that class sizes will be greater than what is assumed for the capacity calculation articulated in the Plan.

2. **Identification by the city or county and by the large school district of desirable school sites. and Site acquisition schedules and programs.**

The Plan does not identify the need for new school sites nor a site acquisition strategy for the term of the Plan. To reach this conclusion, the Plan considered the PRC enrollment forecast, the buildable land inventories in Eastern Washington County, the price points for new and resale residential development, the potential effect of Washington County and City of Beaverton implementation of HB 1001 (resulting in up zoning of single family residential lands), and the zoning densities of lands within the District. Sufficient capacity exists within the District to accommodate enrollment. If needed, the District does own three (3) vacant parcels which could be developed for new schools should the need arise. It is possible that new development in the Cooper Mountain area of the City of Beaverton may result in the need for a new elementary school. However, a property was acquired through the 2014 Capital Bond for this purpose and the proposed Plan notes that the need for a new elementary school at this site may be identified after 2031.

The Plan does contain a section on site opportunities beginning on Page 57. While new sites are not identified, the text does address several strategies for effectively and efficiently using existing property to accommodate the District's needs.

3. **Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.**

This requirement is addressed in two sections of the Plan starting with Educational Program needs for the District. This text begins on page 21 of the Plan and key takeaways for Educational Programs are:

- Expand preschool programming by ensuring target elementary schools have adequate space for the programming,
- Provide more or new facility space for Special Education programming, and
- Provide additional facility space (indoor and outdoor) to meet State physical education requirements.

Beginning on page 27, the Plan identifies the physical condition for each facility in the District. The Plan contains analysis on:

- Facility condition assessment and index,
- Facility age,
- Seismic condition assessment and scoring,
- Energy use assessment, and
- Deferred maintenance.

The type of physical improvements are wide ranging. Major improvement noted in the Plan include the need for new school facilities to replace the District's oldest schools which have among the highest need for maintenance and seismic improvement.

4. **Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met. and Ten-year capital improvement plans.**

Section 9 of the Plan starting on page 63 identifies options and strategies for funding necessary improvements to the District's facilities. The Plan proposes for Board consideration two options for a potential future capital bond program starting on page 68 of the Plan. The options offer recommended priorities and funding allocations to a range of facility needs.

5. **An analysis of:**

- **The alternatives to new school construction and major renovation; and**
- **Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.**

The Plan identifies potential strategies for accommodating capacity needs that do not involve capital investment. As noted above, the District does possess enough capacity to accommodate the number of students forecasted to attend district schools. However, not all enrollment growth will be in areas where school capacity exists. Therefore, attendance boundary adjustments will be needed to move students where capacity exists. Furthermore, when an old school building is redeveloped at the district's educational specification, more capacity will likely be created. This will create an opportunity to consider consolidating schools and closing less efficient and/or operationally expensive school buildings. Beginning on page 57, the Plan identifies other strategies for efficient use of school sites.

Part B. Major actions identified in the Plan to be undertaken by the District

Beginning on page 17 of the Plan, the guiding principles and goals for the Long Range Facility Plan are identified. To implement the District's goals, the Plan specifies a series of actions that will be undertaken. These actions will assist the District meeting the requirements of ORS.110. These actions include the following:

LRFP Goal 1: Utilize the 2020 Facility Condition Assessment (FCA) to prioritize building investments and decrease deferred maintenance.

- 1A: Prioritize deferred maintenance work using FCA data.*
- 1B: Update FCA data annually to reflect changes based on completed repairs, completed replacement/construction, or continued deferred maintenance.*
- 1C: Assess current Maintenance Department resources and a gap analysis for needed maintenance productivity.*
- 1D: Provide a yearly report to the school board on the status of deferred maintenance.*
- 1E: Hire needed positions in the Maintenance Department to provide a preventive and corrective maintenance program.*

LRFP Goal 2: Invest in seismic improvements such that all schools meet collapse prevention performance on or before December 2032 and as directed by Oregon Revised Statute (ORS) 455.400.

- 2A: Prioritize seismic rehabilitation work based on buildings with the lowest structural score and availability of funding resources and/or targets of opportunity with scheduled repair work.*
- 2B: Apply every funding cycle for state seismic rehabilitation grants.*

LRFP Goal 3: Implement security improvements on or before December 2028. These projects include but are not limited to fencing, camera, key card installations, isolation rooms, and vestibules.

3A: *Ensure schools at a minimum have a key card access system and security cameras by December 2023.*

LRFP Goal 4: Maintain high standards for design and construction of new and renovated facilities and aligned to the Educational Specifications.

4A: *Establish a level of service standard for lighting, fresh air exchange, heating/cooling, technology, teaching stations and storage in classrooms and other teaching & learning spaces.*

4B: *Develop a plan to improve deficient spaces, in coordination with annual facility improvements and maintenance.*

4C: *Regularly review and update the Educational Specifications to reflect best practices and lessons learned from completed projects.*

LRFP Goal 5: Invest in new energy efficient building system and technology to ensure long-term operational performance and utility savings specifically evaluated on true life-cycle cost analysis versus first-cost of construction.

5A: *All new construction buildings shall meet all of the following energy efficiency program metrics:*

- *Enroll in the Energy Trust of Oregon's (ETO) New Building Program Whole Buildings Offering.*
- *Meet Oregon's 1.5% Green Energy Technology (GET) Requirement, which stipulates public entities spend 1.5% of public building capital construction costs on specified renewable energy systems.*
- *Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) Target Guidelines:*
 - *Elementary / Middle Schools – 29 kBtu/SF/Yr*
 - *High Schools – 37 kBtu/SF/Yr*
- *Eligible for EPA ENERGY STAR Certification with a score of 75 or higher. ENERGY STAR certified buildings save energy, save money, and help protect the environment by generating fewer greenhouse gas emissions than typical buildings. To be eligible for ENERGY STAR certification, a building must earn an ENERGY STAR score of 75 or higher on EPA's 1 – 100 scale, indicating that it performs better than at least 75 percent of similar buildings nationwide.*
- *Require ENERGY STAR appliances throughout.*

5B: *All existing buildings shall meet the following energy efficiency program metrics by 2040:*

- *Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) Target Guidelines:*
 - *Elementary / Middle Schools – 29 kBtu/SF/Yr*
 - *High Schools – 37 kBtu/SF/Yr, and*
- *EPA ENERGY STAR Certified with a score of 75 or higher.*

LRFP Goal 6: Balance school capacity with current and projected enrollment levels.

6A: *Regularly review and adjust attendance boundaries to respond to enrollment growth, decline and the capacity/quality of school buildings.*

6B: *Maintain transparent and collaborative decision-making practices in attendance boundary adjustments.*

LONG-RANGE FACILITY PLAN

BEAVERTON SCHOOL DISTRICT | BEAVERTON, OREGON

14 MAY 2021



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The planning team would like to thank everyone who gave their time, energy, and ideas to develop this Long-Range Facility Plan.

The contributions of many diverse individuals from across the community, including District leadership, parents, business owners, and other community members, helped create a plan that reflects the needs and aspirations of the Beaverton School District and its community.



SECTION 01

EXECUTIVE SUMMARY

PURPOSE & PROCESS

In July of 2020, the Beaverton School District (the District) undertook an effort to develop an updated Long-Range Facility Plan (LRFP). The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

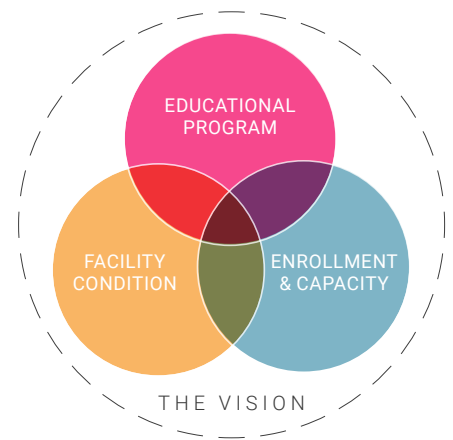
The core planning process included two groups, a District Leadership Team and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process. This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

The primary purpose of the LRFP is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements

for those facilities as needed, and address how student populations will be accommodated over the next 10 years. The Plan provides a strategic framework for management of Beaverton School District’s facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations: educational program (evaluating the adequacy of existing educational facilities within the context of current educational objectives), enrollment and capacity (understanding how student populations will be accommodated over the next 10 years), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings and sites).

Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.



REGULATORY CONTEXT

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, bond plan options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. These requirements and other regulatory information is discussed in Section 03 – Regulatory Context.

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District’s Strategic Plan.

WE Expect Excellence

- > Strategically plan for the maintenance, modernization and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost) consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE Innovate

- > Update educational specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency and maintenance into the facility planning process.

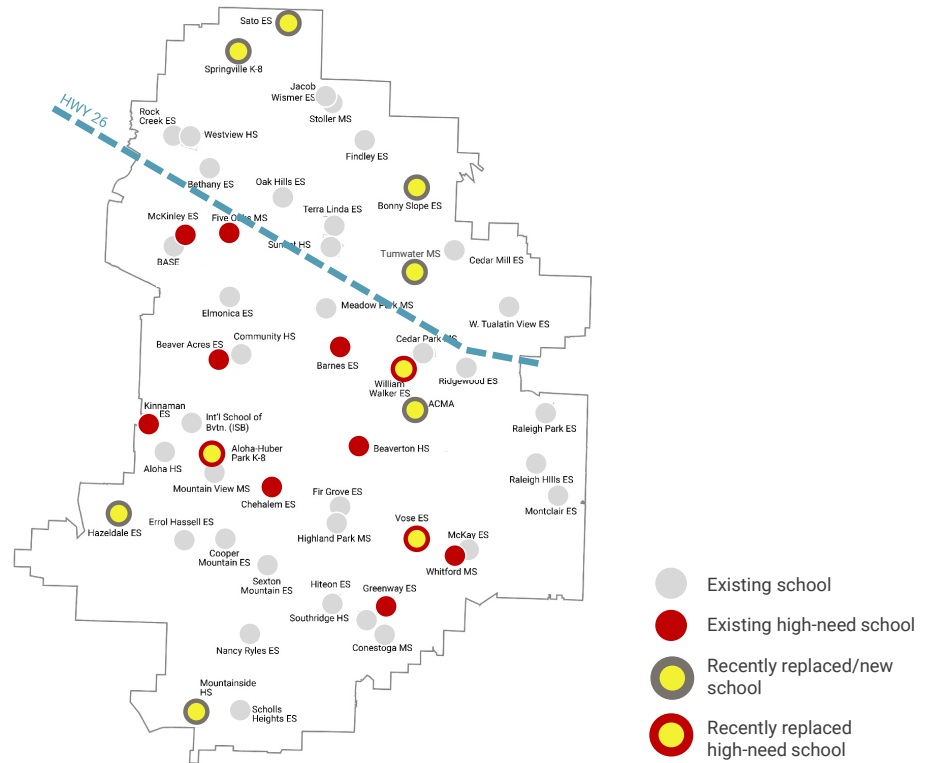
WE Embrace Equity

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE Collaborate

- > Collaboratively plan for future facility needs driven by community, demographic and pedagogical change.

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

Six LRFP goals were developed by the District in alignment with the Strategic Plan and Guiding Principles. Each goal has specific actions for implementation that are described in Section 04 – Vision and Goals.

Goal 1: Utilize the 2020 Facility Condition Assessment (FCA) to prioritize building investments and decrease deferred maintenance.

Goal 2: Invest in seismic improvements such that all schools meet collapse prevention performance on or before December 2032 and as directed by Oregon Revised Statute (ORS) 455.400.

Goal 3: Implement security improvements on or before December 2028. These projects include but are not limited to fencing, camera, key card installations, isolation rooms, and vestibules.

Goal 4: Maintain high standards for design and construction of new and renovated facilities and aligned to the Educational Specifications.

Goal 5: Invest in new energy efficient building system and technology to ensure long-term operational performance and utility savings specifically evaluated on true life-cycle cost analysis versus first-cost of construction.

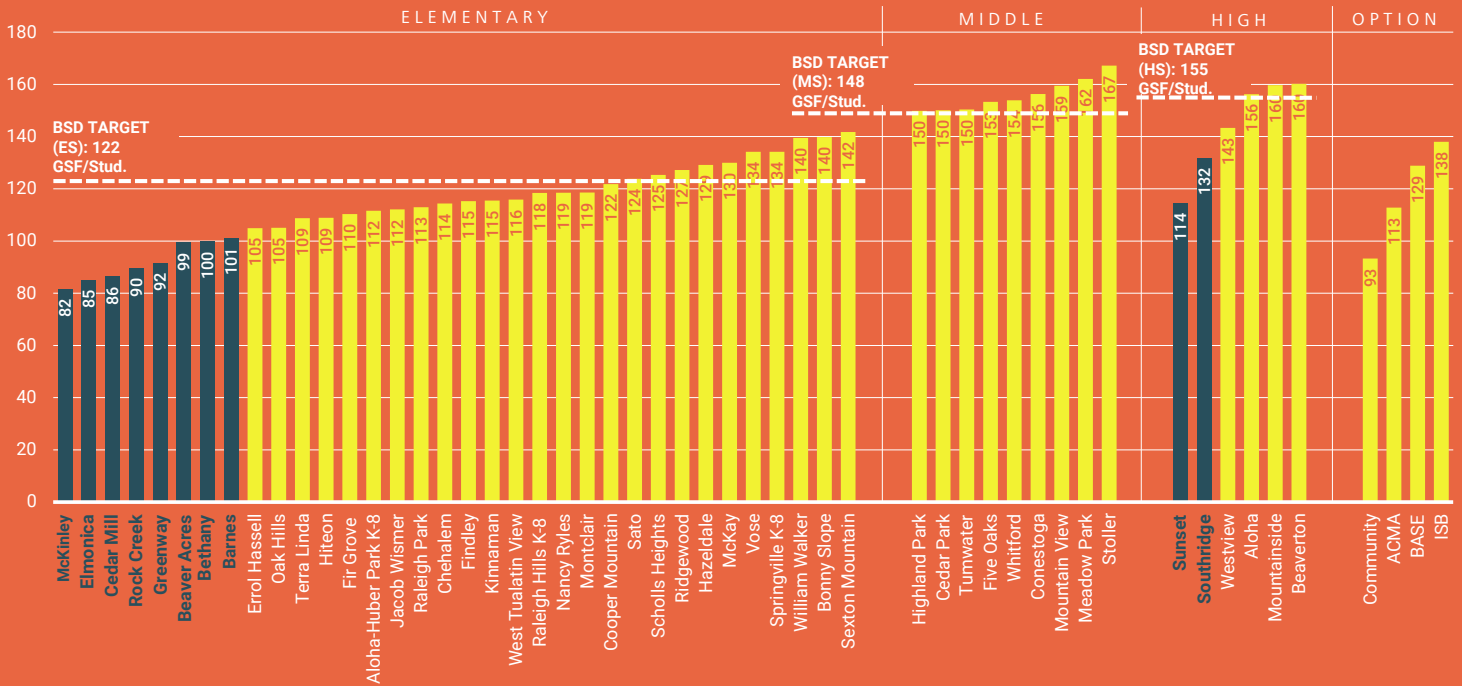
Goal 6: Balance school capacity with current and projected enrollment levels.

EQUITY LENS

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs.

The planning team evaluated specific equity metrics to inform the planning process. Using District data for individual schools, the team looked at socio-economic equity, racial equity, and language equity, providing metrics that were used to inform planning decisions throughout the process.

AREA PER STUDENT



Additional information regarding LRFP vision and goals can be found in Section 04 – Vision and Goals.

EDUCATIONAL PROGRAM

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The Plan addresses changing needs for educational program delivery and how facilities can support these requirements.

EDUCATIONAL ADEQUACY

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. The District’s area per student targets are 122 GSF/per student for elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools, based on the current Educational Specifications and evaluation of recently completed school facilities.

Of the District’s 34 elementary schools, eight schools fall more than 20 GSF/student below the District target, as shown in the chart above. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are

not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto. In addition, two of the District’s six comprehensive high schools are more than 20 GSF/student below the District target.

SPECIFIC PROGRAM NEEDS

The following list summarizes goals for specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan. Educational goals and needs for the LRFP have been defined for those programs that have clarity regarding facility support needs.

- > Provide one prekindergarten classroom at every elementary school with Title I status.
- > Provide adequate and equitable special education facilities at all schools (classrooms and support).
- > Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the District cannot currently accommodate their educational needs.
- > Provide space to meet State PE requirements at all District facilities (elementary and middle schools).

- > Provide adequate administrative support space to accommodate the District’s educational programs and goals.

Additional information regarding educational program need can be found in Section 05 – Educational Program.

FACILITY CONDITION

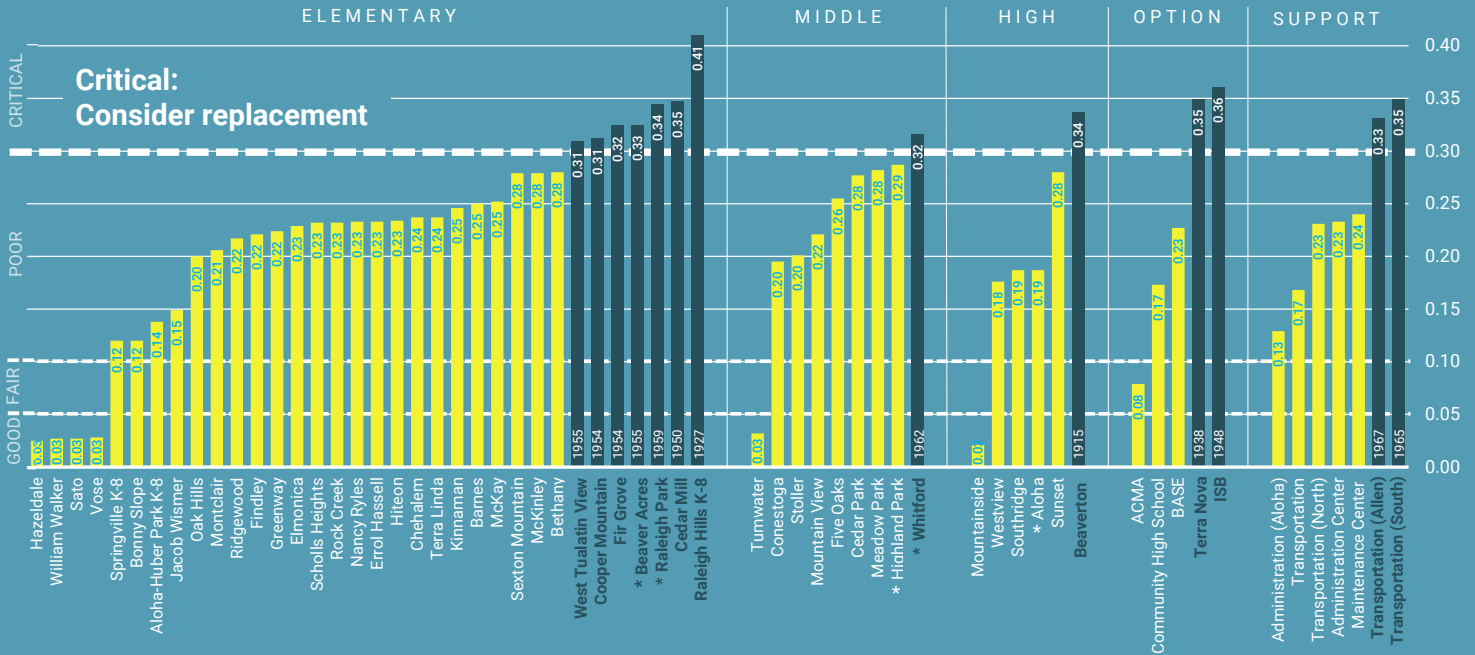
The District owns and operates over 5.7 million square feet of facility space on over 800 acres of land. This includes 34 elementary schools, nine middle schools, six high schools, and five option/alternative schools, as well as several administrative and support facilities.

FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The District has five facilities that are more than 75 years old, including:

- > Beaverton High School (105 years old)
- > Raleigh Hills K-8 (93 years old)
- > Barnes Elementary (93 years old)
- > McKay Elementary (91 years old)
- > Terra Nova (82 years old)

FACILITY CONDITION ASSESSMENT (FCI SCORE)



There are also seven additional facilities that will exceed the 75 year life span of facilities during the next 10 years.

FACILITY CONDITION

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The FCA evaluated the physical condition of exterior and interior building systems and site elements, and resulted in an facility condition index (FCI) score that is used to compare the relative condition of each facility.

As shown in the chart above, 13 District facilities were evaluated as being in critical condition and should be considered for possible replacement.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs. Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes: "Subject to available funding,

all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032." ORS 455.400 is included in Appendix A for reference.

A seismic evaluation of all District facilities was completed in 2019, and provided scores indicating how each facility would likely perform during a seismic event, based on the American Society of Civil Engineers (ASCE) 41-13 performance objectives. The performance level target established by the District is the Damage Control Range, which is between Life Safety and Immediate Occupancy.

The District's 10 newest facilities meet or exceed the District target for seismic condition, while the majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated in the Less than Collapse Prevention range, including five elementary schools, four middle schools, one high school, and one option school. Seismic condition at these schools should be addressed as soon as possible.

DEFERRED MAINTENANCE

Although the District continually addresses maintenance issues, there are still considerable facility and site

improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

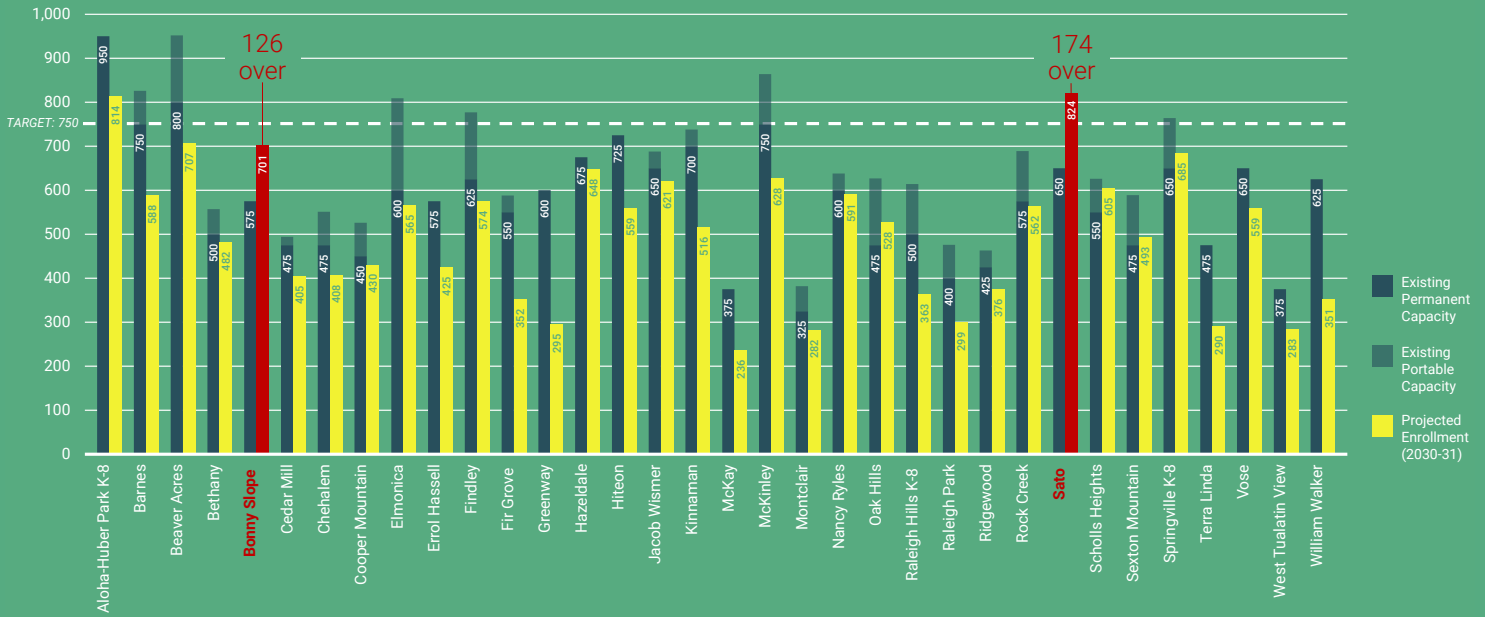
As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. Seismic work identified in the 2019 seismic evaluation was incorporated into the deferred maintenance costs. Costs are escalated and include soft costs.

Additional information regarding facility condition can be found in Section 06 – Facility Condition.

ENROLLMENT & CAPACITY

Beaverton School District currently serves almost 40,000 students in kindergarten through 12th grade. The success of the District's educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



EXISTING CAPACITY

Each school facility has an established capacity, based on the number of teaching stations, target number of students per classroom, and a scheduling utilization factor. Methodologies for determining capacity vary between districts and also between grade levels.

The District has a total permanent capacity of 41,652 students in grades K-12, including 19,550 at the elementary level (including K-8 schools), 7,660 at the middle school level, 11,852 at the high school level, and 2,590 for option/alternative schools.

ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether the District will need to add or modify facility space to meet school program or configuration needs. The District received student enrollment forecasts in 2019. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends.

District adjustments were made to the PSU Population Research Center's (PRC) 2028-29 enrollment forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that occurred after the PRC forecast was completed.

In addition, the planning team provided a "straightline" extension to the enrollment forecast, extending the forecast by two years to 2030-31 and providing a 10-year forecast from the date of this LRFP.

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade. This includes a six percent decline at the elementary level, a three percent decline at the middle school level, and a 5.9 percent decline at the high school level. Growth rates vary greatly between schools within each level.

The majority of District schools are projected to see enrollment declines, however a few schools are still expected to have enrollment growth. At the elementary level, this includes Hazeldale, with projected enrollment growth of 38.7 percent; Sato, with projected enrollment growth of 26.9 percent; and four other schools with projected growth of less than 10 percent. Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent. At the high school level, enrollment increases of less than 1.70 percent are expected at Mountainside and Westview.

FACILITY UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use. The charts above and on the following page compare existing capacity with existing and projected enrollment by school.

Elementary

The projected elementary enrollment of 17,043 students in 2030-31 leaves more than 2,500 remaining available permanent seats, resulting in an expected utilization of approximately 87 percent districtwide. When looking at total capacity (permanent capacity plus portable capacity), over 4,000 seats remain available (79 percent utilization).

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Since enrollment accommodation within individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Six elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31, including two that will be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

Middle

At the middle school level, the projected districtwide enrollment of 7,423 is lower than both the permanent and total existing capacity. Individually, three middle schools are projected to be over their permanent capacity, including Stoller, which will also be significantly over its total capacity (300 over).

High School

The projected enrollment of 10,106 at the high school level is less than existing permanent capacity by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent. When looking at total existing capacity, over 2,100 seats remain available (82 percent utilization).

Individually, all of the District’s high schools are expected to be well below their permanent capacities through 2030-

31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over its permanent capacity and 283 students (12 percent) over its total capacity. Looking at individual school capacities at option schools, ACMA, BASE, and the International School of Beaverton (ISB) are all expected to be at or over capacity, with ISB being the most significantly over its permanent capacity (314 over).

Additional information regarding enrollment and capacity, including geographical analysis and capacity accommodation strategies, can be found in Section 07 – Enrollment & Capacity.

SITE OPPORTUNITIES

The Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the District to meet long-term enrollment needs and whether these sites are adequate in size and distribution to accommodate long-term forecasts.

EFFICIENT USE OF SCHOOL SITES

As land within the District has been developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable

property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

Strategies include the use of modular classrooms, multistory buildings, shared parking, partnerships, and expansion on existing sites. Other possible strategies include limiting space allocated to non-educational uses, co-location with existing district facilities, and replacement of small schools.

ANALYSIS OF LAND REQUIREMENTS

The District currently owns 63 active facility sites covering approximately 825 acres, as well as three undeveloped sites. Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan. The District’s undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

Additional site-related information can be found in Section 08 – Site Opportunities.

CAPITAL FINANCING

FINANCING TOOLS FOR CAPITAL PROJECTS

An array of financing tools are available to the District. For Oregon school districts, general obligation (GO) bonds are the primary tool for financing school facility needs. GO bonds are a municipal debt security issued by the District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95% of real market value, and the District has remaining capacity of \$2.38 billion.

The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District's levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities,

improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program.

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies are identified as potential ideas to be considered, and will not necessarily be implemented by the District.

Strategies that address program need:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in non-traditional facilities

Strategies that address growth:

- > Increase class sizes
- > Re-activate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities **149**

- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

10-YEAR CAPITAL PLAN

BOND PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District's Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

CAPITAL BOND PROPOSALS

The two capital bond proposals, summarized in the table on the following page, incorporate community input and intend to strike a balance between community support for funding and current District need. Either proposal can serve as the basis for a potential capital measure, at the discretion of the

Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The capital bond proposals represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan.

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase. This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of modernization, capacity and enrollment, and other district support funding.

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value. Option 2 includes everything that is in Option 1, in addition to the full replacement of Beaverton High School and larger funding amounts for educational program, modernization, capacity and enrollment, and other district support.

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects

TABLE:
Capital Bond Proposals

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
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
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
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
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M
¹ Assumes additional \$11.8M from 2014 bond funds		
² Planning and design only		
³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.		

are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as

a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

Additional bond proposal information, including project descriptions and implementation, are included in Section 10 – 10-Year Capital Plan.

BEYOND 10 YEARS

FUTURES STUDY CONTEXT

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments. Findings were documented in a Futures Study Report, published in the Fall of 2017.

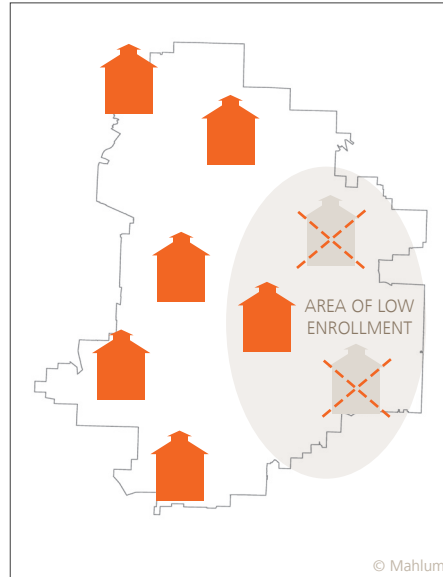
RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

Key questions and strategic approaches explored by the Futures Study correlate with the three primary areas of facility related need identified in the Long-Range Facility Plan: alignment of capacity and enrollment, support for educational programs, and addressing facility condition. This alignment facilitates the District’s ability to track development of the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

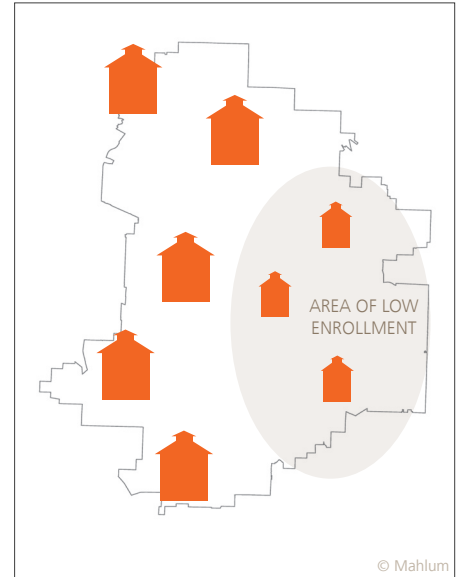
While variation exists between supporting data used for the Futures Study and that used for development of the Long-Range Facility Plan, particularly in the area of enrollment projections, plan proposals incorporate a number of the strategic facility management approaches outlined by the Futures Study. Two example approaches are shown above, and additional strategies are included in Section 11 – Beyond 10 Years.

The application of these strategies is most closely related to the two major replacement projects that have been identified in the capital bond proposals: Raleigh Hills Elementary School and Beaverton High School.

FUTURES STUDY APPROACH A: Replace at Target Size & Consolidate Schools



FUTURES STUDY APPROACH B: Replace at Appropriate Size to Meet Enrollment Need



LONG-RANGE FACILITY PLAN UPDATES

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (2031), and possibly through the next 20 years and beyond. Therefore, it is expected that adding additional capacity will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects. The decision to implement this approach would allow higher utilization of school sites, and improve the site’s ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing

the deteriorating condition of existing facilities, rather than capacity.

A more detailed description of the Futures Study, its relationship to the 2021 Long-Range Facility Plan, and future plans can be found in Section 11 – Beyond 10 Years.

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SECTION 02

PURPOSE & PROCESS

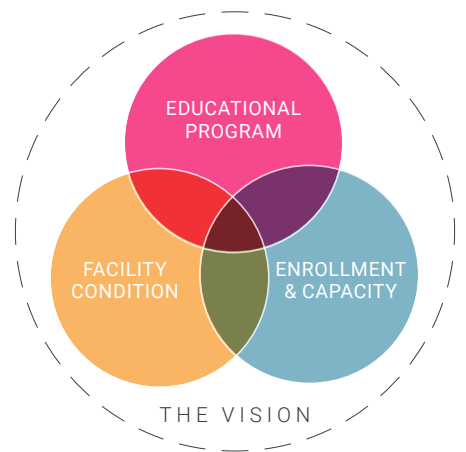
The primary purpose of the Long-Range Facility Plan is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements for those facilities as needed, and address how student populations will be accommodated over the next 10 years.

PURPOSE

The Long-Range Facility Plan (LRFP) provides a strategic framework for the management of Beaverton School District’s (the District) facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations:

- > Educational Program: evaluating the adequacy of existing educational facilities within the context of current educational objectives
- > Enrollment & Capacity: understanding how student populations will be accommodated over the next 10 years
- > Facility Condition: considering deferred maintenance, modernization, and replacement of existing buildings and sites



Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.

The District has adopted the following goal for its students:

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

This goal is further defined through the four Pillars of Learning that guide District

decisions, which are described in Section 04 – Vision and Goals.

- > WE Innovate
- > WE Expect Excellence
- > WE Embrace Equity
- > WE Collaborate

Providing the physical space, facilities and environment to support educational programming is a critical step toward achieving Innovation, Excellence, Equity and Collaboration. This LRFP provides an overall understanding of District facilities, conditions, capacity, and improvement needs.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. The OAR 581-027-0040 requirements are included in Appendix A – Regulatory Information.

BACKGROUND

The Beaverton School District is the third largest school district in Oregon. It is responsible for the education of almost 40,000 students and has over five million square feet of building space under its ownership and control. Coupled with the 860 acres it owns, the District is one of the largest building and property owners in the Portland region.

District facilities include school buildings, transportation facilities, athletic fields, food services and administrative facilities. The District has a large responsibility to maintain existing facilities and provide new facilities to meet educational needs.

The District is continually monitoring the condition of existing facilities and planning for future facility needs. While most of this effort is under the umbrella

of good stewardship and property management, the State of Oregon has statutory and administrative rule requirements that direct school districts to prepare long-range facility plans.

This document is the Beaverton School District 2021 Long-Range Facility Plan and represents an update of previous LRFPs, the most recent of which was prepared in 2010. The State’s interest in long-range facility planning for school districts is expressed in two legislative actions, listed below.

- > The Oregon Revised Statute (ORS) 195.110 is the state statute that requires school districts to prepare facility plans and prescribes the elements of those plans. Originally enacted in 1993, the law underwent amendments in 2001 and 2007.
- > The State Department of Education enacted Oregon Administrative Rule (OAR) 581-027. This OAR provides guidance for local school districts to receive state matching funds for facility improvements. Included in the OAR 581-027 is the requirement that requests for state matching funds be based on a long-range school facility plan.

LRFP & BOND HISTORY

The District originally adopted an LRFP in June 1994, in compliance with ORS 195.110. The District later updated the plan in June 2002. Following adoption of this LRFP, the District successfully passed a construction bond for \$195 million in 2006, to provide needed school facilities to respond to student enrollment growth.

In 2007, the Legislature amended ORS 195.110. At the same time, the District was completing the renovations to existing school facilities and new school facilities approved in the 2006 bond. Following the amendments to ORS 195.110, the District decided to update its 2002 LRFP to incorporate its recent facility improvements, address new facility and enrollment information, and maintain compliance with the

amended requirements of ORS 195.110. The resulting document was the 2010 LRFP, which was adopted by the District in June 2010. Following adoption of the 2010 LRFP, the District once again successfully passed a construction bond in 2014– this time for \$680 million– to provide a wide range of school renovations and new school facilities.

The significant construction program associated with the renovations and new school facilities approved in the 2014 bond is nearing completion. Following past practices, the District undertook an effort to update the 2010 LRFP, which has led to the recommendations included in this 2021 LRFP. This plan includes two alternative construction bond programs for the School Board to consider, to place before District voters in 2022.

The previous LRFPs were prepared for the District during periods of high student enrollment growth, as new residential development in Washington County and Beaverton filled in vacant areas within the District’s boundary. However, the District is now becoming largely built-out as developable land becomes scarce within its boundary. While population growth will continue, school enrollment is forecasted to grow at a slower pace than historic patterns.

WHY NOW?

Given the current uncertainty created by the COVID 19 pandemic in 2020/21 and the impact on in-school learning, a reasonable question to ask would be – why update the LRFP now? Even in this environment, the District’s facility responsibilities continue. The following points emphasize why this is an appropriate time to update the 2010 LRFP:

- > The District needs to be ready with school facilities when the pandemic is behind us and students return to in-classroom learning.
- > ORS 195.110 requires a 10-year plan for statutory compliance. The last Beaverton School District LRFP was adopted in 2010.

- > OAR 581-027 ties state funding opportunities for capital projects to local school districts having an adopted current LRFP.
- > While student enrollment growth has flattened, there’s an opportunity to review facility needs in light of recently completed capital projects and school capacity/student demands in specific areas of the District.
- > The District needs to add an equity lens to school facility planning.
- > The District needs to plan ahead for new capital programs as current school bonds expire.
- > District facilities continue to age. The LRFP will address schools that are too old to be efficiently maintained.
- > Maintenance and modernization needs continue to grow.
- > Identify opportunities for efficiencies in District facilities.

LONG-RANGE FACILITY PLANNING PROCESS

In July of 2020, the District undertook an effort to develop an updated Long-Range Facility Plan. The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

The core planning process included two groups, a District Leadership Team (DLT) and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process.

This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

DISTRICT LEADERSHIP TEAM

The District Leadership Team, comprised of key District leadership, was assembled to provide input and develop plan options. Team members included four staff representing planning, enrollment, and facilities, as well as input from staff representing educational programming.

The planning team worked with the DLT consistently throughout the 10-month process, to identify District goals and needs and develop a long-range facility plan to address those goals and needs. Information from the District’s Teaching and Learning Department and other key groups was incorporated into the facility need determination.

FOCUS GROUP

A 12-member Focus Group was formed in Fall 2020 to provide input on the LRFP. The group was comprised of community members, neighborhood association representatives, and local businesses, as well as local jurisdiction representatives from the City of Beaverton and Washington County.

The role and purpose of the Focus Group was established as follows:

- > Consistently attend meetings and actively participate
- > Work with the “big picture”
- > Express point of view and be open to other viewpoints
- > Provide input regarding long-range facility plan options as proposed by the District Steering Committee
- > Provide insight into public support for capital funding, and at what level
- > Offer recommendations to the District and Board
- > Serve as ambassadors for the process and the proposed plan

However, it was not the group’s role to make final decisions regarding capital expenditures and facilities or to establish District policy.

The Focus Group met three times between November 2020 and March 2021. They reviewed information on the various elements of school facility planning prescribed in ORS 195.110 and OAR 581-027, including enrollment trends, facility condition, educational programming, school capital financing, and capital improvement needs.

The Focus Group provided valuable input regarding District need and plan development. The DLT used this input to refine the Long-Range Facility Plan options and then presented revised plans to the Focus Group at the third meeting.

Meeting minutes and presentations from Focus Group meetings were made available on the District website and are included in Appendix C – Focus Group Meetings.

COMMUNITY OUTREACH

Community input is a critical component of a long-range facility plan. It is important to understand the needs of the District’s community, so that they are adequately represented in the plan. Community support is also critical for successful implementation of a long-range facility plan.

Multiple outreach strategies were implemented by the District as a part of the planning process, in order to garner as much input as possible from a wide range of community constituents. In addition to working with a community Focus Group, outreach efforts included presenting at a variety of community group meetings, holding public open houses, and conducting an online survey.

Outreach efforts were limited by the constraints of the Covid-19 pandemic quarantine that was in place during the planning time frame, requiring all outreach to occur virtually via a digital platform rather than in person.

COMMUNITY GROUP PRESENTATIONS

Members of the DLT presented Long-Range Facility Plan information to over 40 community groups during February and March of 2021. Groups included Community Planning Organizations (CPOs), Neighborhood Association Committees (NACs), Parent-Teacher Organizations (PTOs), and other neighborhood groups.

Presentations included a description of District needs and the preliminary proposed capital bond plan options, as well as time for questions and feedback from the community. Community input from these meetings was brought back to the DLT and used to inform plan development.

PUBLIC OPEN HOUSES

As part of the long-range facility plan process, the District held three open house sessions in February 2021 to garner input from the broader community. Sessions were facilitated by the planning team, with participation from a number of District representatives.

The primary goals of the open houses were to:

- > Provide an understanding of the District’s facility-related goals and needs
- > Present preliminary capital bond proposal options and rationale
- > Hear community feedback regarding District need and bond plan options

The public open houses were held virtually, with two evening sessions and one afternoon session. Each two-hour meeting included an informational presentation, open discussion time for questions and feedback, and a short real-time poll related to the two proposed capital bond plan options.

Participants’ questions and comments, spanning a number of topics and

diverse perspectives, are summarized in the Community Outreach Summary included in Appendix B – Supplemental Information.

ONLINE SURVEY & VIDEOS

The District facilitated an online survey regarding the Long-Range Facility Plan to gather additional input from constituents who may not have been able to have their voice heard through other avenues. The survey was sent to all District families, with links to two informational videos that described District needs and the proposed capital bond options.

Approximately 1,000 responses were submitted in response to the District’s survey. Approximately 260 written comments were also submitted from community members, parents, staff, and students in response to the survey.



SECTION 03

REGULATORY CONTEXT

The regulatory context for the Long-Range Facility Plan is primarily established by the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR), in addition to any applicable city and county ordinances.

Changes to the regulatory environment in the State of Oregon since the previous LRFP was completed in 2010 include the recent development of the School Construction Matching Program by the Oregon Department of Education and revisions to the physical education requirements.

ORS 195.110 REQUIREMENTS

Much of the regulatory context addressed in the 2021 LRFP remains unchanged since the 2010 LRFP update. As noted, ORS 195.110: School Facility Plan for Large School Districts is the statute that prescribes what elements the State of Oregon is looking for in a LRFP. Subsection (5)(a) includes the specific topics the LRFP must include:

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:

- (A) Population projections by school age group.
- (B) Identification by the city or county and by the large school district of desirable school sites.
- (C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

- (D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
- (E) An analysis of:
 - (i) The alternatives to new school construction and major renovation; and
 - (ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
- (F) Ten-year capital improvement plans.
- (G) Site acquisition schedules and programs.

The 2021 LRFP has been reviewed and updated as needed to meet the specific requirements of ORS 195.110.

ORS 195.110: School Facility Plan for Large School Districts is included for reference in Appendix A – Regulatory Information.

OAR 581- 027 REQUIREMENTS

The Oregon Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority. The OARs are the official compilation of rules and regulations having the force of law in the state of Oregon, and are the regulatory and administrative corollary to the Oregon Revised Statutes. The OARs are published pursuant to ORS 183.360 (3).

Chapter 581 of the OAR encompasses the rules and regulations of the Oregon Department of Education (ODE). Division 27 within this chapter covers the School Construction Matching Program and defines requirements for facility assessment, seismic assessment, and long-range facility plans. Adoption of this LRFP will satisfy the current requirements of the applicable OARs.

OAR 581-027-0040: Long-Range Facility Plan Requirements is included for reference in Appendix A – Regulatory Information.

SCHOOL CONSTRUCTION MATCHING PROGRAM

The State of Oregon provides matching grants to school districts from designated resources in the Oregon School Capital Improvement Matching (OSCIM) account. The State determines and apportions the amount of available resources to districts among the funding cycles in each biennium.

The total amount of State matching grant funds available and awarded varies during each funding cycle. In order to qualify for an OSCIM program matching grant, Districts must submit a long-range facility plan and facility assessment as part of their OSCIM program application. Failure to submit these documents will disqualify the District from participation in the OSCIM program application for that funding cycle.

Section 581-027-0023 (Submission of Long-Range Facility Plans and Facility

Assessment as part of Oregon School Capital Improvement Matching Program Grant Application) prescribes the elements of the LRFP that a district must submit to be eligible for matching funds:

- (8) The Long-Range Facility Plan must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0040; and
 - (b) Demonstrate how the new buildings proposed to be built are integrated into the Long-Range Facility Plan.
- (9) The Facility Assessment must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0035;
 - (b) Cover buildings that will be included in the OSCIM program grant application. A district may include facility assessments for more buildings than would be improved using OSCIM program funds;
 - (c) Cover a District's current buildings even if the District is applying for the OSCIM program only for the construction of a new building.
- (10) Districts are not required to use a Certified Contractor to complete the Long-Range Facility Plan or the Facility Assessment.
- (11) A District may use the same Facility Assessment and Long-Range Facility Plan as a basis for an OSCIM program application for four years from the year in which the plan was completed.

The 2021 LRFP provides the information needed to comply with the specific elements of OAR 581-027.

PHYSICAL EDUCATION REQUIREMENTS

In 2007, the Oregon Legislature enacted House Bill 3141 (ORS 329.496), which calls for a minimum of 150 minutes of weekly physical activity for students in kindergarten through fifth grade, and 225

minutes of weekly physical activity for students in sixth through eighth grades. Senate Bill 4 (SB4) was enacted in 2017, with new provisions and amendments.

School districts are required to provide students with the specified amount of physical activity starting in the 2017-18 school year, with full compliance required by the 2022-23 school year.

Based on preliminary evaluations completed by the District as part of this planning process, several schools may need additional physical education (PE) teaching stations in order to meet this requirement through the 2030-31 school year (the capital plan horizon). A more detailed analysis will be required to confirm specific space needs. The District will also need to assess the availability of PE instructors and supporting budget, which is not included in a capital plan.

ORS 329.496: Physical Education Participation is included for reference in Appendix A – Regulatory Information.

URBAN AND RURAL RESERVES

Urban and Rural Reserves, including Urban Reserve Areas (URAs), were adopted by Metro and the region in 2010. Development of the URAs in the vicinity of North Bethany and Cooper Mountain has most directly affected Beaverton School District student enrollment. The District participates in the community planning for the Reserve areas and the District's enrollment forecasts include the planned residential densities and committed development in these areas.

NORTH BETHANY

The North Bethany URA was subsequently included in the regional Urban Growth Boundary (UGB) and, following that action, significant residential development has occurred. This development resulted in enrollment increases in the northern portion of the school district boundary and led to attendance boundary adjustments for

certain schools. The District’s enrollment forecasts consider the new and committed developments in this area.

Most of the North Bethany area has either been built-out or is committed to development. The District owns a 10-acre site for a future elementary school in the North Bethany area. However, there are no plans for constructing a new school in this area within the time frame of this Long-Range Facility Plan, as it is not expected to be needed.

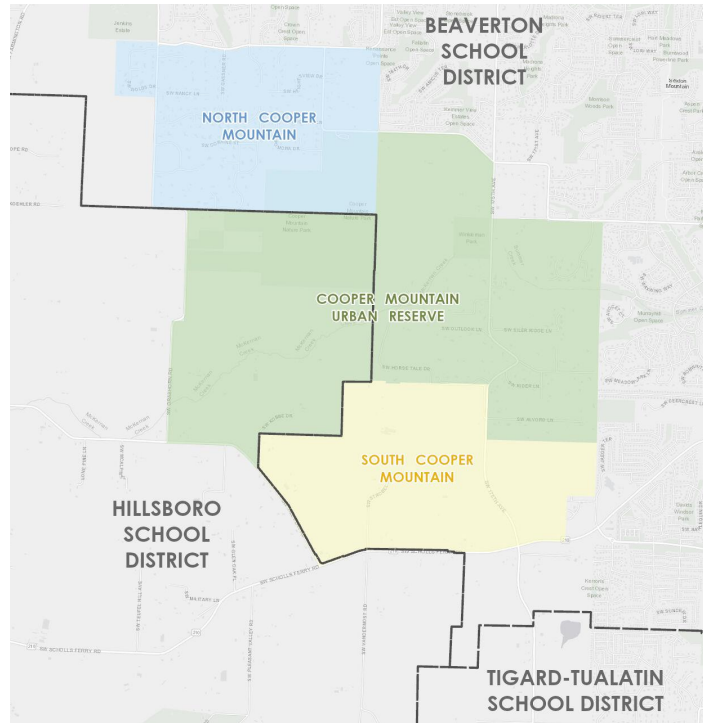
SOUTH COOPER MOUNTAIN

South Cooper Mountain (544 acres located at the southwest edge of Beaverton) was added to the UGB in 2011 and annexed by the City of Beaverton in 2013. The South Cooper Mountain Community Plan was adopted in 2015. Much of this area has been developed or is committed to development. The new Mountainside High School is located with the South Cooper Mountain planning area. In addition, the District owns property for a future elementary school within this planning area.

The Cooper Mountain area is located in the southwest corner of Beaverton inside the Metro UGB and adjacent to the existing city limits. It is bordered by Grabhorn Road to the west, Tile Flat Road to the south, Kemmer Road and Weir Road to the north, and the existing city limits to the east. The area is largely undeveloped but includes existing residences, as well as Cooper Mountain Nature Park, Winkelman Park, and Tualatin Valley Fire & Rescue (TVF&R) Station 69.

The Cooper Mountain Community Plan area is made up of 179 properties totaling 1,232 acres. A concept plan for the Cooper Mountain area is currently being developed by the City of Beaverton in advance of the property annexing to the City. Roughly half of this area is located within the Beaverton School District boundary. The other half of the planning area is located within the Hillsboro School District boundary.

DIAGRAM:
South Cooper Mountain URA



LOCAL COMPREHENSIVE PLANS

Following adoption of the LRFP by the School Board, the Plan will be presented to the City of Beaverton and Washington County for adoption into their respective local comprehensive plans.

In accordance with ORS 195.110 (2)(a):

- (2) A city or county containing a large school district shall:
 - (a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

Upon adoption the local jurisdiction may use the LRFP to evaluate whether a plan or land use regulation amendment proposed within the jurisdiction will significantly impact school capacity. If significant impacts are identified, the large school district may request that the city or county implement a coordinated process with the district to identify methods to address the projected impacts.

The cities of Tigard, Hillsboro, and Portland also have area served by the Beaverton School District. However, with limited area, these cities will not need to adopt the LRFP into their comprehensive plans.

HISTORIC CONSERVATION

State statute ORS 358.653 requires school districts that have buildings of historic significance in their facility portfolio to coordinate with the State Historic Preservation Office to protect buildings from inadvertently being transferred, sold, demolished, substantially altered, or allowed to deteriorate by work being performed on the buildings.

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SECTION 04

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

DISTRICT STRATEGIC PLAN

The Beaverton School District Strategic Plan, shown at right, emphasizes excellence, innovation, equity, and collaboration. Developed by the School Board in 2014, these broad goals form the framework for detailed strategic measures and ongoing assessment in a variety of areas. They were also used as the foundation for developing specific facility-related guiding principles for the Long-Range Facility Plan.



WE EXPECT EXCELLENCE

WE teach students knowledge and skills for our evolving world.

WE seek, support, and recognize world-class employees.



WE INNOVATE

WE engage students with a variety of relevant and challenging learning experiences.

WE create learning environments that promote student achievement.



WE EMBRACE EQUITY

WE build honest, safe, and inclusive relationships with our diverse students and their families.

WE provide needed support so that every student succeeds.



WE COLLABORATE

WE work and learn in teams to understand student needs and improve learning outcomes.

WE partner with our community to educate and serve students.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District's Strategic Plan.

WE EXPECT EXCELLENCE

- > Strategically plan for the maintenance, modernization, and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost), consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE INNOVATE

- > Update the Educational Specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency, and maintenance into the facility planning process.

WE EMBRACE EQUITY

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE COLLABORATE

- > Collaboratively plan for future facility needs driven by community, demographics, and pedagogical change.
- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

The following LRFP goals and actions for implementation were developed by the District as part of the planning process, and in alignment with the Strategic Plan and Guiding Principles.

GOAL 1: UTILIZE THE 2020 FACILITY CONDITION ASSESSMENT (FCA) TO PRIORITIZE BUILDING INVESTMENTS AND DECREASE DEFERRED MAINTENANCE.

1A: Prioritize deferred maintenance work using Facility Condition Assessment (FCA) data.

1B: Update FCA data annually to reflect changes based on completed repairs, completed replacement/construction, or continued deferred maintenance.

1C: Assess current Maintenance Department resources and a gap analysis for needed maintenance productivity.

1D: Provide a yearly report to the School Board on the status of deferred maintenance.

1E: Hire needed positions in the Maintenance Department to provide a preventive and corrective maintenance program.

GOAL 2: INVEST IN SEISMIC IMPROVEMENTS SUCH THAT ALL SCHOOLS MEET COLLAPSE PREVENTION PERFORMANCE ON OR BEFORE DECEMBER 2032 AND AS DIRECTED BY OREGON REVISED STATUTE (ORS) 455.400.

2A: Prioritize seismic rehabilitation work based on buildings with the lowest structural score and availability of funding resources and/or targets of opportunity with scheduled repair work.

2B: Apply every funding cycle for state seismic rehabilitation grants.

GOAL 3: IMPLEMENT SECURITY IMPROVEMENTS ON OR BEFORE DECEMBER 2028. THESE PROJECTS INCLUDE BUT ARE NOT LIMITED TO FENCING, CAMERA, KEY CARD INSTALLATIONS, ISOLATION ROOMS, AND VESTIBULES.

3A: Ensure schools at a minimum have a key card access system and security cameras by December 2023.

GOAL 4: MAINTAIN HIGH STANDARDS FOR DESIGN AND CONSTRUCTION OF NEW AND RENOVATED FACILITIES AND ALIGNED TO THE EDUCATIONAL SPECIFICATIONS.

4A: Establish a level of service standard for lighting, fresh air exchange, heating/cooling, technology, teaching stations, and storage in classrooms and other teaching and learning spaces.

4B: Develop a plan to improve deficient spaces, in coordination with annual facility improvements and maintenance.

4C: Regularly review and update the Educational Specifications to reflect best practices and lessons learned from completed projects.

GOAL 5: INVEST IN NEW ENERGY EFFICIENT BUILDING SYSTEM AND TECHNOLOGY TO ENSURE LONG-TERM OPERATIONAL PERFORMANCE AND UTILITY SAVINGS SPECIFICALLY EVALUATED ON TRUE LIFE-CYCLE COST ANALYSIS VERSUS FIRST- COST OF CONSTRUCTION.

5A: All new construction buildings shall meet all of the following energy efficiency program metrics:

- > Enroll in the Energy Trust of Oregon's (ETO) New Building Program Whole Buildings Offering.
- > Meet Oregon's 1.5 Percent Green Energy Technology (GET) requirement, which stipulates public entities spend

1.5 percent of public building capital construction costs on specified renewable energy systems.

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) target guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr

> Eligible for EPA ENERGY STAR Certification with a score of 75 or higher. ENERGY STAR certified buildings save energy, save money, and help protect the environment by generating fewer greenhouse gas emissions than typical buildings. To be eligible for ENERGY STAR certification, a building must earn an ENERGY STAR score of 75 or higher on EPA's 1 – 100 scale, indicating that it performs better than at least 75 percent of similar buildings nationwide.

> Require ENERGY STAR appliances throughout.

5B: All existing buildings shall meet the following energy efficiency program metrics by 2040:

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) Target Guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr, and

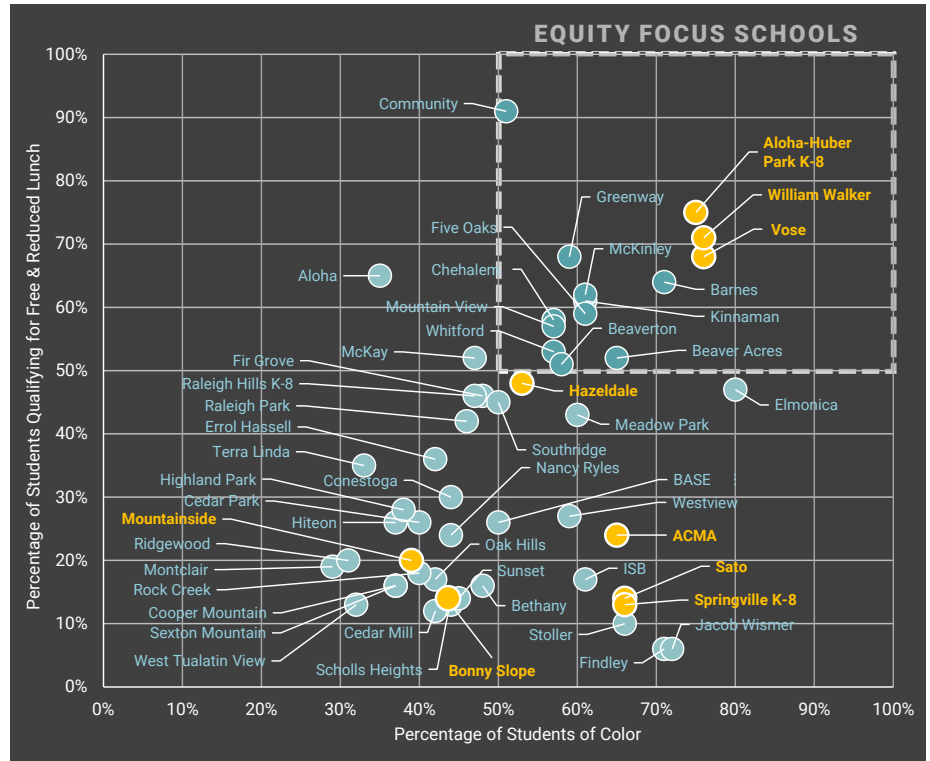
> EPA ENERGY STAR certified with a score of 75 or higher.

**GOAL 6:
BALANCE SCHOOL CAPACITY
WITH CURRENT AND PROJECTED
ENROLLMENT LEVELS.**

6A: Regularly review and adjust attendance boundaries to respond to enrollment growth, decline and the capacity/quality of school buildings.

6B: Maintain transparent and collaborative decision-making practices in attendance boundary adjustments.

**CHART:
Equity Focus Schools**



EQUITY LENS

Beaverton School District is a diverse community of learners. 53.9 percent are students of color, 34.8 percent qualify for free-and-reduced lunch, and 12.5 percent are English language learners, with 94 different languages spoken in student homes.

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs and aspires to have the five “P”s listed below:

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

DISTRICT EQUITY GUIDES

The following list includes the equity guides that the District has adopted. They are questions that the District asks itself when considering any decision.

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

USING THE EQUITY LENS IN A PLANNING CONTEXT

In addition to being mindful of the equity guides throughout the long-range planning effort, the planning team also evaluated specific equity metrics related to historically underserved groups to inform the planning process. Using District data for individual schools, the team looked at socioeconomic, race, and language spoken.

Recognition of which schools have enrolled students with a high level of socio-economic need, a high level of racial diversity, and a high percentage of English-language learners informed planning decisions throughout the process, within the context of many other factors.

Equity Focus Schools

The chart on the previous page shows where schools fall in terms of their percentage of enrolled students qualifying for free and reduced lunch and the percentage of students of color. Schools in the upper right quadrant have more than 50 percent of enrolled students in both of these categories, identifying them for equity focus. Schools in this category include nine elementary schools, three middle schools, one high school, and one option school.

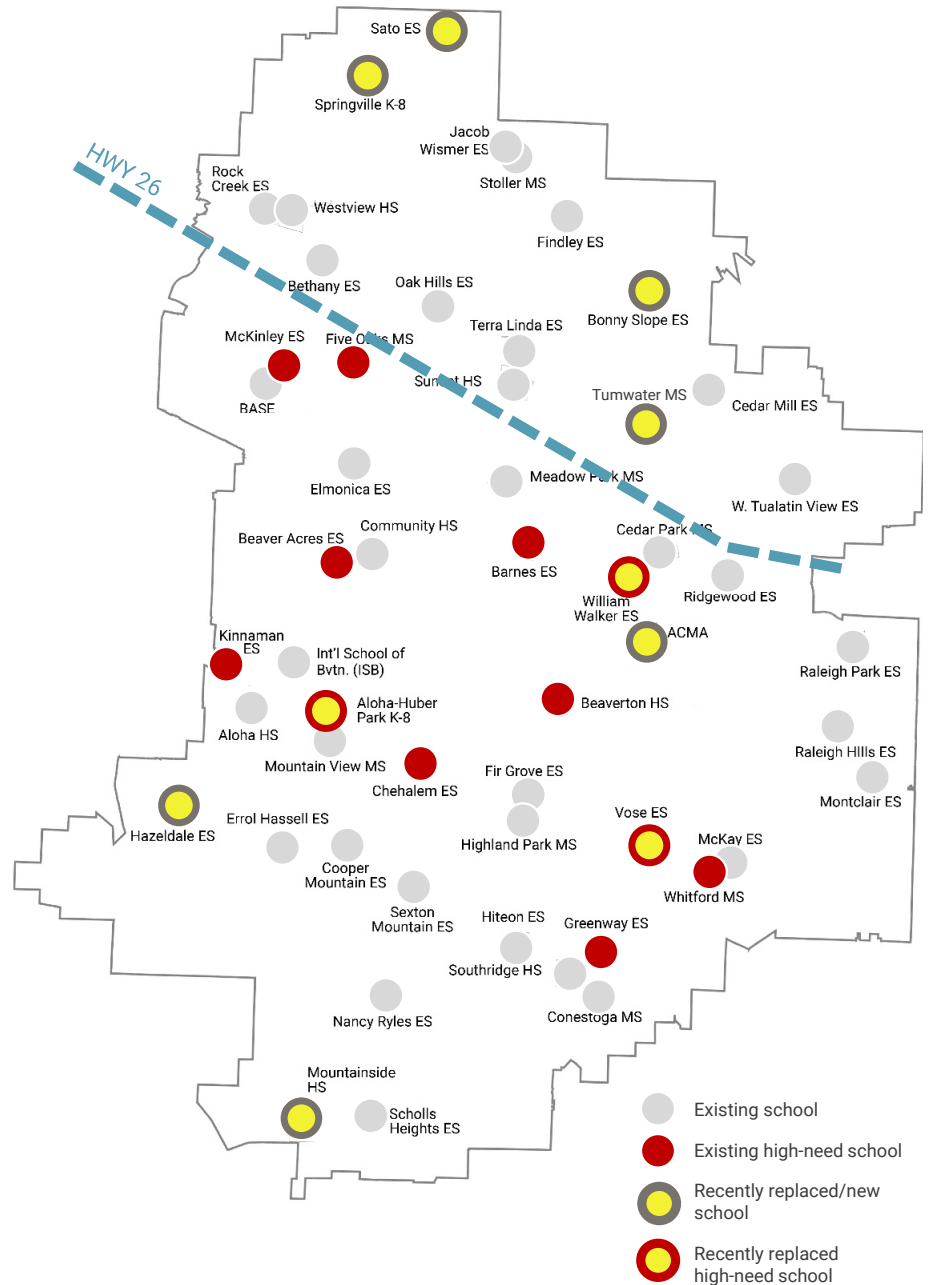
Recently constructed schools (after 2000) are also identified in orange (with the exception of Tumwater Middle School, which is not yet open as a middle school and did not have student data). Almost one-quarter of the schools in the equity focus category have been recently replaced, including Aloha Park K-8 (2005), Vose Elementary School (2017), and William Walker Elementary School (2018). Five Oaks Middle School was not replaced, but received a major modernization and addition as part of the 2014 bond. This work reflects the District’s ongoing commitment to equity.

Geographic Equity

Looking at school equity from a geographic perspective, as shown in the graphic at right, provides another metric for consideration. When viewed through a lens of greater than 50 percent free-and-reduced lunch, greater than 50 percent students of color, and greater than 15 percent English-language learners, the following schools emerge (shown in red):

- > Aloha Park K-8
- > Barnes Elementary School

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Beaver Acres Elementary School
- > Chehalem Elementary School
- > Greenway Elementary School
- > Kinnaman Elementary School
- > McKinley Elementary School
- > Vose Elementary School
- > William Walker Elementary School
- > Five Oaks Middle School
- > Whitford Middle School
- > Beaverton High School

All of these schools are located to the south of Highway 26, primarily in the central, older parts of the District. As illustrated in the diagram, three of these schools have been replaced.



SECTION 05

EDUCATIONAL PROGRAM

The purpose of a long-range facility plan is to develop a “road map” outlining strategic management of district facilities that offer high-quality, effective, and adaptable learning environments for students. Over the last few decades, education has changed dramatically to incorporate a new understanding of how individuals learn.

MODERN LEARNING ENVIRONMENTS

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The LRFP addresses changing needs for educational program delivery and how facilities can support these requirements.

Many of the District’s existing facilities are dated and may not support these aspirations or reflect the cultural norms of the community. Education facilities have historically been designed in a “one-size-fits-all” manner. Older building configurations were designed to support one teacher with a group of 30 students, limiting flexibility for team-teaching, variety in student group sizes, and typically with no space outside the classroom for instruction.

BACKGROUND

There have been enormous strides in our understanding of how the brain functions

and how children learn. We know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats.

This knowledge has given rise to new approaches towards more effective teaching and learning, such as project-based learning, student-managed learning, small group work, independent research, and presentation. While the realities of our modern world continue to change and evolve, many older school buildings are still configured as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration).

Today’s learners are citizens of the world. They are connected through media and technology to a greater network of information than ever before. They need to be able to sift through vast quantities of information and evaluate it rather than memorize it. They must be more creative, innovative, and work in a more collaborative way. As global community members, students need to understand



and relate to different cultures and languages. They live in a rapidly changing world, which requires flexibility to meet the needs of the future.

In order to meet the nation’s needs for the twenty-first century, the U.S. Department of Education offers the following guidelines regarding the design of learning environments:

- > Enhance teaching and learning and accommodate the needs of all learners
- > Serve as centers of the community
- > Result from a planning and design process involving all stakeholders
- > Provide for health, safety, and security
- > Effectively use adaptable resources
- > Allow for flexibility and adaptability to changing needs

FACILITY PLANNING IMPLICATIONS

Increasingly, insightful teams of administrators, educators, and parents are collaborating with architects to re-imagine the schoolhouse. The goal is to create buildings that will engage students, welcome the community, and adapt to shifts in population and pedagogy.

Modern learning environments are student-centered and integrate innovative teaching methods, such as hands-on

learning and collaborative project-based work, with effective learning environments that are flexible, adaptable and technology-rich. Modern learning environments accommodate and encourage different students, of varying ages, abilities, and interests, to learn different things from different people in different places, in different ways, and at different times.

Modern learning environments engage students, welcome the community and adapt to shifts in student population. They are flexible, connected, collaborative, culturally relevant, multisensory, and multipurpose; with provisions for small study spaces and shared group space.

Learning Everywhere

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school’s social and cultural context, students’ ages and abilities, educational philosophies, curriculum and pedagogies. Multipurpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school, as well as the community surrounding the school.

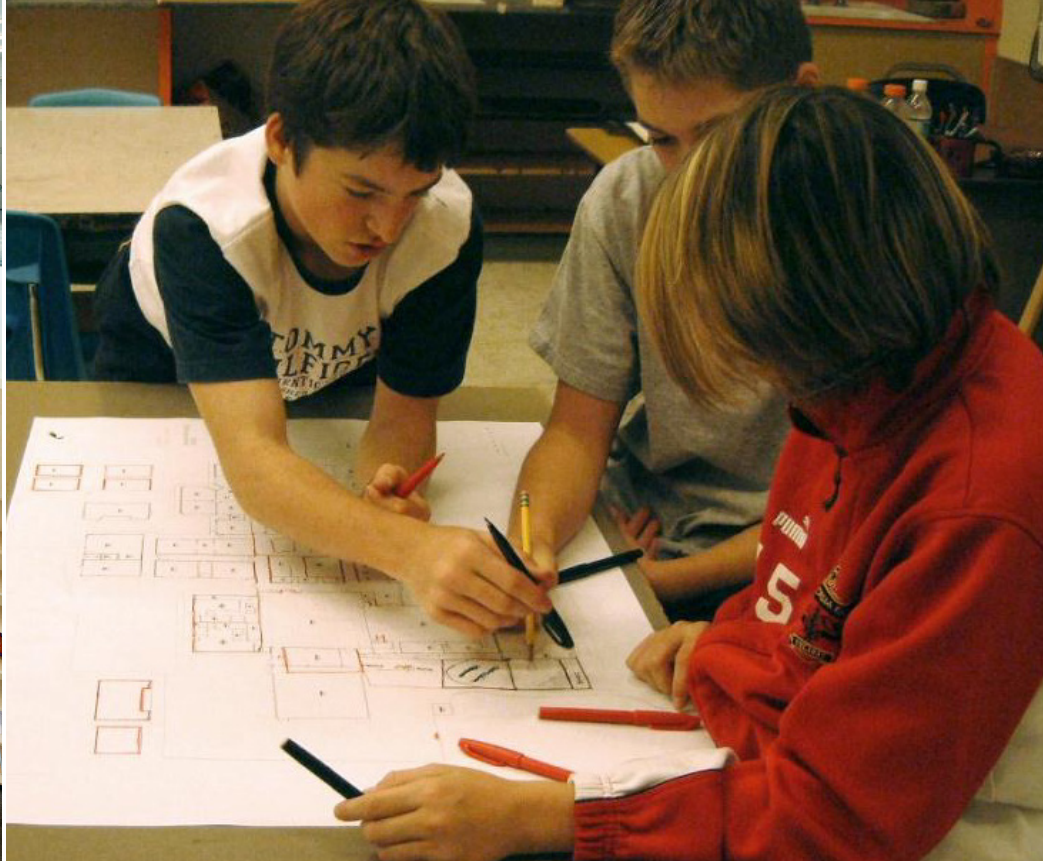
Design Patterns

School facility design contributes to creating successful learning environments. Types of teaching and learning, such as independent study, peer tutoring, project-based learning, student-managed learning, mentoring, and distance learning, create the need for different types of space.

Environmental Responsibility

Teachers and students perform best in facilities that meet their needs. Facilities must be well-ventilated, comfortable environments that are free of hazards and irritants, while also minimizing energy and resource use. Access to daylight and good acoustics are also key elements of a healthy environment.

School buildings can be designed to go beyond sustainability, in terms of energy use, and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes and building technologies. There is increasing national concern about the buildings and spaces in which students learn, and how these might affect both health and achievement.



EDUCATIONAL ADEQUACY

Educational adequacy addresses the following question:

How well does the facility create a successful environment for learning, inspiring, and building community?

Although educational adequacy can be difficult to quantify, facilities can be evaluated in a number of different ways, including area per student comparison and elements of successful learning environments.

AREA PER STUDENT

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. GSF/student is determined by taking the total gross square footage of a facility and dividing it by the permanent student capacity of the building. It is important to note that this metric is not necessarily a reflection of classroom size, as it takes into account all spaces within the building and provides the average amount of total space per student.

Beaverton School District's area per student targets are 122 GSF/student for

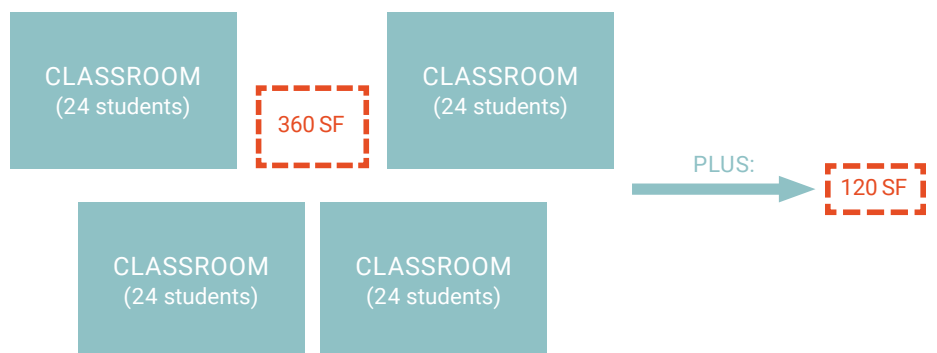
elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools. These targets are based on the District's Educational Specifications and evaluation of recently completed school facilities. The District is typical of most school districts, in that its school facilities vary widely in terms of area per student.

A small amount of difference in area per student can have a big impact on the amount of space in a facility and how it is used. For example, the difference between Montclair Elementary (119

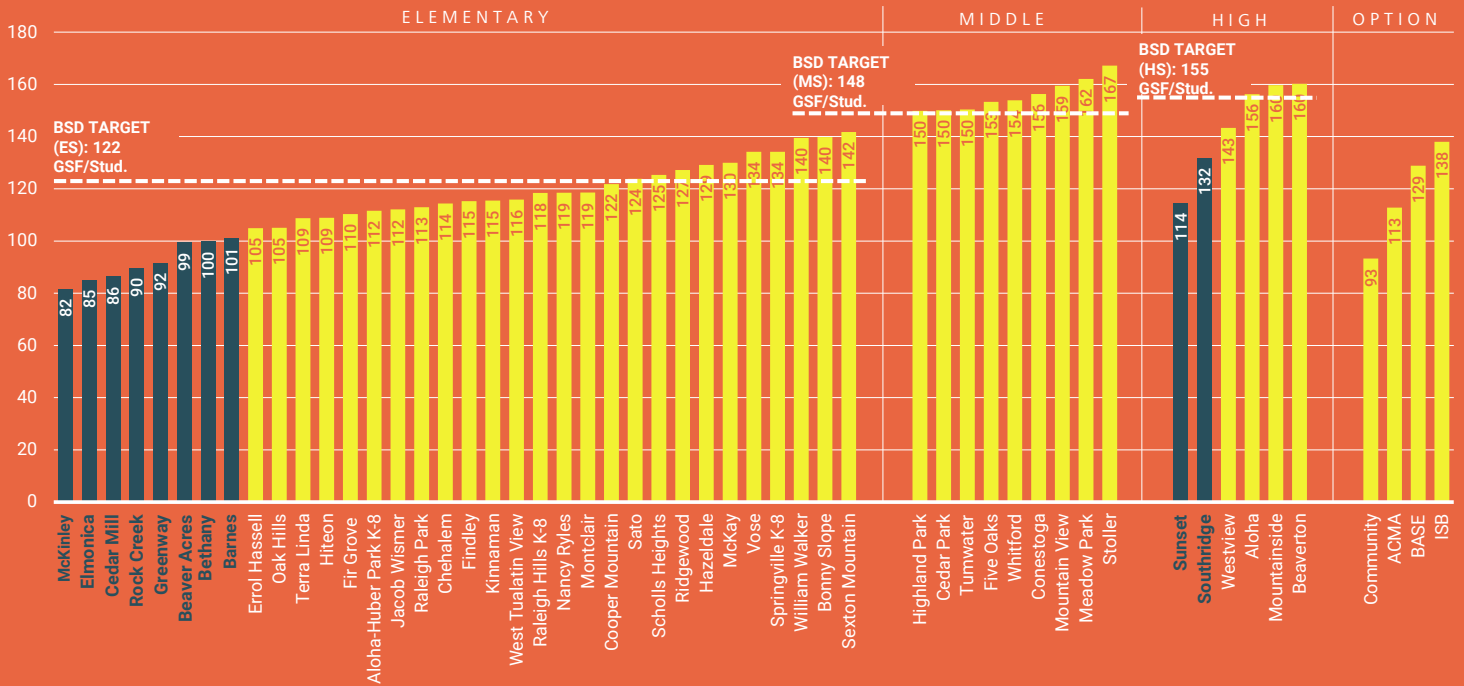
GSF/student) and Sato Elementary (124 GSF/student) is only five square feet per student. However, when this is multiplied by the number of students per classroom (25), it equates to an additional 125 square feet per classroom, or an additional 500 square feet of space for a cluster of four classrooms.

This additional space is enough to provide break-out areas and/or other types of teaching and support space for the classrooms that a school with a lower area per student would not be able to have, as shown in the diagram below.

Impact of Five Square Feet Per Student:



AREA PER STUDENT



Distribution and configuration of space is also important to consider. Adding onto an existing school can increase the area per student, but does not always provide the desired types and relationships of spaces, such as break-out spaces adjacent to classrooms.

A comparison of area per student in the District's school facilities is shown in the chart above.

Elementary School Level

Of the District's 34 elementary schools, eight schools fall more than 20 GSF/student below the District target. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto.

At the other end of the spectrum, 11 elementary schools are at or above the target area per student, including all of the District's most recently constructed schools.

Middle & High School Level

All of the District's nine middle schools are at or above the District's target area per student.

Two of the District's six comprehensive high schools, Sunset and Southridge, are more than 20 GSF/student below the District target, while three are above the target.

The District's four alternative school facilities, which house middle school and/or high school students, all fall below the middle school and high school targets. This is typical for non-traditional programs that may not include all of the facility components of a comprehensive neighborhood school facility. The District does not have a target area per student for alternative programs, as the programs and facilities vary greatly.

ELEMENTS OF SUCCESSFUL LEARNING ENVIRONMENTS

- > Facilitate learning everywhere
- > Support multiple modes of delivery
- > Offer opportunities for social learning
- > Integrate technology throughout
- > Maximize connections to community
- > Seek educational partnerships and joint use
- > Embrace sustainable design
- > Inspire!

Shared Learning

Modern learning environments tend to offer several options that support large group, small group, and individual learning needs. Currently, two options exist in many of the District's older schools, including the general classroom environment and the hallway.

Existing facility considerations related to shared learning include:

- > Limited or no shared learning areas in older schools
- > Limited or no space for one-on-one, group projects, etc.
- > Limited ability for outside of classroom supervision
- > Disruption caused by use of learning space as a thoroughfare

Classrooms

Existing facility considerations related to classroom suitability include:

- > Classrooms do not allow for flexible learning
- > Limited or no connection to other learning areas
- > Functionally limiting



Natural Light

Access to daylight is a key element of a healthy learning environment. Research over the last two decades has shown that lighting impacts physical health, psychological well-being, and academic performance. Characteristics related to the level and quality of natural light and educational suitability include:

- > Little or no opportunity for visual relief
- > Spaces that are dark and uninviting

Wayfinding / Character / Community

Supervision and wayfinding are important considerations in modern learning environments. Characteristics that can impact the educational suitability of a facility include:

- > Spatially constrictive
- > Difficult wayfinding
- > Restricted observation of students
- > Unwelcoming environment
- > Limited or poorly configured spaces for community use

MODULAR CLASSROOMS

Modular classrooms, or portables, are located at many District schools to meet capacity needs. Although these classrooms provide the basic facilities for learning, they are not ideal learning environments due to a number of factors.

Issues include their remote location and disconnectedness, as well as related supervision and security concerns. Modular classrooms also may not have materials, systems, and amenities that are commensurate with permanent building space, resulting in limited display and storage areas, limited natural light, and/or suboptimal heating ventilation systems.

The District recognizes the limitations of modular classrooms and has set a goal to remove and/or limit the use of portables wherever possible. However, it is recognized that there are situations where their use is necessary due to budget, site, or other constraints.

AREAS OF EDUCATIONAL PROGRAM NEED

The following information summarizes specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan.

Educational goals and needs for the LRFP have been defined for those programs that have a need regarding facility support needs. Not all of the

District's educational programs are included. Of those shown, it is yet to be determined what, if any, changes may be made. Some programs were determined to not require action as part of the Long-Range Facility Plan, and are included for informational purposes only.

EARLY CHILDHOOD EDUCATION EXPAND PRESCHOOL PROGRAM

Goal

Provide one prekindergarten classroom at every elementary school with Title I status.

Existing Condition

15 Title I elementary schools are identified within the District for the 2020-21 school year and six Title I schools currently have prekindergarten programs.

Need

Implement a preschool program in the remaining nine Title I elementary schools by adding a prekindergarten classroom and associated support, including a required outdoor play area. (Although the specific plan approach, either new construction or modernization, will be determined on a school-by-school basis, new construction is assumed for the purposes of the Long-Range Facility Plan.)

Elementary schools that need to add a preschool program include:

- > Beaver Acres
- > Chehalem
- > Elmonica
- > Flr Grove
- > Hazeldale
- > Kinnaman
- > McKinley
- > Raleigh Hills
- > Raleigh Park

SPECIAL EDUCATION

NEIGHBORHOOD SCHOOL IMPROVEMENTS

Goal

Provide adequate and equitable special education facilities at all schools (classrooms and support), so the majority of students needing special education can be served in their home attendance area.

Existing Condition

21 elementary, two middle, and three high schools currently have adequate special education facilities.

Need

Provide additional space and/or improvements to existing space at the remaining 13 elementary, seven middle, and three high schools that have inadequate special education facilities.

Special education program space requirements vary between grade levels and are determined by the District’s educational specifications. A revised version of the education specification for special education was developed by the District during the planning process and was used in planning the size requirements at each grade level.

SPECIALIZED PROGRAM FACILITY

Goal

Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the

District cannot currently accommodate their educational needs.

Existing Condition

Students are currently transported to non-District facilities, resulting in long transportation times and additional expense.

Need

Provide a stand-alone special education school for these students, either in a new or modernized facility. The estimated size for this facility is approximately 36,000 gross square feet and includes 15 classrooms, four safe rooms, offices, and support space.

PHYSICAL EDUCATION

MEET STATE PHYSICAL EDUCATION REQUIREMENTS

Goal

Provide space to accommodate State physical education (PE) requirements at all District facilities (elementary schools and middle schools).

Existing Condition

The number of PE spaces in existing District elementary and middle school facilities may not be adequate to meet State requirements at all schools.

Need

Additional gymnasiums or other PE teaching stations may be needed at some elementary and middle schools (to be determined). An analysis of existing PE spaces was completed as part of this planning process and indicated a need for additional PE teaching stations as many schools (14 elementary, two middle, and one option school).

However, as this analysis was based on a number of assumed factors and because there are also programmatic strategies to address this need, such as adjusting class sizes, scheduling, and utilization rates, the District determined not to include specific PE facility need as part of the LRFP.

One exception to this is Stoller Middle School. Due to its large enrollment and limited PE facilities, it is unlikely that programmatic changes will be enough to fulfill State requirements.

Other schools that may have a significant need for additional PE teaching stations include: Bonny Slope Elementary, Jacob Wismer Elementary, McKinley Elementary, and Conestoga Middle School. Further evaluation will be needed to determine PE facility need at these and all other District elementary and middle schools.

EDUCATIONAL SUPPORT

ADMINISTRATION & SUPPORT FACILITY IMPROVEMENTS

Goal

Provide adequate administration and support space to accommodate the District’s educational programs and goals.

Existing Condition

There is a need for additional administrative support space in the District. The current Central Office building was built in 1970 when the enrollment size of the District was half of its current enrollment and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations.

Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

Need

Expand the District’s Central Office facility to accommodate all districtwide administration programs in one location.



SECTION 06

FACILITY CONDITION

Beaverton School District is the third largest school district in Oregon, educating almost 40,000 students each year. The District is located to the west of Portland and encompasses an area of approximately 57 square miles in Washington County.

EXISTING DISTRICT FACILITIES

Beaverton School District owns and operates over 5.7 million square feet of facility space on over 800 acres of land throughout the District. This includes 34 elementary schools, nine middle schools, six high schools, and five option schools, as well as several administrative and support facilities. The two area charter schools are not owned or operated by the District and are not included as part of this LRFP.

Three additional school facilities that were funded in the 2014 bond have recently been constructed, adding to the District's facility inventory. Recent projects include a new elementary school, a new middle school, and a new high school.

Many District schools have one or more modular classrooms, or "portables," on site to provide additional student capacity. The square footage and capacity of portables is calculated separately from permanent facility space.

ELEMENTARY SCHOOLS

The majority of the District's elementary schools house students in kindergarten through fifth grade, with the exception of three K-8 schools: Aloha-Huber Park, Raleigh Hills, and Springville. Both Raleigh Hills and Springville are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this LRFP. Aloha-Huber is anticipated to remain a K-8 facility through the time frame of this Plan.

The 31 K-5 elementary schools range in size from approximately 41,100 square feet to as much as 87,200 square feet at the newest elementary schools in the District. The K-8 facilities are larger, ranging from approximately 59,200 square feet to 106,000 square feet. Currently, 22 elementary schools have modular classrooms on site.

MIDDLE SCHOOLS

The District's nine middle schools house students in sixth through eighth grades. They range in size from approximately 116,700 square feet up to 165,500 square feet.

feet at Tumwater, the newest middle school. Currently, six middle schools have modular classrooms on site.

HIGH SCHOOLS

The six high schools in the District range in size from approximately 254,000 square feet to 342,000 square feet at Mountainside, the District’s newest high school. Two existing high schools have modular classrooms on site.

OPTION SCHOOLS

The District’s five option school facilities vary in program, grade levels and size. All option schools accommodate high school students, with several schools accommodating middle school students as well. The District has a total of approximately 320,000 square feet of facility space allocated for option schools. Facility sizes range from 51,125 square feet to over 105,000 square feet. Two options schools have modular classrooms on site.

Most option school facilities are housed on their own sites. Exceptions include the International School of Beaverton (ISB), which is co-located with the District’s branch administrative facility, and BASE, which is co-located with other District support offices at the Capital Center.

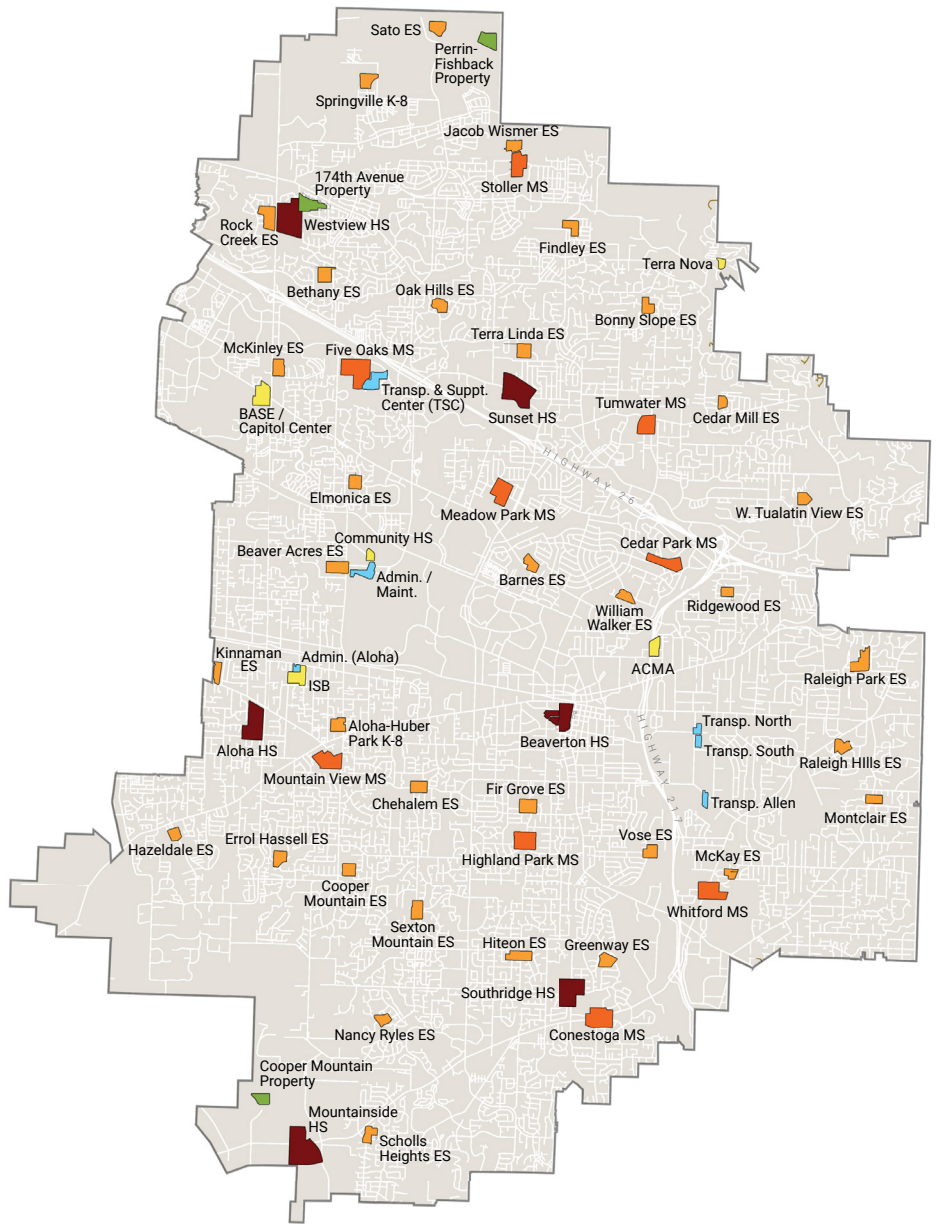
SUPPORT FACILITIES

The majority of the District’s support facilities are housed on one main campus, which has an administration building, several portables, and five maintenance buildings. There is also a small administrative branch facility, as well as four transportation and support facilities located throughout the District. There are approximately 253,000 square feet of support facilities in the District.

UNDEVELOPED PROPERTY

The District currently owns three parcels of undeveloped property. Two properties are located in the northern part of the District. The 174th Avenue property is located directly east of Westview High School and includes four tax lots. It is

DIAGRAM:
Existing District Facilities



14.8 acres in size, with about 11.6 acres of developable land, due to the presence of wetlands in the northern portion of the site. The Perrin-Fishback property is located at the northern edge of the District, near Sato Elementary School, and is approximately 10.0 acres in size.

The most recently acquired South Cooper Mountain property is located on the southern edge of the District, near Mountainside High School. It is approximately 11.0 acres in size.

FACILITY TYPE

- Elementary School
- Middle School
- High School
- Option School
- District Support
- Undeveloped Property

FACILITY AGE



FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The chart above illustrates the age of all District facilities.

Original construction dates were used for all buildings, although many District facilities have received modernizations and additions since their initial construction. This is because major building systems and components, such as foundations, structure and exterior materials, continue to degrade over time and eventually require replacement, regardless of subsequent work that has been done in the building.

Facilities built 75 or more years ago (before 1946), shown in blue above, are identified as candidates for potential replacement, due to both physical condition and program accommodation issues.

In addition to age-related degradation, older school facilities were generally not designed to accommodate current models of teaching and learning. Building configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility

for team-teaching or convening a variety of student group sizes. Older schools commonly have no space outside of the traditional classroom for private conversations, individualized instruction, or group project work. Shared facilities, such as cafeterias, gymnasiums, restrooms, and administration areas are also often undersized for current functions and needs.

ELEMENTARY SCHOOLS

The majority of the District's elementary schools (31 schools) are less than 75 years old, including four schools that have been constructed within the last five years.

Three of the District's elementary school facilities are over 75 years old, including McKay, Barnes, and Raleigh Hills. The age of these facilities may be a contributing factor in their consideration for replacement, along with other factors such as condition, capacity, and educational adequacy. There are also five elementary schools that will exceed the 75 year life span of facilities during the next 10 years, including Beaver Acres, West Tualatin View, Fir Grove, Cooper Mountain, and Cedar Mill.

MIDDLE SCHOOLS

All of the District's middle schools are less than 75 years old, however five of

the District's middle schools were built in the 1960's and are now over 50 years old. Although they will not be in need of replacement due to age within the time frame of this LRFP, it should be noted that they will likely be reaching the end of their useful life around the same time. The newest middle school, Tumwater, was completed in 2017.

HIGH SCHOOLS

The oldest comprehensive high school, and oldest facility in the District, is Beaverton High School, with the majority of the facility being constructed in 1915. At 105 years old, it should be considered as a candidate for replacement based on its age. Newer portions of the facility, such as the cafeteria, do not need to be replaced due to age.

Two other high schools, Sunset and Aloha, are over 50 years old, with the Sunset facility exceeding 75 years within the next 10 years. Mountainside High School, the newest high school in the District, was completed in 2017.

OPTION SCHOOLS

The facilities that house the District's option schools are all over 40 years old. The Terra Nova facility is currently over 75 years old, and the ISB facility will exceed a 75-year life span within the next 10 years.

SUPPORT FACILITIES

All of the District’s support facilities are less than 75 years old, although the Administration - Aloha facility is nearing that age and will exceed a 75-year life span within the next 10 years.

STRATEGIC REPLACEMENT

Due to the number of facilities with similar dates of original construction, these facilities can be expected to reach the end of their useful life around the same period of time. While immediate replacement may not be warranted, incremental replacement implemented over the course of several decades should be considered. This proactive approach may be used to ensure that the District is not faced with the burden of replacing a large number of facilities within a short period of time.

HISTORIC BUILDINGS

The Merle Davies building, which is part of the Beaverton High School campus, is identified as part of the City of Beaverton Inventory of Historic Resources and is classified as a significant landmark.

FACILITY CONDITION

FACILITY ASSESSMENT PROCESS

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The assessment covered 63 District facilities including schools, administration, and support buildings. The FCA report is included in Appendix D.

The FCA evaluates the physical condition of site elements, exterior and interior building systems, and incorporates the recommendations from the 2019 Seismic Assessment, described on pages 30-31 and included in Appendix E.

The assessment team reviewed available information such as previous reports, energy use, drawings, operations and maintenance reports, capital project history, and maintenance practices

provided by the District. In addition, interviews were conducted with District maintenance staff and others to gather critical information on historic performance and known deficiencies. On-site information was gathered by visual inspection only; no tools were used and no destructive testing was performed.

Building systems were evaluated in the following categories:

- > Fire and Life Safety– alarm panels, emergency generators, security systems, and fire suppression systems
- > Heating System– boilers, furnaces, unit ventilators, terminal units, and other major equipment
- > Ventilation System
- > Air Conditioning System– cooling towers, chillers, and major labeled equipment
- > Roofing System– roof type, reported age, drainage, or any unusual roofing conditions
- > Electrical System– electrical service provided and distribution system, including switchgear, transformers, emergency generators, and main distribution panels
- > Plumbing– domestic water supply, domestic water heaters, sanitary sewer, and any special or unusual plumbing systems (such as fuel systems and gas systems)
- > Vertical Transportation
- > Building Envelope– walls, doors, windows, and fire escapes, including curtain-wall systems, glazing, exterior sealant, exterior balconies, and stairways
- > Structural Components– footings, foundations, slabs, columns, floor framing system, and roof framing system (no structural testing)
- > Furnishings– fixed furnishings (cabinets, casework, etc.)
- > Site Paving– site paving and/or site components including pavement, curbs, drains, and sidewalks

- > Kitchen Equipment– walk-in freezers and refrigerators, dishwashers, ovens, stoves, broilers, grills, fryers, and ice makers
- > Site and Other– playgrounds, synthetic turf fields, sports and ground facilities, natural fields, auditoriums, tracks, outbuildings, and stadiums

FACILITY CONDITION INDEX

Building condition evaluations yielded Facility Condition Index (FCI) scores for each District facility. An FCI score is generally intended to reflect the amount of capital required to address deferred maintenance items. It represents the cost to repair deficiencies as a percentage of the cost to fully replace the existing facility “as-is.” It does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility (a building with an approximate 75-year lifespan and modern learning environments).

The State facility assessment is a tool used to help the ODE understand the relative condition of various districts’ facilities across Oregon. It can also be used as a tool to help school districts and their communities understand the relative condition of facilities within their district, and make decisions regarding the modernization and replacement of aging facilities. However, the FCI score does not represent total facility need, and the comparison of cost to repair deficiencies relative to replacement cost does not represent the same finished product as a fully modernized or new building.

FCI scores are defined with the following “rules of thumb” in the FCA report:

0.05 or Below: Good Condition

Continue predictive and preventive maintenance

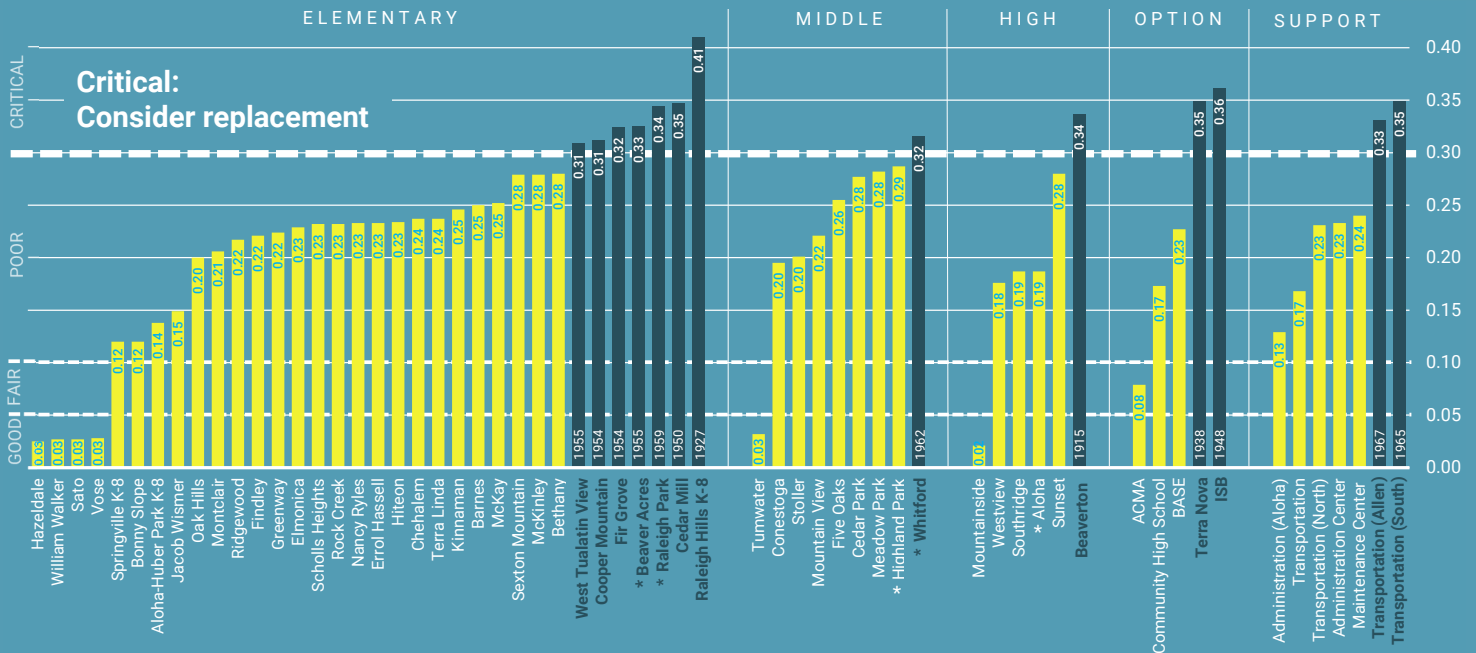
0.05 – 0.10: Fair Condition

Continue maintenance with capital renewal

0.10 or Above: Poor Condition

Consider whole building replacement or renovation versus repair

FACILITY CONDITION ASSESSMENT (FCI SCORE)



The FCA report recommends that the District should target having a majority of their buildings below the 0.10 score if planning to continue to operate in the building.

FCI scores for all District facilities are shown in the chart above, and in the table at the end of this section. As illustrated, all but seven District buildings were assessed as being in the Poor Condition category (0.10 or above). Therefore, a fourth category, Critical Condition, was defined for the purposes of this planning effort.

The Critical Condition category identifies buildings with FCI scores of 0.30 or more. It serves as a mechanism to allow the District Leadership Team and Focus Group to easily identify the worst-case building conditions for discussion and planning prioritization. 13 District facilities fall into the Critical Condition category.

ELEMENTARY SCHOOLS

Seven of the District’s elementary schools have an FCI score above 0.30, indicating they were evaluated as being in critical condition. Two schools, Beaver Acres and Raleigh Park, received significant facility improvements after the assessment was completed, and therefore have effectively lower (better) FCI scores than shown.

Of the remaining five schools in critical condition, Raleigh Hills is in the worst condition, with a score of 0.41, followed by Cedar Mill, Fir Grove, Cooper Mountain, and West Tualatin View.

The District’s four newest elementary schools have FCI scores in the “good condition” range. All other elementary schools fall into the “poor condition” range, with FCI scores between 0.22 and 0.28.

MIDDLE SCHOOLS

One District middle school, Whitford, was evaluated to be in critical condition, however this facility received significant facility improvements after the assessment was completed, and therefore has an effectively lower (better) FCI score than shown.

All other District middle schools scored in the “poor condition” category with scores between 0.20 and 0.29, with the exception of the recently completed Tumwater Middle School, which is in good condition.

HIGH SCHOOLS

Beaverton High School is the District’s only high school that was evaluated to be in critical condition. With an FCI score of 0.34, it has one of the worst scores in the District.

Other District high schools fall into the “poor condition” category, with the exception of the recently completed Mountainside High School, which is in good condition.

OPTIONS SCHOOLS

Of the District’s five option school facilities, two have been evaluated to be in critical condition, including the ISB and Terra Nova facilities, with scores of 0.36 and 0.35 respectively.

Other option schools range from fair to poor condition. The “fair” score for ACMA reflects that the facility includes a portion of the original building.

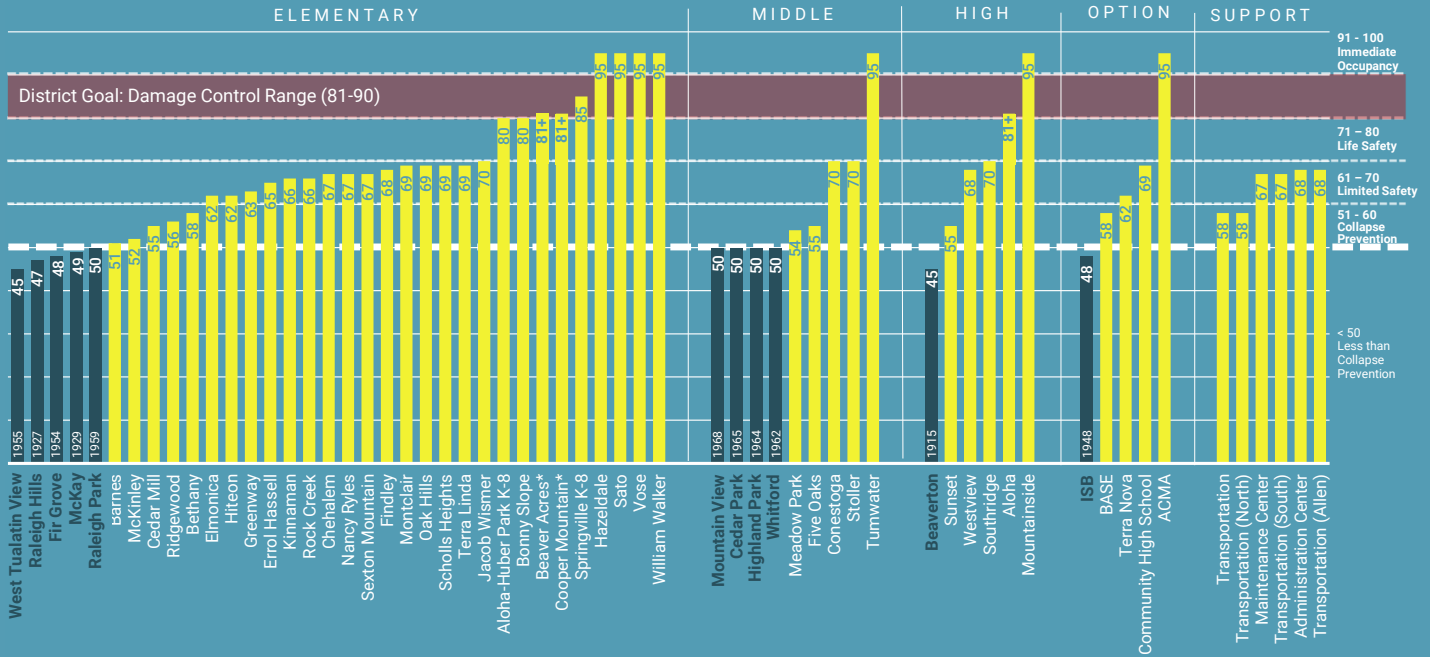
SUPPORT FACILITIES

Two District support facilities, the Allen and South transportation facilities, have FCI scores in the critical condition range. All other support facilities were evaluated to be in poor condition, with scores between 0.13 and 0.24.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs.

SEISMIC CONDITION



Seismic condition should be considered in the context of “rolling compliance.” New codes are typically issued every few years and adjustments related to seismic requirements occur each time. The first seismic code was developed in 1976 and it has evolved over time with each new code, changing zones from low to moderate to high.

SEISMIC EVALUATION

Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes:

“Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032.”

In 2019, the District hired a structural engineering firm to evaluate all District facilities (except the Aloha Administration facility). The resulting report provides an updated summary of how each campus is expected to perform during a seismic event, according to American Society of Civil Engineers (ASCE) 41-13. (Although ASCE 41-17 has since been released, it is not expected to significantly change the findings.) The full seismic report is included in Appendix E.

ASSESSMENT PROCESS

Seismic assessments included a review of available structural drawings, building walk-throughs, and preliminary seismic evaluations to determine likely seismic deficiencies.

The Tier 1 checklists from ASCE 41-13 were used as a guide for all seismic assessments. These checklists assist in identifying seismic deficiencies of a structure. A full Tier 1 evaluation was not completed for each school, as this was a higher-level review.

SCORING

Each campus was given a score based on its seismic vulnerabilities. This score indicates how it would likely perform during a seismic event based on the ASCE 41-13 performance objectives. The scoring ranges are:

- > **Immediate Occupancy (91-100)**
Very limited structural damage and continued use of the building will not be limited by its structural condition.
- > **Damage Control Range (81-90)**
Halfway between Immediate Occupancy and Life Safety.
- > **Life Safety (71-80)**
Significant damage to the structure will occur but with margin against partial or total collapse. Although damaged

structure may not be an imminent collapse risk, it would be prudent to implement structural repairs or install temporary bracing before re-occupancy.

- > **Limited Safety Range (61-70)**
Halfway between Life Safety and Collapse Prevention.
- > **Collapse Prevention (51-60)**
Little to no lateral strength or stiffness to resist lateral loads. Structural collapse possible in aftershock events, thus not safe to occupy after an event.
- > **Less than Collapse Prevention (41-50)**
Possible partial or full collapse of structure.

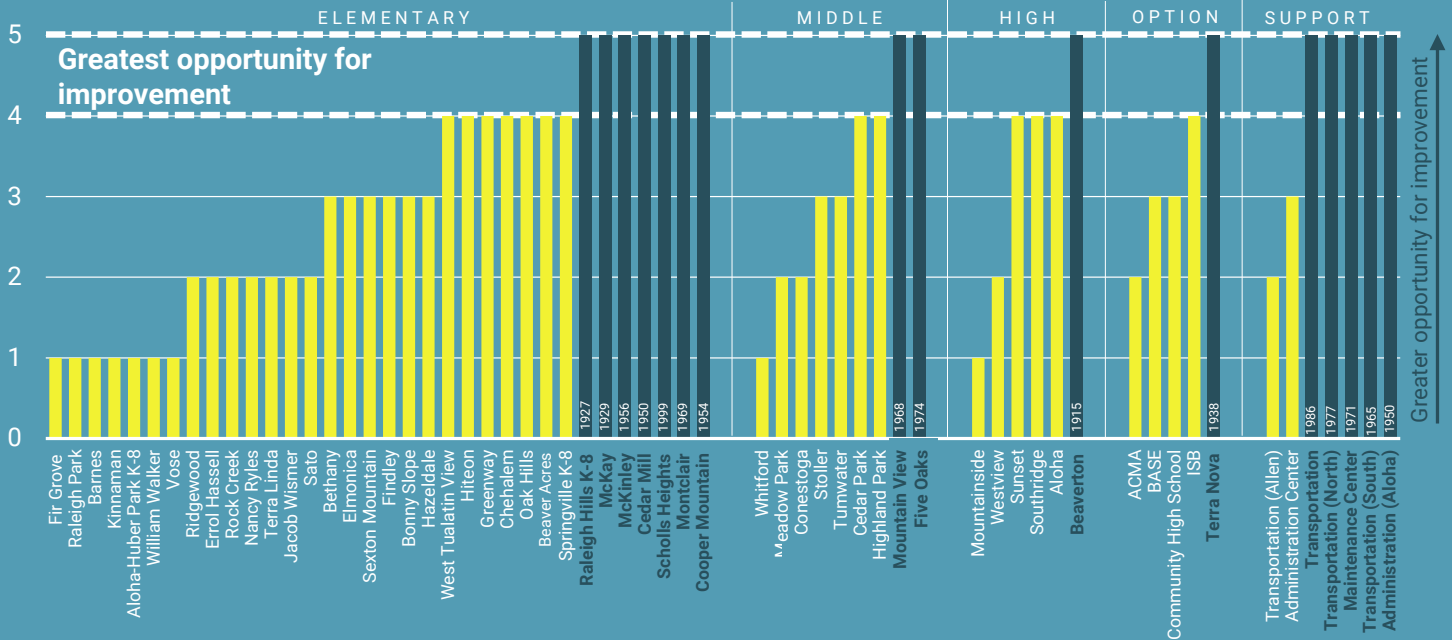
DISTRICT TARGET

The Damage Control Range, between Life Safety and Immediate Occupancy, is the performance level target for Beaverton School District. The intent of the Damage Control performance level is to limit damage to the building beyond what would be expected for the Life Safety performance level. Damage Control is the recommended performance level for Risk Category III buildings, the code required risk category for new school buildings.

EXISTING CONDITIONS

The District’s 10 newest facilities meet or exceed the District target for seismic condition. In addition, seismic

ENERGY USE INTENSITY (EUI)



improvements were completed at three schools after the seismic evaluation was done, including Beaver Acres Elementary School, Cooper Mountain Elementary School, and Aloha High School. Seismic scores have been adjusted at these schools to reflect that they are now assumed to be within the targeted Damage Control Range, although their exact score has not been recalculated.

The majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated to be in the Less than Collapse Prevention range, including:

- > Fir Grove Elementary School
- > McKay Elementary School
- > Raleigh Hills Elementary School
- > Raleigh Park Elementary School
- > West Tualatin View Elementary School
- > Cedar Park Middle School
- > Highland Park Middle School
- > Mountain View Middle School
- > Whitford Middle School
- > Beaverton Middle School
- > ISB

Seismic condition at these schools should be addressed as soon as possible. This

can be accomplished through seismic improvements or facility replacement, depending on a variety of other factors.

IMPROVEMENT COSTS

The seismic evaluation included rough-order of magnitude estimates of probably cost for completing seismic improvements at each District facility. These estimates were based on previous seismic rehabilitation studies of similar building construction types and ages. They include an allotment for repairing architectural finishes, but do not include other mechanical/electrical/plumbing or architectural upgrades that might occur during a seismic rehabilitation project. Costs do not include soft costs or escalation and are therefore not equivalent with other costs shown in this LRFP. They are included for reference only.

The probable construction cost to bring all schools in the District up to the target seismic range is estimated in the report at \$139.9 million, in 2019 dollars.

Upgrades to the schools in each scoring range break out as follows:

- > Less Than Collapse Prevention: \$48.7M
- > Limited Safety & Collapse Prevention: \$89.8M
- > Life Safety: \$1.4M

ENERGY USE

Energy Use Intensity (EUI) is a metric that evaluates which facilities will provide the most return on investment in terms of energy improvement. Modernizations at the most poorly performing schools will yield the highest return.

EUI evaluation and scoring was completed by an outside consultant as part of the 2019-20 facility condition assessment. Facilities are scored on a scale of one to five, with higher scores indicating greater opportunity for improvement.

- > Score of 1: Energy performance in top 20% of buildings
- > Score of 2: Energy performance in top 20-40% of buildings
- > Score of 3: Energy performance in middle 40-60% of buildings
- > Score of 4: Energy performance in bottom 20-40% of buildings
- > Score of 5: Energy performance in bottom 20% of buildings

As shown in the chart above, many District facilities fall into the highest category, including seven elementary schools, two middle schools, one high school, one option school, and five of the District's seven support facilities.

DEFERRED MAINTENANCE

The initial construction cost of a school accounts for only 10 percent of its lifetime cost, according to School Construction News. Districts often struggle to fund the ongoing facility maintenance, and general operating funds are typically not budgeted to handle major repairs such as roof or mechanical system replacements. A building's life cycle may be 75 years or more, but many building components, including roofs, typically only last 20 years or less.

Although the District continually addresses maintenance issues, there are still considerable facility and site improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

Deferred maintenance needs include:

- > Upgrades and/or replacements to structural, mechanical, and electrical systems
- > Exterior enclosure improvements
- > Interior finishes improvements
- > Upgrades and/or replacements to commercial equipment and conveyance systems
- > Fire and life safety improvements
- > Site work

As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. The chart on the following page illustrates the total estimated deferred maintenance need for each facility, including seismic work identified in the 2019 seismic evaluation. Costs shown are escalated project costs.

ELEMENTARY

The total deferred maintenance need at the elementary level is approximately \$233 million. Four facilities have been assessed as having over \$10 million each in deferred maintenance needs. These schools include Beaver Acres, Fir Grove, Kinnaman, and Raleigh Hills K-8.

Major repair or replacement items at these facilities include roof and window replacements, significant mechanical, electrical and plumbing work, lighting, fire protection, interior finishes, and fixed furnishings. Maintenance items vary between individual facilities.

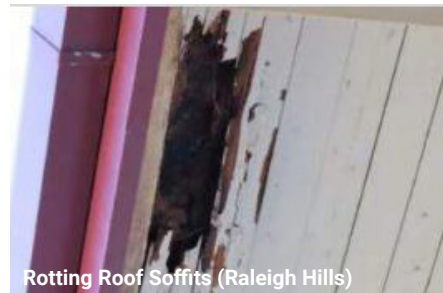
Examples of documented conditions at District elementary schools are shown below. More information regarding deferred maintenance needs for all District facilities can be found in the Facility Assessment Report, included in Appendix D.



Aged Electrical Panels (West Tualatin View)



Leaking Drain Damage (Findley)



Rotting Roof Soffits (Raleigh Hills)



Roof Drainage Issues (Hiteon)



Corroded Plumbing (Chehalis)

MIDDLE SCHOOLS

The total deferred maintenance need at the middle school level is approximately \$139 million. All District middle schools, except the newest Tumwater facility, have been assessed with between \$13 and \$20 million each in deferred maintenance need over the next 10 years.

Five Oaks and Whitford have the greatest need, at \$19.5 million and \$19.7 million respectively. The major cost at Five Oaks is for a roof replacement, which was outside of the scope and timeline of the recent bond project work completed at this facility. Examples of documented conditions at District middle schools are shown below.

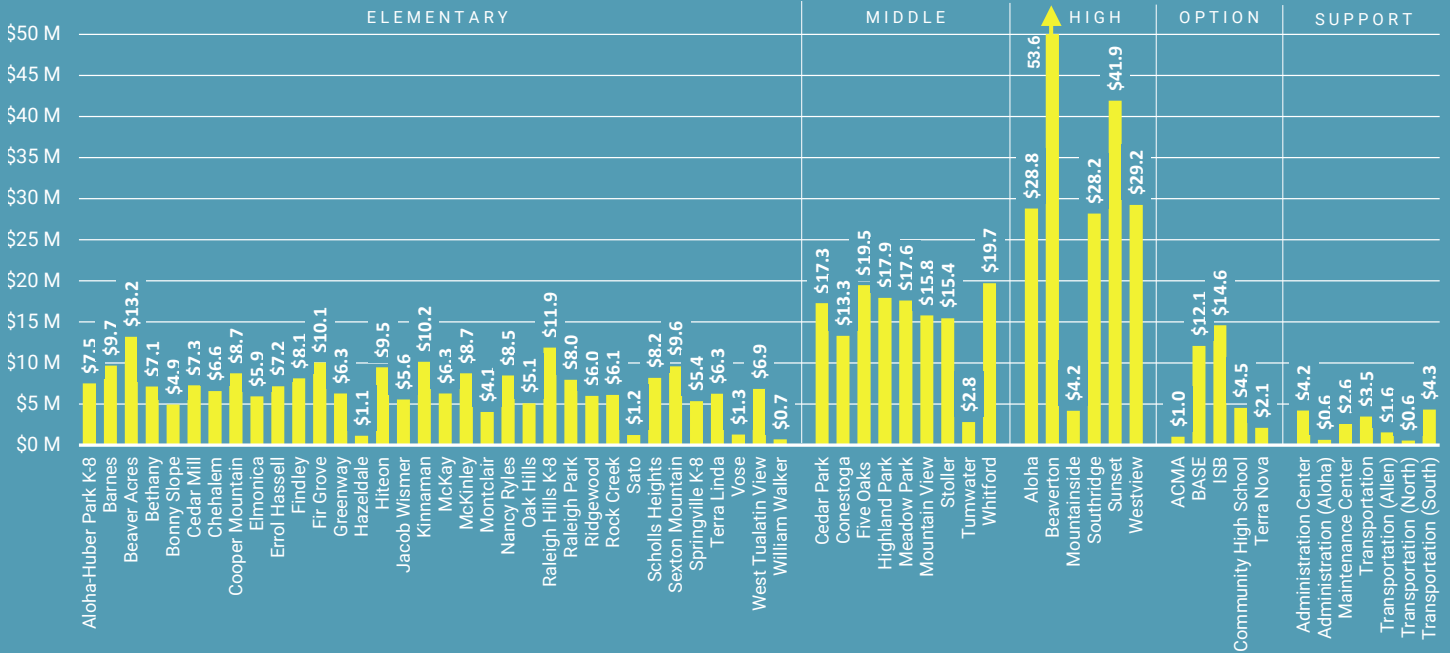


Water Damaged Ceiling (Highland Park)



Damaged Paving (Meadow Park)

10-YEAR DEFERRED MAINTENANCE



HIGH SCHOOLS

At the high school level, the total deferred maintenance need is approximately \$186 million. All of the District’s high schools, with the exception of Mountainside, have significant deferred maintenance needs of over \$20 million each. High school facilities are much larger and therefore typically have significantly higher maintenance costs.

Beaverton High School, assessed with \$56.3 million of deferred maintenance, has the greatest amount of need of any facility in the District and is also the oldest facility. Sunset High School, with \$41.9 million of deferred maintenance, has the second greatest need in the District. Examples of documented conditions at District high schools are shown below.



Exterior Brick Damage (Sunset)



Corroded Pump (Aloha)

the largest facilities, ISB and BASE, also have the greatest need, at \$14.6 million and \$11.4 million respectively.



Roof Moss & Bubbling (ISB)



Old Pneumatic Controls (Beaverton)



Aged Rooftop Units (Southridge)

SUPPORT FACILITIES

District support facilities have all been assessed as having relatively low deferred maintenance needs, with a combined total of approximately \$17 million. Need at each facility ranges between \$0.6 million and \$4.3 million.

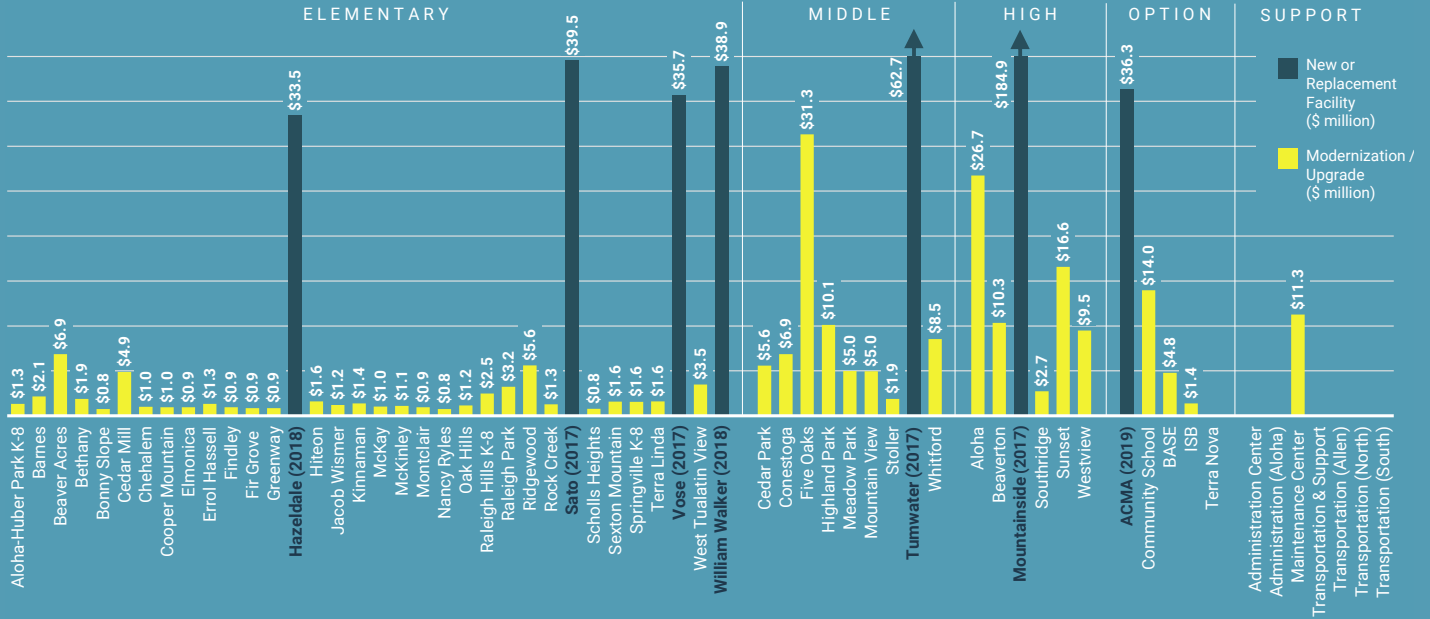


Moisture in Windows (Maintenance Center)

OPTION SCHOOLS

Option school facilities have a combined deferred maintenance need of approximately \$34 million, with varying degrees of need at each facility. Two of

RECENT CAPITAL EXPENDITURES (2014 BOND)



RECENT CAPITAL EXPENDITURES

Understanding the relative amount of recent investment in District facilities can help in determining and prioritizing planning approaches for a long-range facility plan. Beaverton School District has completed a number of improvements to existing facilities over the last 10 years, in addition to constructing several new and replacement schools.

The District's capital expenditures at each facility from the most recent bond, in 2014, are illustrated in the chart above. New or replacement facilities are shown in blue, and facilities that received modernizations or upgrades are shown in yellow. (Note: The two largest expenditures, for Tumwater and Mountainside, are greater than the amount included the chart above and are therefore not shown proportionally.)

Facilities that have received significant recent capital investment may be less likely to be considered for replacement in the near term.

SUMMARY TABLE

The table on the following pages summarizes basic building condition information for all District facilities, including the facility condition data discussed in this section.

TABLE:
Facility Condition Summary

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
ELEMENTARY SCHOOLS								
Aloha-Huber Park K-8	106,046	9.95	2005	0.14	80	1	\$1.33 M	\$7.50 M
Barnes	75,900	8.20	1927	0.25	51	1	\$2.15 M	\$9.69 M
Beaver Acres	79,507	13.60	1955	0.33	71+	4	\$6.85 M	\$13.19 M
Bethany	49,913	10.69	1970	0.28	58	3	\$1.89 M	\$7.15 M
Bonny Slope	80,405	8.34	2008	0.12	80	3	\$0.75 M	\$4.93 M
Cedar Mill	41,055	5.62	1950	0.35	55	5	\$4.89 M	\$7.28 M
Chehalem	54,316	10.00	1970	0.24	67	4	\$1.00 M	\$6.59 M
Cooper Mountain	54,821	8.07	1954	0.31	71+	5	\$0.95 M	\$8.74 M
Elmonica	51,063	8.76	1980	0.23	62	3	\$0.95 M	\$5.94 M
Errol Hassell	60,345	9.20	1979	0.23	65	2	\$1.34 M	\$7.18 M
Findley	72,052	9.96	1996	0.22	68	3	\$0.95 M	\$8.14 M
Fir Grove	60,666	12.00	1954	0.32	48	1	\$0.86 M	\$10.06 M
Greenway	54,991	9.45	1979	0.22	63	4	\$0.86 M	\$6.29 M
Hazeldale	87,200	7.20	2018	0.03	95	3	\$33.46 M	\$1.14 M
Hiteon	78,972	12.00	1974	0.23	62	4	\$1.62 M	\$9.46 M
Jacob Wismer	72,863	8.39	2000	0.15	70	2	\$1.22 M	\$5.56 M
Kinnaman	80,837	7.86	1974	0.25	66	1	\$1.38 M	\$10.15 M
McKay	48,736	5.44	1929	0.25	49	5	\$1.02 M	\$6.29 M
McKinley	61,265	10.02	1956	0.28	52	5	\$1.10 M	\$8.74 M
Montclair	38,526	7.20	1969	0.21	69	5	\$0.94 M	\$4.05 M
Nancy Ryles	71,119	7.00	1991	0.23	67	2	\$0.76 M	\$8.47 M
Oak Hills	49,890	9.02	1966	0.20	69	4	\$1.16 M	\$5.10 M
Raleigh Hills K-8	59,197	10.00	1927	0.41	47	5	\$2.48 M	\$11.88 M
Raleigh Park	45,166	15.50	1959	0.34	50	1	\$3.24 M	\$7.95 M
Ridgewood	54,059	7.00	1957	0.22	56	2	\$5.62 M	\$5.99 M
Rock Creek	51,505	17.37	1974	0.23	66	2	\$1.29 M	\$6.10 M
Sato	80,500	9.87	2017	0.03	95	2	\$39.53 M	\$1.24 M
Scholls Heights	68,941	8.50	1999	0.23	69	5	\$0.78 M	\$8.18 M
Sexton Mountain	67,318	10.83	1989	0.28	67	3	\$1.59 M	\$9.60 M
Springville K-8	87,206	10.02	2009	0.12	85	4	\$1.56 M	\$5.36 M
Terra Linda	51,636	10.44	1969	0.24	69	2	\$1.61 M	\$6.26 M
Vose	87,200	8.80	2017	0.03	95	1	\$35.71 M	\$1.28 M
West Tualatin View	43,447	7.05	1955	0.31	45	4	\$3.49 M	\$6.86 M
William Walker	87,200	9.20	2018	0.03	95	1	\$38.86 M	\$0.69 M
Subtotal: Elementary Schools	2,213,863	322.55					\$203.17 M	\$233.05 M

Notes:

Building areas, site areas, construction dates, and 2014 bond expenditures were provided by Beaverton School District.

FCI scores, EUI scores, and deferred maintenance 10-year needs are taken from the 2020 Facility Condition Assessment (McKinstry).

Seismic scores are taken from the 2019 Seismic Assessment Report (KPFf).

TABLE:
Facility Condition Summary, Continued

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
MIDDLE SCHOOLS								
Cedar Park	117,054	16.80	1965	0.28	50	4	\$5.58 M	\$17.28 M
Conestoga	128,179	25.01	1993	0.20	70	2	\$6.85 M	\$13.32 M
Five Oaks	153,277	32.23	1974	0.26	55	5	\$31.31 M	\$19.47 M
Highland Park	116,892	19.00	1964	0.29	50	4	\$10.11 M	\$17.94 M
Meadow Park	116,682	19.39	1962	0.28	54	2	\$4.99 M	\$17.60 M
Mountain View	133,942	23.81	1968	0.22	50	5	\$4.95 M	\$15.79 M
Stoller	143,788	16.89	1998	0.20	70	3	\$1.88 M	\$15.45 M
Tumwater	165,455	16.30	2017	0.03	95	3	\$62.72 M	\$2.82 M
Whitford	116,962	23.41	1962	0.32	50	1	\$8.54 M	\$19.72 M
Subtotal: Middle Schools	1,192,231	192.84					\$136.95 M	\$139.39 M
HIGH SCHOOLS								
Aloha	260,677	31.31	1967	0.19	71+	4	\$26.74 M	\$28.81 M
Beaverton	303,158	26.23	1915	0.34	45	5	\$10.35 M	\$53.63 M
Mountainside	342,000	46.15	2017	0.02	95	1	\$184.85 M	\$4.20 M
Southridge	256,070	32.39	1998	0.19	70	4	\$2.74 M	\$28.17 M
Sunset	253,727	38.06	1957	0.28	55	4	\$16.58 M	\$41.91 M
Westview	281,183	44.65	1993	0.18	68	2	\$9.49 M	\$29.25 M
Subtotal: High Schools	1,696,815	218.79					\$250.74 M	\$185.97 M
OPTION SCHOOLS								
ACMA	75,856	8.94	2021	0.08	95	2	\$36.31 M	\$1.03 M
BASE	105,883	18.55	1970	0.23	58	3	\$13.97 M	\$12.09 M
Community	51,125	4.20	1979	0.17	69	3	\$4.78 M	\$4.53 M
ISB	75,585	15.45	1948	0.36	48	4	\$1.38 M	\$14.58 M
Terra Nova	11,800	3.83	1938	0.35	62	5	-	\$2.10 M
Subtotal: Option Schools	320,249	50.97					\$56.44 M	\$34.34 M
SUPPORT FACILITIES								
Administration Center	35,995	3.27	1972	0.23	68	5	-	\$4.22 M
Administration (Aloha)	4,929	2.86	1950	0.13	-	3	-	\$0.65 M
Maintenance Center	34,428	7.93	1971	0.24	67	5	\$11.26 M	\$2.59 M
Transportation & Support	53,390	13.70	1986	0.17	67	5	-	\$3.50 M
Transportation (Allen)	9,779	5.40	1967	0.33	58	5	-	\$1.55 M
Transportation (North)	5,139	3.40	1977	0.23	68	2	-	\$0.57 M
Transportation (South)	25,800	2.90	1965	0.35	58	5	-	\$4.32 M
Capital Center	83,358	<i>incl. above</i>	1970	0.23	58	3	-	<i>incl. w/ BASE</i>
Subtotal: Support Facilities	252,818	39.46					\$11.26 M	\$17.39 M

Notes:
 See notes on previous page.



SECTION 07

ENROLLMENT & CAPACITY

One of the tasks of the Long-Range Facility Plan is to ensure adequate space and capacity for the expected number of students in the District's desired programs, so that every student has access to a high-quality education regardless of race, class, gender, or ability.

PLANNING PARAMETERS

SPACE FOR ALL STUDENTS

School utilization planning is necessary to provide effective learning environments for all students. Well-utilized schools have ample learning spaces for all students in attendance, as well as sufficient common spaces to support educational programs and enrollment.

School facility plans include forecasts of future facility capacity requirements. For large districts such as Beaverton School District, this analysis may translate into future new construction needs – either through expansion of existing facilities or construction of new facilities.

One of the necessary inputs to this work is an estimate of the student capacity of existing school buildings. This same factor is important in the scoping of future new capacity construction projects.

REGULATORY REQUIREMENTS

State law (ORS 195.110) requires large school districts with K-12 enrollment of more than 2,500 students to develop long-range facility plans. School facility plans must contain "objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development." Once a large school district's long-range facility plan is adopted into a local jurisdiction's comprehensive plan, the local jurisdiction has the ability to limit or deny application for new residential development, if the school district identifies the lack of student capacity based on a student capacity formula and the local jurisdiction has considered options to address school capacity.

The determination of school capacity is important for both short-term and long-term school facility planning. In the short term, the District works closely with the cities of Beaverton, Hillsboro, Portland, and Tigard, as well as Washington and Multnomah Counties, to monitor residential development that may impact school facilities.

DISTRICT CAPACITY

DETERMINING EXISTING CAPACITY

Facility capacity is a planning metric that reflects the number of students that can be accommodated in a particular building. It does not take into account specific variations in classroom sizes and configurations, and also does not signify the maximum number of students that can be accommodated in a school. The number of students actually enrolled at a school may be higher or lower than its capacity.

Facility capacity can be determined in a variety of ways. The previous District model for capacity calculation, adopted with the 2002 LRFP, determined available school capacity based on square footage per student factors for each school level. However, this method did not accommodate for variations in the size and amount of support spaces in a building. For example, two schools with the same number of classrooms could have very different capacities, if one had a very large gymnasium and cafeteria or wider hallways. Newer schools were particularly out of alignment, due to the increased amount of space required to accommodate modern learning environments.

Therefore, it was recommended that the District consider switching to a classroom count method, which calculates capacity based on the actual number of classrooms or teaching stations in a school, multiplied by the target number of students per classroom and a target classroom utilization factor.

This provides a capacity calculation that is in closer alignment with the actual building capacity, and is more consistent across schools of different ages, configurations, and program components. Similar to the previous capacity calculation, special program areas, including dedicated special education spaces, are not included in the calculation.

Changing the way capacity is calculated in the District results in capacity adjustments at many schools, with some having higher capacities and some having lower capacities. Changing the capacity calculation model resulted in a districtwide capacity reduction of approximately 2,200 seats, which more accurately reflects actual District capacity.

CAPACITY FORMULA

For purposes of the Long-Range Facility Plan, capacity is determined as follows:

Number of general classrooms (elementary schools) or Number of teaching stations (middle and high schools) X Target number of students per classroom X Classroom utilization factor
--

Classrooms / Teaching Stations

General classrooms at the elementary level include grade-level classrooms, but do not include specialized teaching spaces such as music rooms, gymnasiums, and special education classrooms. At the middle and high school levels, all scheduled teaching stations are included when determining capacity, with the exception of dedicated special education classrooms.

Target Students per Classroom

The target number of students per classroom is a planning parameter that reflects an “ideal” class size target for a given grade level. Actual class sizes vary, and may be larger or smaller than the targets, depending on many operational factors.

For Beaverton School District, permanent facility capacities are based on the following class size targets, in alignment with the District’s most recent Education Specifications:

- > Elementary: 25 students per classroom
- > Middle: 25 students per classroom
- > High: 30 students per classroom
- > Option / Alternative: 30 students per classroom

Target classroom capacities will continue to be evaluated, and may be revised in the future, based on the findings of this Long-Range Facility Plan or other developments in the District. They do not represent District policy, actual student count, or an absolute cap.

For portable, or modular, classrooms, capacities are based on reduced class size targets, as follows:

- > Elementary: 19 students per classroom
- > Middle: 21 students per classroom
- > High: 23 students per classroom
- > Option / Alternative: 23 students per classroom

Classroom Utilization Factor

A classroom utilization factor is applied, to reflect for the amount of time classrooms can be used for teaching each day. Target classroom utilization factors vary between districts and grade levels, depending a number of factors, including the number of periods in the school day and whether teachers use their classrooms for planning. It is not possible to achieve 100% utilization at the middle and high school levels, due to a variety of factors, including scheduling conflicts, the need for specialized rooms for some programs, and the need for teachers to have space to work during planning periods.

Lower utilization factors indicate that classrooms are unused for one or more periods of the day, due to teacher planning time and/or scheduling

requirements, which is typical for most middle and high schools. For example, 80 percent classroom utilization reflects classroom usage for four out of five periods a day.

For Beaverton School District, the classroom utilization factors used in determining capacity are as follows:

- > Elementary: 100 percent utilization
- > Middle: 80 percent utilization
- > High: 83 percent utilization
- > Option / Alternative: 83 percent utilization

These utilization factors are intended to reflect an average “snapshot” of classroom utilization at each level, and will continue to be evaluated. The District’s classroom utilization factors are all within typical planning ranges for each grade level.

EXISTING FACILITY CAPACITY

Permanent Capacity

The District has a total permanent capacity of 41,652 students in grades K-12, including all elementary, middle, high school, and option/alternative facilities.

The existing permanent capacity at the elementary level, which includes 31 K-5 and three K-8 neighborhood schools, is 19,550 students. Two K-8 schools, Raleigh Hills and Springville, are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this Long-Range Facility Plan. Capacities vary greatly between elementary schools, ranging from 325 students at Montclair Elementary to 950 students at Aloha-Huber K-8, but have an average capacity of 575 students.

The existing permanent capacity at the middle school level, which includes nine neighborhood schools housing grades 6-8, is 7,660 students. District middle schools range in capacity from 760 at Whitford Middle School to 1,100 students at the new Tumwater Middle School, with an average capacity of 851 students.

The existing permanent capacity at the high school level (grades 9-12) is 11,852 students, including the District’s six comprehensive high schools. They range in capacity from 1,743 to 2,291 students, with an average of 1,975 students.

The District’s four option / alternative schools have a combined capacity of 2,590 students. These programs vary in capacity, from 548 to 822 students, and may include grades 6-12 or 9-12. Capacity is not included for the Terra Nova facility, as it is a partial day program with no dedicated enrollment, or the Rachel Carson School of Environmental Science, as it is housed at a neighborhood middle school.

Portable Capacity

Many District schools have modular classrooms on site. They have been added over time to provide additional capacity at existing schools and accommodate the significant enrollment growth that has occurred in recent years.

The District has a total portable capacity of 3,245 students, including 1,938 at the elementary level, 638 at the middle school level, 401 at the high school level, and 267 at option / alternative schools.

Because of the temporary nature of modular facilities, portable capacity is typically not considered when determining future capacity need in a long-range facility plan.

TARGET CAPACITY

DETERMINING TARGET CAPACITY

While actual school building capacities are often a reflection of the educational models in place at the time a school was constructed, school capacity targets are based on current thinking regarding the number of students needed to meet a district’s program goals and provide an optimal learning environment.

Facility capacity targets are intended to provide guidelines for planning purposes. They may vary through the years, as

educational program models and funding levels change.

The District has established the following target capacities for educational facilities, as described in the District’s education specifications:

- > Elementary (K-5): 750 students
- > Middle (6-8): 1,100 students
- > High (9-12): 2,200 students

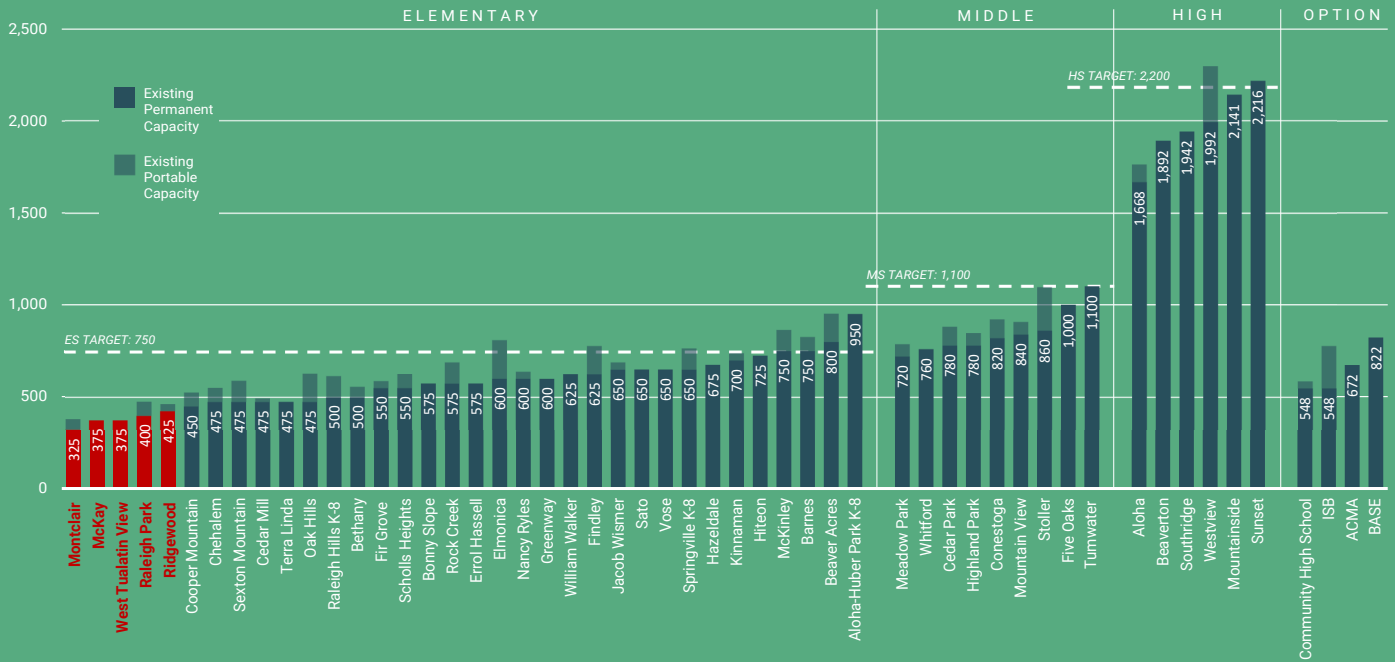
The District’s school size targets for elementary and middle school are higher than many other school districts in the region. The Portland, Hillsboro, David Douglas, and Gresham school districts have an elementary school size target size of 600 students, while North Clackamas, Forest Grove, and Newberg are between 500 and 550. Middle school targets typically range from 675 to 900.

School size targets at other regional districts vary widely at the high school level. North Clackamas and Hillsboro have a target capacity of 1,800 students, while Forest Grove’s is 2,500 students. Smaller districts may have much higher (effectively unlimited) targets because they only have one high school.

Districts may also establish target ‘floor’ and ‘ceiling’ sizes for different types of facilities. A target floor represents the minimum capacity a facility can have and still provide an appropriate learning environment and efficient operations. A target ceiling is the maximum facility capacity that can still allow for an appropriate learning environment.

It is typical for districts to have a wide variety of existing school capacities, as building stock is constructed over a long period of time and reflects the educational models and capital constraints of the time. It is generally assumed that schools that are near the target capacity are able to provide a full academic program. Schools with capacity that is significantly below the target may not be able to offer a full program without supplemental funding.

EXISTING & TARGET SCHOOL CAPACITY



EXISTING CONDITIONS

As illustrated in the comparative chart above, more than half of the District's schools have facility capacities that are below the established target capacities. This indicates a potential opportunity to increase capacity in the District in the future on sites currently owned by the District.

Elementary Schools

At the elementary level, five schools (shown in red above) have permanent capacities that are less than 60 percent of the target capacity of 750, or less than 450 students, indicating that there is a potential opportunity to increase the capacity and efficiency of these sites in the future. These schools include Montclair, McKay, West Tualatin View, Raleigh Park, and Ridgewood. Many of these schools are older facilities, built at a time when school sizes were typically smaller.

Two elementary schools have permanent capacities greater than the District target. However, the only school that is more than 50 students above the target is Aloha Huber, a K-8 school. Although specific targets have not been defined by the District for K-8 schools, it is expected that these facilities will be larger than traditional K-5 elementary schools, due to the additional grade levels that must be accommodated.

Middle Schools

With the exception of recently-constructed Tumwater, all District middle schools are below the target capacity of 1,100 students. None of the middle schools are below 60 percent of target capacity, however five schools fall below 75 percent of target capacity. These sites may provide opportunities to add capacity in the future as needed. No middle schools in the District are above the target capacity.

High Schools

The District's smallest high school, Aloha, has a permanent capacity of 1,668, approximately 75 percent of the target capacity of 2,200 students. None of the high schools are significantly above target capacity, with only Sunset High School being slightly above capacity at 2,216 students. When including portable capacity, Westview is also above target capacity, at 2,297 students.

Option/Alternative Schools

Because of the diverse nature of these facilities, in terms of program, grade levels, and enrollment, capacity targets have not been set for option/alternative schools. All of the option/alternative schools in the District have capacities well below the District targets for traditional facilities at the same grade levels, which is typical for this type of facility.

OTHER PROGRAM CONSIDERATIONS

Like many school districts, Beaverton offers programs and special services beyond K-12 general education instruction, to support students whose needs are not met in traditional school settings. The District currently provides alternative education options, as well as special services including special education, early learning programs, and English language programs.

These programs typically have space and facility requirements that were not anticipated during the design and construction era of most district facilities. It is clear that the success and increased demand for these programs fosters space needs that must be designed and integrated districtwide into the overall program delivery for each school.

SPECIAL EDUCATION

In 2019, approximately 12.3 percent of District students were eligible for special education services districtwide. Of these students, approximately 20 percent received their special education services and a portion of their core instruction in a specialized classroom, two percent received special education services and all core instruction in separate special schools operated by other agencies,

and 78 percent received their special education services with in the resource room setting and core instruction in the general education classroom.

Every school in the District has a resource room. At the elementary level, this includes one to two designated rooms where students receive special education services. At the middle school and high school levels, the special education teachers require a classroom space similar to their general education colleagues.

Some schools have specialized classrooms that are designed for the specific needs of students with disabilities. These classrooms are District supported and include students from across the District. In 2019, there were 1,081 District students who were placed in a specialized program. Elementary schools may have one to three specialized classrooms, middle schools may have two to three specialized classrooms, and high schools may have two to four specialized classrooms. Resource rooms and dedicated specialized classrooms are not counted as a part of a school's total available capacity.

The District also has two specialized programs that are separate from the District's comprehensive schools. These facilities have relatively small enrollments and are not included in capacity calculations. The District also contracts with outside agencies for approximately 100 students to attend separate special schools that support students with significant behavioral, social emotional, and life skills supports and training.

OPTION / ALTERNATIVE EDUCATION

The District has four stand-alone Option schools: Arts and Communication Magnet Academy (ACMA), International School of Beaverton (ISB), Community High School, and the newly combined Health & Science School / School of Science & Technology, now known as BASE.

Currently, the space available in District Options schools and programs does not accommodate student demand. In 2019, over 1,800 students applied for the 1,063 available Option program slots. The demand for Option schools and programs is expected to continue to increase over the next ten years. Because option / alternative program enrollments are set by the District, enrollment projections for these facilities may not necessarily reflect the actual need or demand.

ONLINE LEARNING

The District opened a new online school in Fall 2020, called BSD FLEX. This program offers online courses for District students at all grade levels who need a flexible learning option due to special circumstances. For the 2020-21 school year, the program has approximately 1,000 students in grades K-12, due to the increased need for remote learning due to the Covid-19 pandemic. However, in the long term, the anticipated enrollment is 500 students.

As BSD FLEX students may also be taking in-person classes at various other District schools, online enrollment is not assumed to result in a decreased enrollment elsewhere.

ENGLISH LANGUAGE LEARNERS / ENGLISH LANGUAGE DEVELOPMENT

Although the District has historically had dedicated pull-out classrooms for English Language Learners (ELL) and English Language Development (ELD) programs, it is moving toward a pull-in/ inclusion model where ELL programming will be taught in existing classrooms. Therefore, school capacities include ELL classrooms as general classrooms.

KINDERGARTEN

All District schools currently provide full-day kindergarten and will continue to do so. Full-day kindergarten was implemented districtwide in 2015-16. Kindergarten classrooms are included in school capacities as general classrooms.

PREKINDERGARTEN

While not government-mandated, prekindergarten programs are currently offered at seven elementary schools in the District, including Aloha Huber Park, Barnes, Bonny Slope, Greenway, McKay, Vose, and William Walker. Most of these facilities are Title 1 schools that fund prekindergarten programs as needed with General Fund allocations.

The District anticipates providing prekindergarten programs at all Title 1 schools by 2030-31. Based on current Title 1 status, this would include adding a prekindergarten program at nine additional elementary schools. Existing prekindergarten classrooms are not counted as part of a school's available capacity.

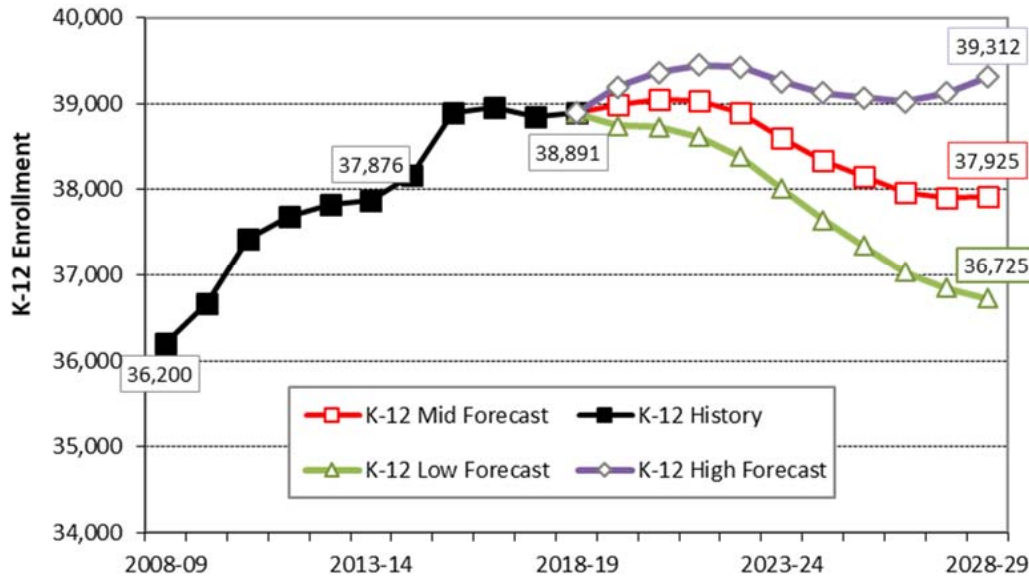
EARLY INTERVENTION (EARLY CHILDHOOD SPECIAL EDUCATION)

The Early Intervention (EI) program offers special education and support services for children from birth to school age. The program is operated by the Northwest Regional Education Service District (NWRESA), however the District is responsible for providing transport services for all preschool aged children with disabilities living within its attendance boundaries. As such, the District provides instruction space to NWRESA programs when possible to reduce transportation expenses. EI program needs are not specifically accommodated in the Long-Range Facility Plan, as the District is not mandated to provide capacity for these services.

PARTNER PROGRAMS

Head Start, before- and after-school care, school-based health clinics, and other partner programs are not specifically accommodated in the Long-Range Facility Plan, in terms of capacity. The District will look at adding additional programs as opportunities present themselves, and as partners and facility space are available.

CHART:
K-12 Enrollment History & Forecast, PSU PRC Enrollment Forecast Report



ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether a school district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school, provide a framework for facility needs to better serve student achievement. As such, student enrollment forecasts comprise an important component of the Long-Range Facility Plan.

PRC FORECAST

The District received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in May 2019. The 10-year enrollment forecast, using historic enrollment through the 2018-19 school year, integrates District enrollment trends with local area population, housing, and economic trends. Information sources that inform the forecast include the US Census Bureau, birth data from the Oregon Center for Health Statistics, city and county population estimates produced by PRC, and housing development data from relevant cities and counties.

Key takeaways from the study include the following.

Population, Housing & Employment Trends

- > There were 3,103 births to District residents in 2017, the smallest annual total since 1996, and 19 percent fewer than the peak in 2007.
- > From 2014 to 2018, permits were issued in the District for over 3,300 single family homes and nearly 2,400 apartment units, not including senior housing and accessory dwelling units.
- > The Portland Metropolitan area’s seasonally adjusted unemployment rate was 3.8 percent in March 2019, matching the national rate.
- > Employment in the Portland tri-county area (Multnomah, Washington and Clackamas counties) is projected to grow by 12.7 percent from 2017 to 2027.

Districtwide Enrollment Trends

- > The District enrolled 38,891 student in Fall 2018, an increase of 38 students (0.1 percent) from Fall 2017.
- > K-12 enrollment grew by 2,694 students (seven percent) over the seven years from 2008-09 to 2015-16. However, small increases in 2016-17 and 2018-19 and a one year decline in 2017-18 amounted to a K-12 loss of three students in the most recent three years.

- > Elementary (K-5) enrollment reached a peak of 18,350 students in 2015-16. Annual losses in the subsequent three years resulted in a decline of 678 students (3.7 percent), with districtwide K-5 enrollment in 2018-19 falling to the lowest total since 2009-10.

Forecast Range

The PRC study presents three forecasts (“Middle,” “Low,” and “High”) for a 10-year horizon from 2019-20 to 2028-29, as shown in the chart above. PRC considers the middle forecast as most likely to occur. The low forecast considers the effect of less robust local area population growth than anticipated during the forecast period, and the high forecast assumes stronger than anticipated growth.

For the purposes of the Long-Range Facility Plan, the middle series forecast is used.

Enrollment forecasts are typically updated annually to incorporate new enrollment data, as well as newly released birth and housing data. For reference, the 2019 PRC enrollment forecast report can be found in Appendix F of this report.

FORECAST ADJUSTMENTS

District Adjustments

District adjustments were made to the PRC forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that will occur after the PRC forecast was completed.

- > Enrollment adjustments to accommodate boundary shifts were made at Elmonica, McKinley, and Beaver Acres elementary schools, and at all middle schools.
- > Enrollment adjustments to accommodate a planned shift from K-8 to K-5 grade levels were made at Springville and Raleigh Hills.
- > Middle school enrollments were redistributed to incorporate Tumwater Middle School, which has been used as a swing school for several years and is planned to open as a middle school in Fall 2021.
- > Actual 2019-20 enrollment numbers were used instead of PSU forecast numbers for that year at all grade levels.

Time Frame Extension

In order to meet the requirements of OAR 581-027-0040 and ORS 195.110, the enrollment forecast was extended by two years out to 2030-31, to provide a 10-year forecast from the date of this LRFP.

This was accomplished using a “straight-line” methodology, extrapolating growth at each facility for two additional years based on the growth rates established in the PRC forecast. This is an estimate used for planning purposes only, and does not take into the account any possible changes in population, housing, and employment that may occur beyond the PRC forecast horizon.

PROJECTED DISTRICT ENROLLMENT

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent

over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade.

Elementary School Enrollment

Districtwide, a six percent decline is projected at the elementary level, a reduction of 1,086 students. Growth rates vary greatly between schools. The majority of the District’s elementary schools are projected to see enrollment declines, with eight schools expected to have greater than 10 percent enrollment declines.

Two schools are expected to have significant growth in the next 10 years, including Hazeldale with projected enrollment growth of 38.7 percent, and Sato, with projected enrollment growth of 26.9 percent. Four other elementary schools, located at the north and south ends of the District, are expected to have a lower level of growth, with enrollment increases of less than 10 percent.

Middle School Enrollment

Middle school enrollment is projected to decline by three percent (233 students) across the District as a whole. Enrollments at individual middle schools are declining more than their original PRC forecast rates, due to enrollment shifting into the new Tumwater Middle School. This is particularly true for two adjacent middle schools, Cedar Park and Five Oaks, which are both projected to have enrollment reductions of over 25 percent.

Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent.

High School Enrollment

At the high school level, enrollment is projected to decline by 5.9 percent (634 students) districtwide. This includes enrollment declines at four high schools (Aloha, Beaverton, Southridge, and Sunset) and increases at two high schools (Mountainside and Westview).

Option / Alternative School Enrollment

Three of the District’s four option schools (BASE, Community High School, and ISB) are projected to have enrollment increases of less than 10 percent. The exception is ACMA, which is projected to have an enrollment decline of 3.9 percent. This is considered a forecasting anomaly, as this program is always oversubscribed. ACMA is expected to be utilized at full capacity.

The Rachel Carson, Summa, and Terra Nova option school programs do not have dedicated enrollment. These students are included in the enrollment at their neighborhood schools.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected enrollment growth rate through 2030-31 at each school facility.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: Elementary School Level

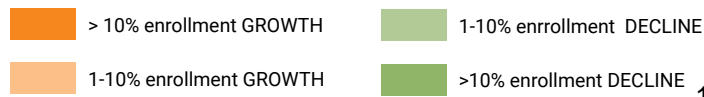
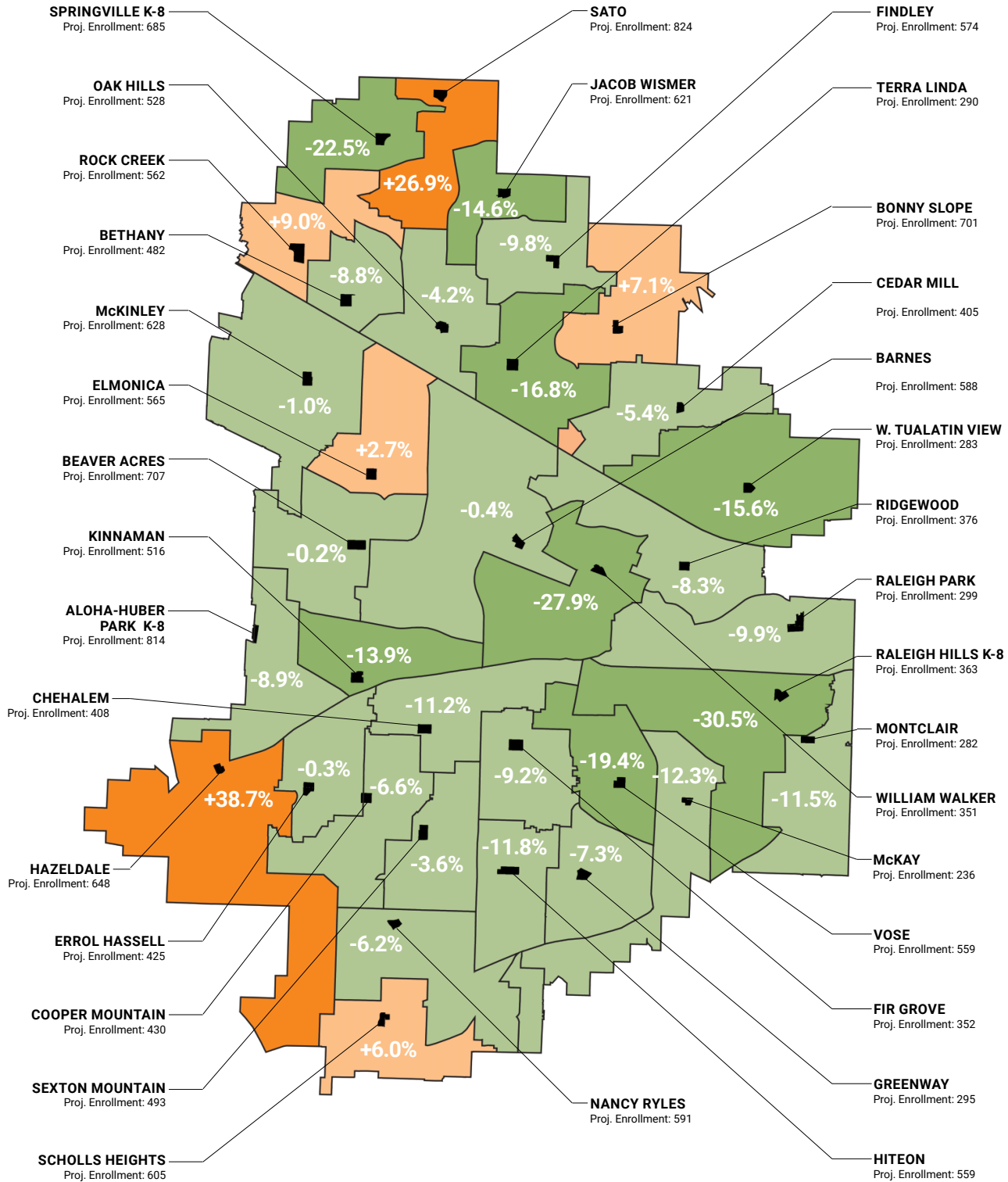
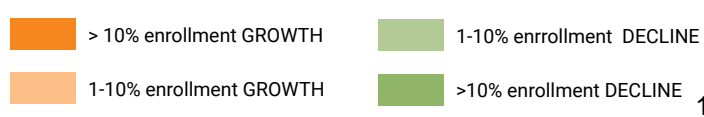
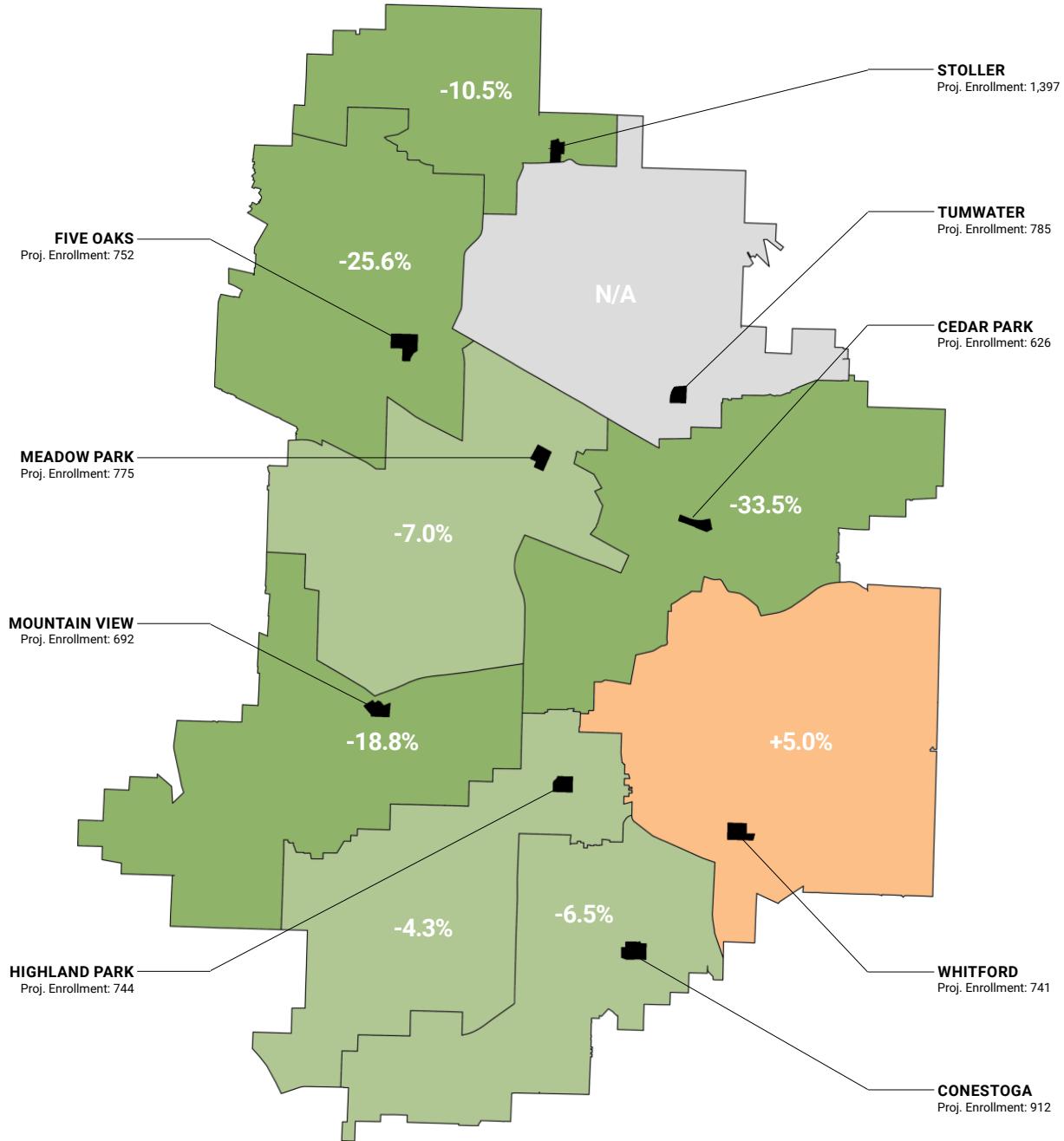
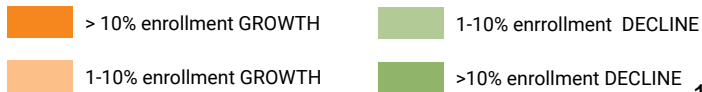
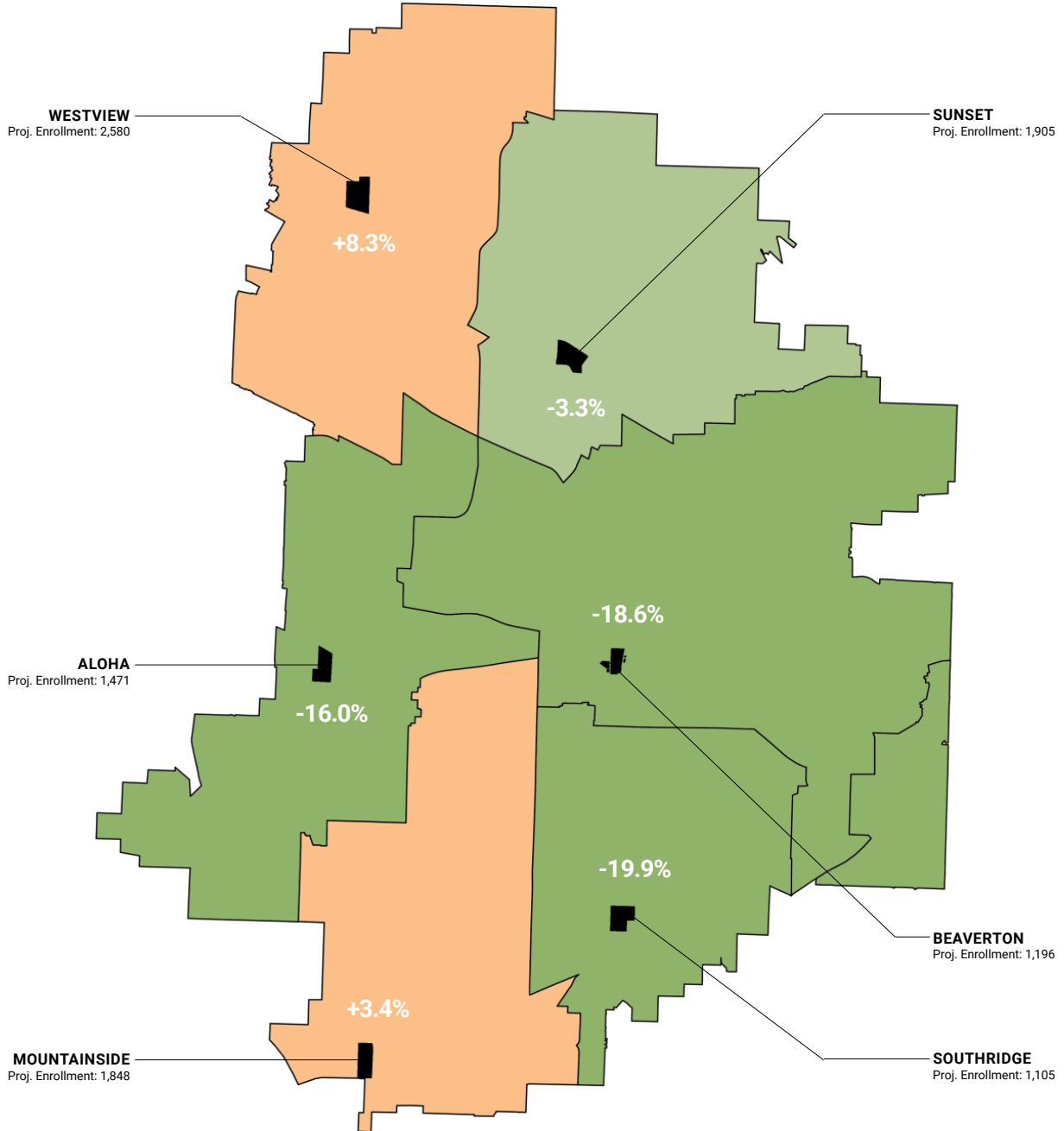


DIAGRAM:
 Projected Enrollment Growth Rate 2019-20 to 2030-31: Middle School Level

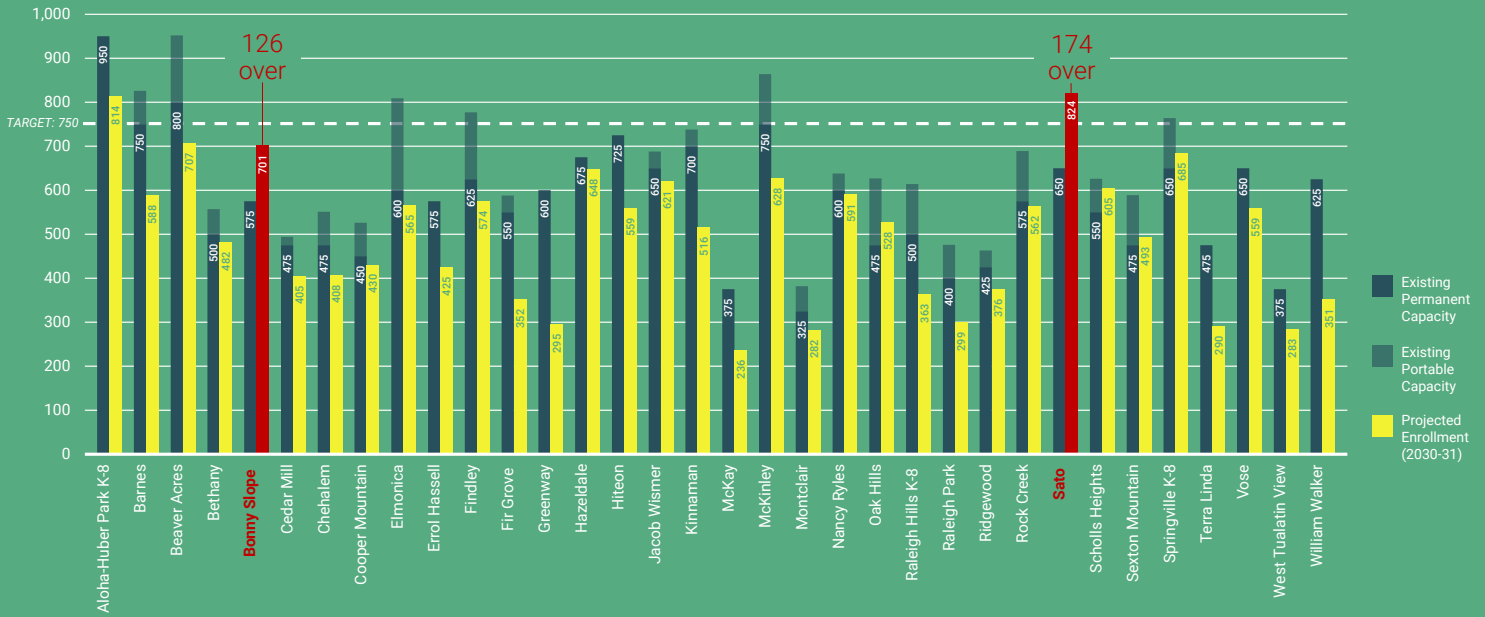


* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.
 ** Tumwater does not show a growth rate because it will not have any middle school enrollment until Fall 2021.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: High School Level



EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



FACILITY UTILIZATION

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use.

UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. For example, a school with 500 students and 500 classroom seats would be operating at 100% utilization, while the same building with only 400 students would be operating at 80% utilization. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31, described previously on pages 44-45.

The charts above and on the following page compare existing capacity and projected enrollment for each school in the District. Strategies to improve utilization are described on page 53 and are also discussed in Section 09, beginning on page 65, as alternatives to new construction.

Elementary Schools

Existing districtwide permanent capacity at the elementary level is 19,500 students, including K-8 facilities. This is greater than the projected 2030-31 enrollment of 17,043 by over 2,500 students, resulting in an expected utilization of approximately 87 percent.

Existing districtwide total capacity (permanent capacity plus portable capacity) at the elementary level is 21,488 students, providing over 4,000 seats more than the projected enrollment (79 percent utilization).

Since enrollment accommodation within their individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Several elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31. These facilities include:

- > Bonny Slope Elementary
- > Oak Hills Elementary
- > Sato Elementary
- > Scholls Heights Elementary
- > Sexton Mountain Elementary
- > Springville K-8

Two of these schools, shown in red above, are projected to be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

When portable capacity is considered, Bonny Slope and Sato remain over capacity, as they do not have any modular classrooms. The remaining schools can accommodate projected enrollments when including their portable capacity.

In contrast, many of the District's elementary schools have projected enrollments that are well below their permanent capacities. Schools that are expected to have lower than 70 percent utilization by 2030-31 include: Greenway Elementary, McKay Elementary, Terra Linda Elementary, and William Walker Elementary.

Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population. The District may want to consider approaches which improve the utilization of existing facilities in the future. Potential strategies to address low utilization could include school consolidation, co-location with other programs, and/or grade reconfiguration, as discussed on pages 53 and 65-66.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Middle Schools

At the middle school level, both the existing permanent capacity of 7,660 and the existing total capacity of 8,298 exceed the projected districtwide enrollment of 7,423. (Existing middle school capacity includes Tumwater, which is slated to house middle schoolers beginning Fall 2021.)

Looking at individual school facilities, there are three middle schools that are projected to exceed their permanent capacity:

- > Conestoga Middle School
- > Meadow Park Middle School
- > Stoller Middle School

Of these, Stoller has the highest overage, with a projected enrollment that exceeds capacity by over 500 students (over 300 students when including portables). Capacity accommodation strategies are discussed on pages 53 and 65-66.

Conestoga and Meadow Park can both accommodate their projected enrollments with their existing portables. None of the District’s middle schools are projected to have significantly low utilization.

High Schools

Existing districtwide permanent capacity at the high school level is 11,852 seats, not including option / alternative schools. This is greater than the projected 2030-31 enrollment of 10,106 by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent.

Total capacity (permanent capacity plus portable capacity) at the high school level is 12,253 seats, providing about 2,100 seats more than the projected enrollment (82 percent utilization).

As shown above, all of the District’s high schools are expected to be well below their permanent capacities through 2030-31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over permanent capacity and 283 students (12 percent) over total capacity.

Both Beaverton and Southridge high schools are projected to have very low utilization by 2030-31. Beaverton is projected to be 696 students (37 percent) below capacity, while Southridge is projected to be 837 students (43 percent) below capacity.

Capacity accommodation and utilization improvement strategies are discussed on pages 53 and 65-66.

Option / Alternative Schools

The District’s option / alternative school facilities have a combined permanent capacity of 2,590 and total capacity of 2,857. The projected enrollment of 2,619 students is just over the permanent capacity and 200 students below the total capacity. (Note: Summa and Rachel Carson enrollments are included with the neighborhood schools they are housed in, and Terra Nova’s capacity is not included because the facility is used for a partial-day program for students who are enrolled at other District high schools).

Looking at individual school capacities, ACMA, BASE, and ISB are all expected to be at or over capacity. Community High School, with a projected enrollment of 139, is anticipated to be at only 25 percent of its full capacity.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected 2030-31 utilization rates at each school facility.

DIAGRAM:

Projected Utilization: Elementary Schools (2030-31 Enrollment & Existing Capacity)

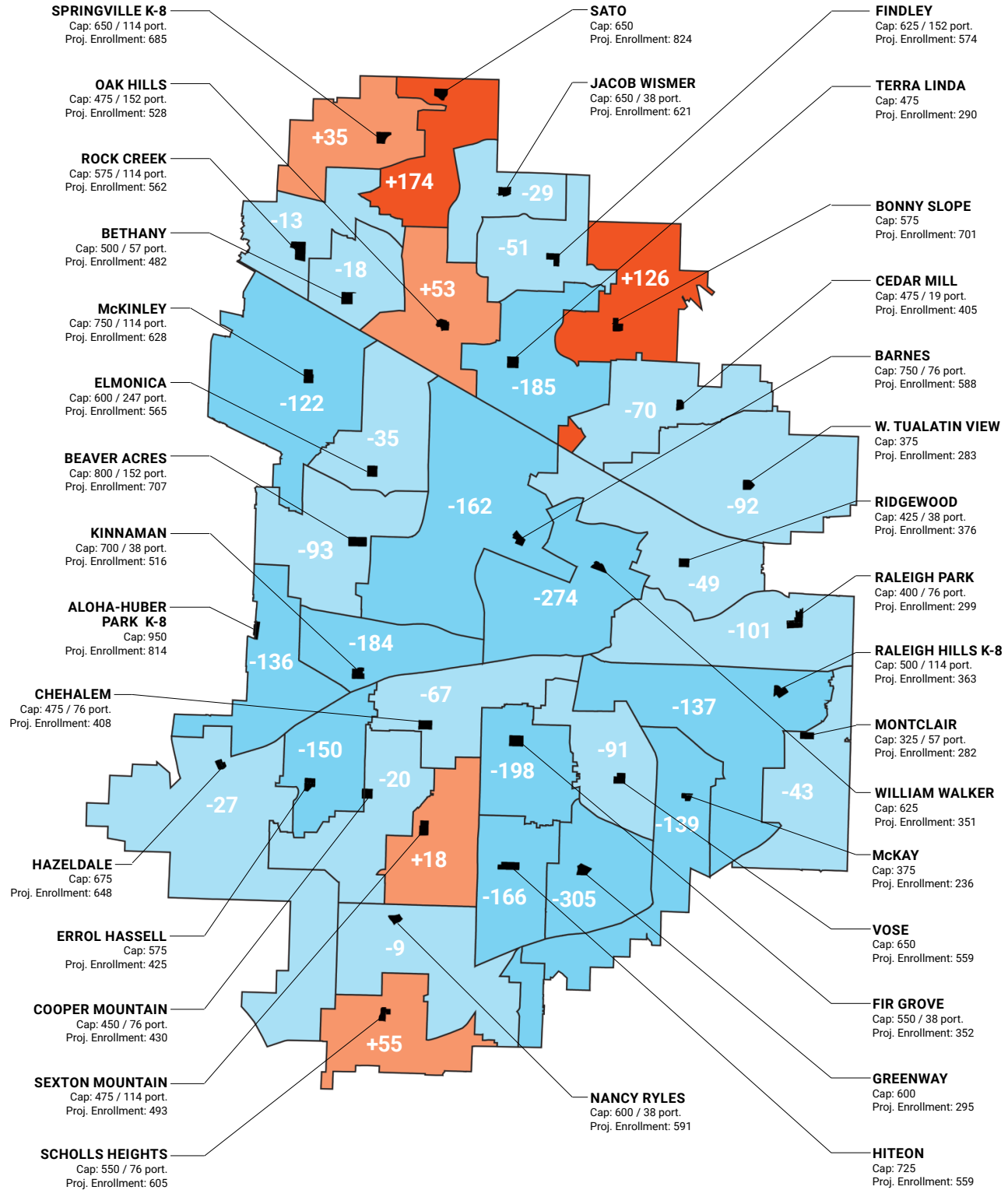
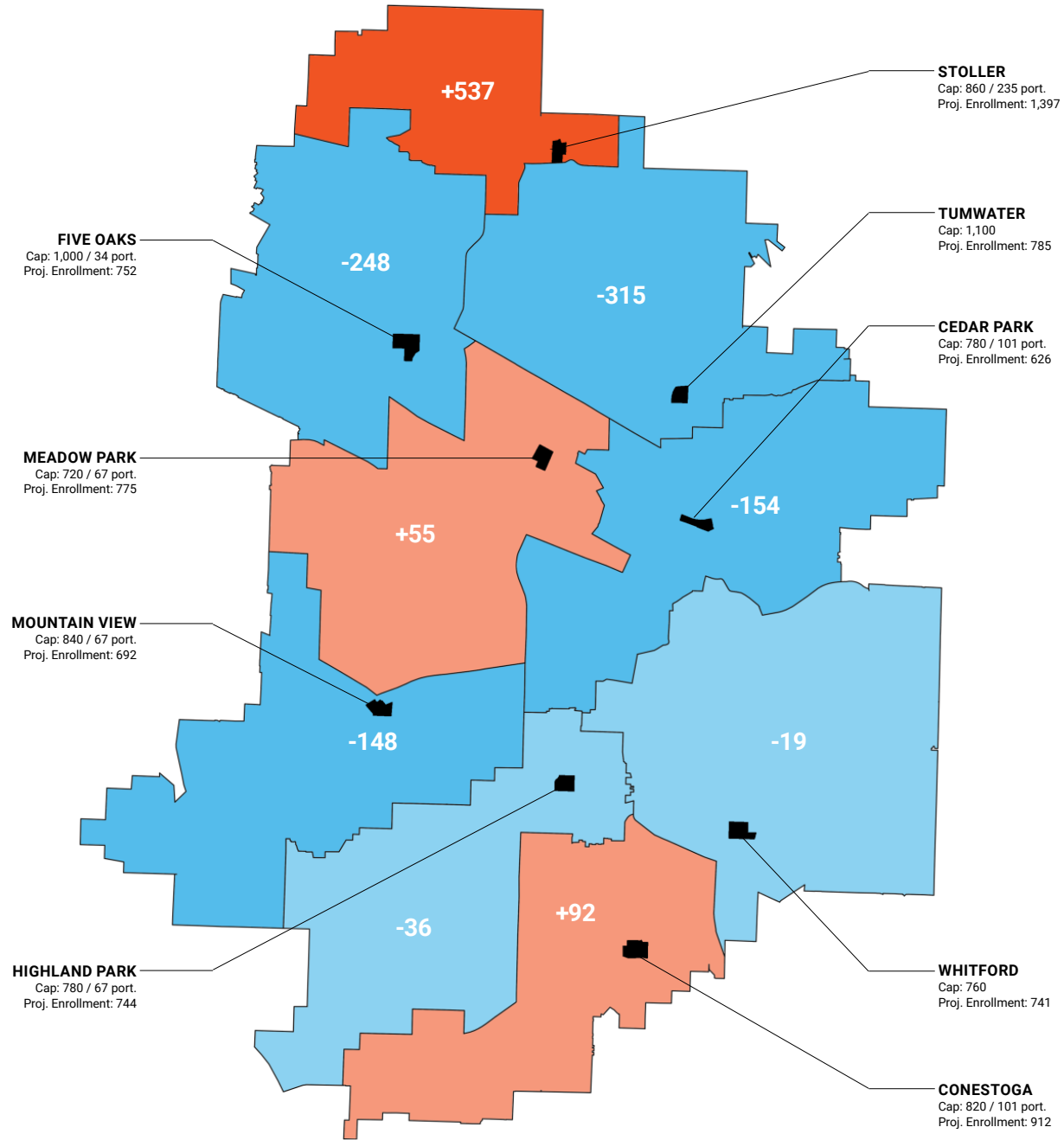


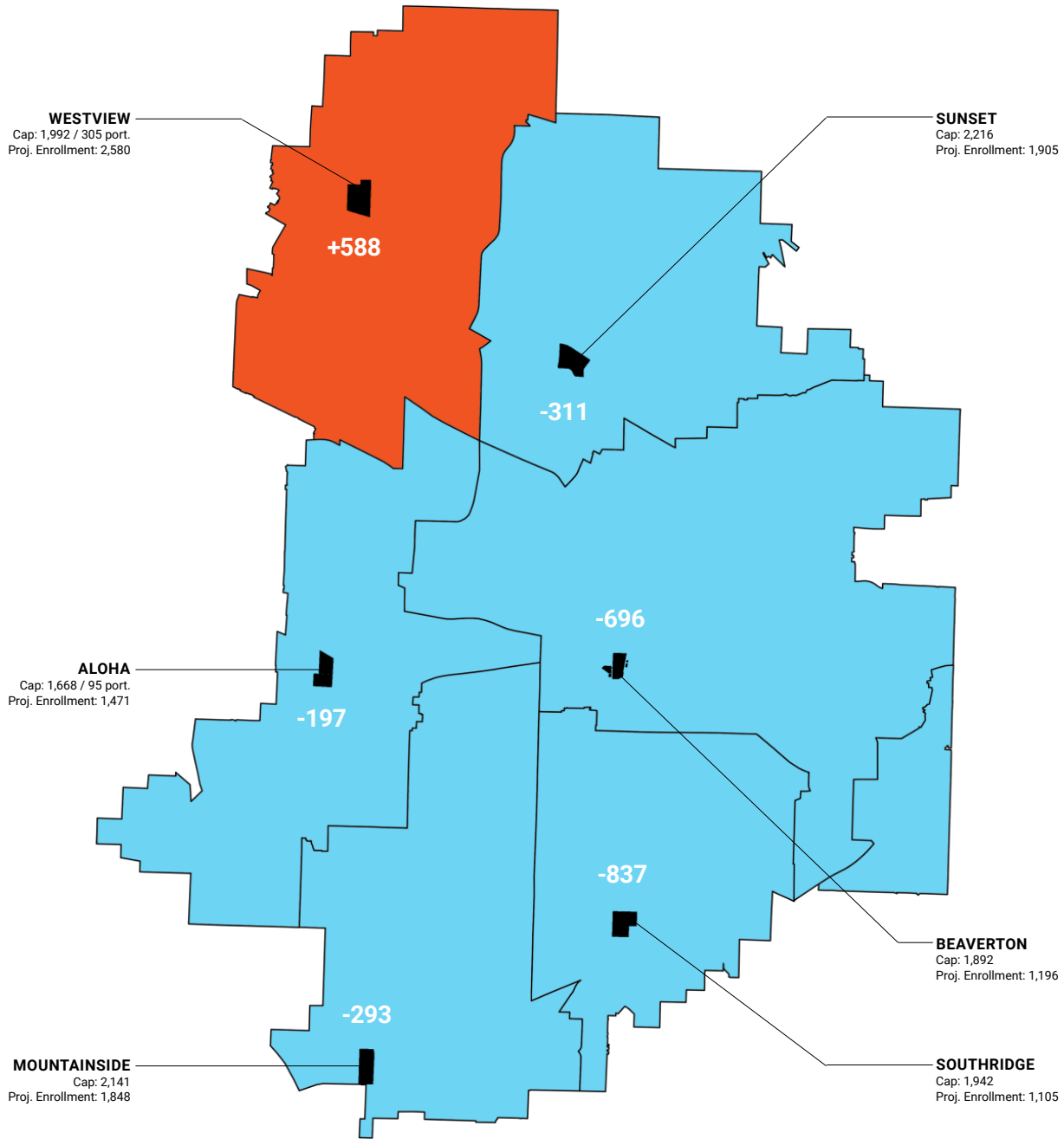
DIAGRAM:
Projected Utilization: Middle Schools (2030-31 Enrollment & Existing Capacity)



- > 100 OVER permanent capacity
- 1-100 OVER permanent capacity
- 1-100 UNDER permanent capacity
- >100 UNDER permanent capacity

* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.

DIAGRAM:
Projected Utilization: High Schools (2030-31 Enrollment & Existing Capacity)



CAPACITY ACCOMMODATION STRATEGIES

Space utilization percentages can be treated as the beginning of a conversation about capacity. These numbers act as a flag, indicating the location and severity of utilization issues. However, significantly high or low percentages of space utilization at one or more schools do not automatically indicate a need for construction of new school facilities or school closures.

The District has a number of possible strategies that can be considered to address schools that are over capacity. However, it cannot request local jurisdictions to halt residential growth through a development moratorium.

While the District can participate and comment on new residential developments that may impact school capacity, the District is obligated to consider other measures to address capacity and utilization needs, including the measures that follow. Additionally, the strategies and other alternatives to new construction that are discussed in greater detail in Section 09: Capital Financing, would be considered.

The following strategies can address the need for additional capacity and/or improve utilization.

OPEN ENROLLMENT

Open enrollment allows students to transfer to a school with available capacity outside of their attendance area. The District provides a list of schools offering open enrollment each winter, for enrollment the following fall. A student attending a school on open enrollment is guaranteed enrollment at that school for the duration of his or her time at that school level.

If a school that has been offering open enrollment were to reach a significant level of space utilization, the District would likely terminate open enrollment at that school to relieve overcrowding.

ADMINISTRATIVE TRANSFER

Administrative transfer allows a student to transfer to a school outside of their attendance area at any time during a school year. Transfer requests are reviewed by building administrators and approved or denied on a case-by-case basis, for one year only. An excessive number of administrative transfers to one building could result in space utilization issues for that building.

MODULAR CLASSROOMS

The use of modular classrooms (portables) can provide additional capacity at existing school sites. Where there are no site conditions prohibiting their use (e.g. site size, environmental constraints, or local zoning and development standards), they are a flexible means of responding to capacity needs.

BOUNDARY ADJUSTMENTS

Adjustments of attendance boundaries can be very emotionally charged, contentious, and complex. However, they do not require capital investment. Boundary adjustments can shift students from crowded schools to others with more capacity. These efforts typically require extensive work with the community, and must be planned a significant amount of time prior to the implementation date.

ADDITION / EXPANSION OF EXISTING SCHOOLS

Expanding existing building space to provide additional capacity is an option when capital construction monies are available. Permanent construction costs more than providing portables and requires confidence that the growth and enrollment levels at schools in that area will be increased or sustained in the long term.

NEW SCHOOL CONSTRUCTION

Construction of new schools is the most costly of these options, as it typically requires the purchase of land. However, when demand is high and sustained,

and enrollment projections support the investment, a new school offers a high quality teaching and learning environment, and can address significant space utilization issues.

A determination that a school is reaching a significant level of space utilization based on the school capacity formula can serve as the beginning of a conversation with local jurisdictions regarding a proposed residential application. The District can discuss potential solutions to the issue with the jurisdictions and evaluate options such as those described above.

SCHOOL CONSOLIDATION

Consolidating smaller schools that have very low utilization (enrollment well below the existing capacity) can improve utilization and increase operational efficiency, as well as helping to align schools with the District's target capacity. However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

SUMMARY TABLE

The table on the following pages summarizes permanent and portable capacity, historic and projected enrollment, and utilization rates for all District school facilities, as described in this section.

TABLE:
Capacity, Enrollment & Utilization Summary: Elementary Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
ELEMENTARY SCHOOLS										
Aloha-Huber Park K-8	950	0	950	893	814	-8.9%	-136	86%	-136	86%
Barnes	750	76	826	590	588	-0.4%	-162	78%	-238	71%
Beaver Acres	800	152	952	708	707	-0.2%	-93	88%	-245	74%
Bethany	500	57	557	528	482	-8.8%	-18	96%	-75	86%
Bonny Slope	575	0	575	655	701	7.1%	126	122%	126	122%
Cedar Mill	475	19	494	428	405	-5.4%	-70	85%	-89	82%
Chehalem	475	76	551	459	408	-11.2%	-67	86%	-143	74%
Cooper Mountain	450	76	526	461	430	-6.6%	-20	96%	-96	82%
Elmonica	600	209	809	550	565	2.7%	-35	94%	-244	70%
Errol Hassell	575	0	575	426	425	-0.3%	-150	74%	-150	74%
Findley	625	152	777	636	574	-9.8%	-51	92%	-203	74%
Fir Grove	550	38	588	387	352	-9.2%	-198	64%	-236	60%
Greenway	600	0	600	318	295	-7.3%	-305	49%	-305	49%
Hazeldale	675	0	675	467	648	38.7%	-27	96%	-27	96%
Hiteon	725	0	725	634	559	-11.8%	-166	77%	-166	77%
Jacob Wismer	650	38	688	727	621	-14.6%	-29	95%	-67	90%
Kinnaman	700	38	738	599	516	-13.9%	-184	74%	-222	70%
McKay	375	0	375	269	236	-12.3%	-139	63%	-139	63%
McKinley	750	114	864	634	628	-1.0%	-122	84%	-236	73%
Montclair	325	57	382	319	282	-11.5%	-43	87%	-100	74%
Nancy Ryles	600	38	638	630	591	-6.2%	-9	98%	-47	93%
Oak Hills	475	152	627	551	528	-4.2%	53	111%	-99	84%
Raleigh Hills K-8	500	114	614	522	363 ¹	-30.5%	-137	73%	-251	59%
Raleigh Park	400	76	476	332	299	-9.9%	-101	75%	-177	63%
Ridgewood	425	38	463	410	376	-8.3%	-49	88%	-87	81%
Rock Creek	575	114	689	516	562	9.0%	-13	98%	-127	82%
Sato	650	0	650	649	824	26.9%	174	127%	174	127%
Scholls Heights	550	76	626	571	605	6.0%	55	110%	-21	97%
Sexton Mountain	475	114	589	511	493	-3.6%	18	104%	-96	84%
Springville K-8	650	114	764	884	685 ¹	-22.5%	35	105%	-79	90%
Terra Linda	475	0	475	349	290	-16.8%	-185	61%	-185	61%
Vose	650	0	650	693	559	-19.4%	-91	86%	-91	86%
West Tualatin View	375	0	375	336	283	-15.6%	-92	76%	-92	76%
William Walker	625	0	625	487	351	-27.9%	-274	56%	-274	56%
Subtotal: Elementary Schools	19,550	1,938	21,488	18,129	17,043	-6.0%	-2,507	87.2%	-4,445	79.3%

Notes:

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.

TABLE:
Capacity, Enrollment & Utilization Summary: Middle, High & Option Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
MIDDLE SCHOOLS										
Cedar Park	780	101	881	941 ²	626 ⁴	-33.5%	-154	80%	-255	71%
Conestoga	820	101	921	975	912	-6.5%	92	111%	-9	99%
Five Oaks	1,000	0	1,000	1,010 ⁴	752	-25.6%	-248	75%	-248	75%
Highland Park	780	67	847	777 ²	744	-4.3%	-36	95%	-103	88%
Meadow Park	720	67	787	834 ²	775 ²	-7.0%	55	108%	-12	99%
Mountain View	840	67	907	853	692	-18.8%	-148	82%	-215	76%
Stoller	860	235	1,095	1,560 ²	1,397 ²	-10.5%	537	162%	301	128%
Tumwater	1,100	0	1,100	- ³	785	n/a	-315	71%	-315	71%
Whitford	760	0	760	706 ²	741 ²	5.0%	-19	98%	-19	98%
Subtotal: Middle Schools	7,660	638	8,298	7,656	7,423	-3.0%	-237	96.9%	-875	89.5%
HIGH SCHOOLS										
Aloha	1,668	95	1,764	1,751	1,471	-16.0%	-197	88%	-293	83%
Beaverton	1,892	0	1,892	1,469	1,196	-18.6%	-696	63%	-696	63%
Mountainside	2,141	0	2,141	1,787	1,848	3.4%	-293	86%	-293	86%
Southridge	1,942	0	1,942	1,380	1,105	-19.9%	-837	57%	-837	57%
Sunset	2,216	0	2,216	1,971	1,905	-3.3%	-311	86%	-311	86%
Westview	1,992	305	2,297	2,382	2,580	8.3%	588	130%	283	112%
Subtotal: High Schools	11,852	401	12,253	10,740	10,106	-5.9%	-1,747	85.3%	-2,148	82.5%
OPTION SCHOOLS										
ACMA	672	0	672	706	679	-3.8%	7	101%	7	101%
BASE	822	0	822	881	940	6.7%	118	114%	118	114%
Community	548	38	586	128	139	8.6%	-409	25%	-447	24%
ISB	548	229	777	847	862	1.7%	314	157%	85	111%
Terra Nova	N/A (Partial day program)			N/A (Partial day program)			N/A (Partial day program)			
Subtotal: Option Schools	2,590	267	2,857	2,562	2,619	2.2%	30	101.2%	-237	91.7%

Notes:

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.



SECTION 08

SITE OPPORTUNITIES

In addition to estimating the student capacity of each school, a long-range facility plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are adequate in size and distribution to meet long-term forecasts.

This evaluation provides assurance that there is a sufficient inventory of properties relative to enrollment demands, and that they are being used effectively to address school needs.

EFFICIENT USE OF SCHOOL SITES

As land within the District has developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

The best example of this is how new and rebuilt schools approved in the 2014 Capital Bond Program were constructed. Four out of the seven “new” schools were provided by first, removing the existing school and second, rebuilding a new, more modern school on the same site. The four schools where this efficient approach occurred were ACMA, Hazeldale Elementary School, Vose Elementary School, and William Walker Elementary School.

The other three new schools (Mountainside High School, Tumwater Middle School, and Sato Elementary School) were built on vacant sites that the District owns. From a sequencing

perspective, Tumwater was the first new school constructed and, once finished, it operated as the “swing school” where students from the four schools attended during the school year their home school was being reconstructed.

There are several ways in which the District makes efficient use of its school sites, including using modular (portable) classrooms, building multistory schools, sharing use of school sites for other District uses and with other public agencies, locating schools on smaller sites, and alternative parking arrangements.

However, the District must consider specific site conditions and the values and demands of the families in the District when evaluating these options. Site conditions, such as environmental features like steep slopes and wetlands and development code regulations that establish use standards for school buildings and portable classrooms and setback requirements. Community values may include providing enough parking for volunteers, connected and safe walking, biking, and transit access,

providing fields for sports, extracurricular activities and shared uses with Tualatin Hills Parks and Recreation (THPRD) and other community service providers, and making facilities and educational quality equitable between schools.

ORS 195.110 includes the requirement for school districts to consider “Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.” The statute requires consideration of measures to efficiently use school sites and provides examples of such measures – multistory buildings and multiple uses of school sites – but does not more precisely define them. This leaves the District discretion in determining what efficiency measures to consider. This section describes some of the measures the District has used and can consider in arranging more efficient future use of its school facility sites.

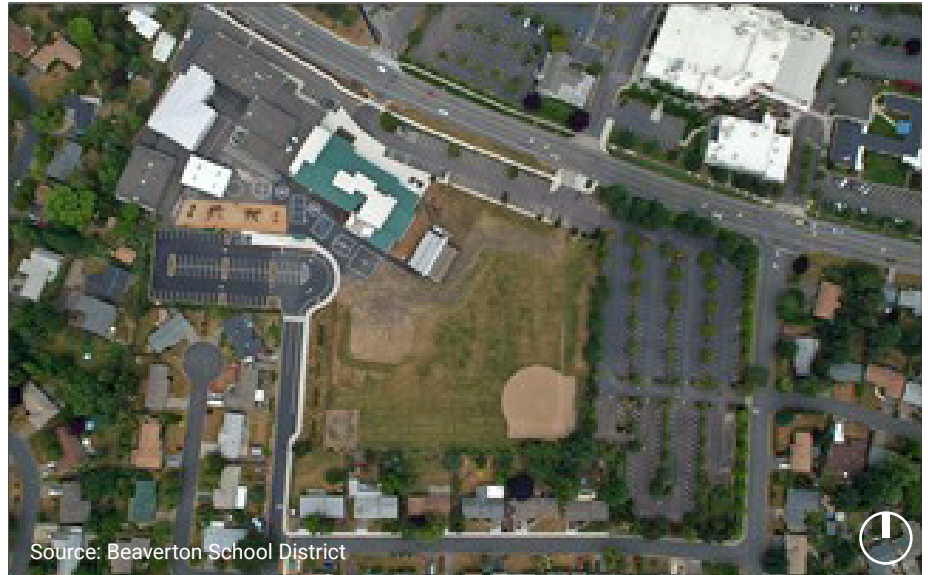
MODULAR CLASSROOMS

Modular, or portable, classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The modular classrooms used by the District typically consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the District range between being temporary to semi-permanent.

The use of modular classrooms must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions must be considered:

- > Environmental constraints/conditions – steep or changing slopes; streams, wetlands, or other sensitive lands
- > School features – parking, play areas and fields
- > Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code

IMAGE:
Barnes Elementary School



- > Fire safety – access roads and proximity to hydrants
- > Core facilities – including the lack of restroom facilities in portables

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement.

It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may impact student achievement. When some schools have more portables than others, there is the potential to foster inequity between schools, possibly resulting in lower performance and achievement.

MULTISTORY BUILDINGS

Multistory buildings are typically more expensive to construct than single-story buildings. Local building codes used to prohibit younger students from being taught on floors above or below the main

floor. However, these codes have been revised to remove this restriction. At the same time, multistory buildings provide significantly more student capacity using the same footprint as a single-story building. As land costs increase, multistory buildings become more cost-effective to build and operate.

Land costs in Beaverton School District have risen significantly in the last 30 years. The District has made it a practice to construct multistory buildings when new schools are built. Recent examples of this include:

- > Aloha Huber Park K-8 (2005)
- > Bonny Slope Elementary School (2008)
- > Springville K-8 (2009)
- > Sato Elementary School (2017)
- > Vose Elementary School (2017)
- > Tumwater Middle School (2017)
- > Mountainside High School (2017)
- > Hazeldale Elementary School (2018)
- > William Walker Elementary School (2018)
- > ACMA (2021)

SHARED USE & PARTNERSHIPS

Another effective way of maximizing the use of a site is to share the use with other organizations. It was found during

IMAGE:
Hiteon Elementary School



Source: Beaverton School District

IMAGE:
Rock Creek Elementary School



Source: Google Maps

the school facility design workshops held during previous facility planning efforts that community members in particular support the partnership between the District and THPRD, for the use of outdoor and indoor space. This shares not only the use of a site, but the costs associated with fields and outdoor recreation space and operating the facility's indoor recreational and instructional space.

There are other shared use partnerships that the District can enter into and develop. Some natural pairings include those with other educational and community service providers, such as Portland Community College.

SHARED PARKING

Required vehicle parking standards are a local zoning code issue that can add to the need for larger school sites. For example, given the number of full-time employees at the Hiteon Elementary School, 80 minimum and 120 maximum parking spaces are required pursuant to City of Beaverton code. The school site, which was recently expanded, now has 114 parking spaces that occupy approximate 34,000 square feet or about 0.8 acres. The school sits on a 12.2-acre site, so parking accounts for about 6.5 percent of the total site area.

Shared parking arrangements most directly affect the amount of the school site being dedicated to parking. Shared parking arrangements require nearby organizations with ample parking and compatible use schedules (i.e. not conflicting), which may not be available at all school sites.

Barnes Elementary School has a parking agreement with the Foursquare Church adjacent to its site. The image on the previous page shows the location of the shared parking area (immediately to the east of the ball fields). Church parking spaces are available during the week for school activities. Conversely, the parking spaces at Barnes Elementary School are available for church parking on Sundays and during activities which may require additional parking. Additional agreements like these could be pursued in the future where opportunities exist to reduce land needs (and costs).

EXPANSION ON EXISTING SITES

Expanding school facilities on existing sites is another way of using existing sites more efficiently. There are several school sites where the District has done this. Hiteon Elementary School, shown above, offers a good example of how the District has worked to maximize its school sites.

The District expanded buildings, parking, and fields on Hiteon's 12.2-acre site in 2008/2009. The building area was expanded by 42 percent for a total of 78,972 square feet. This means that building area makes up almost 20 percent of the lot area. As for the rest of the site, 61 percent of the lot is landscaped or associated with recreational uses, about a quarter of which is Hiteon Park, almost three acres managed by THPRD.

Conversely, Rock Creek Elementary School, shown above, offers an example of a land-rich school site. Its building area comprises only about six percent of the 17.6-acre lot area. The site, therefore, offers possibilities of redevelopment and co-location of schools in the future.

The site could potentially accommodate both an elementary school and middle school, or the site could be converted to a middle school site if there were a need for additional middle school capacity in this portion of the District. While neither option has been proposed or evaluated, the large Rock Creek school site does appear to provide the District with options for future expansion.

LIMIT SPACE FOR NON-EDUCATIONAL USES

There are several options to reduce the space on a school site dedicated to

non-educational uses, such as athletic facilities or parking. However, the following factors should be considered:

- > Good walking, biking, and transit access should be available to reduce the demand for vehicle parking.
- > Sufficient parking is an issue for parents and others who volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is an important consideration.
- > School sports and extracurricular activities have consistently been highly regarded by District families. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

CO-LOCATION WITH EXISTING DISTRICT FACILITIES

In some cases, a district’s existing facilities may be located on sites that are large enough to accommodate co-location with another facility in the future, if the need arises. This option may be considered in particular for smaller non-neighborhood facilities, such as an alternative program or special education facility. However, it will be important to assess program compatibility before considering co-location, as well as other factors outside the scope of this study, such as setbacks, easements, site access, and the presence of wetlands.

Based on a high-level analysis that included comparison with District site size targets, general topography, site configuration, and location in the District, a few of the District’s school sites appear to offer opportunities for co-location with another future facility in their existing configuration, beyond the shared use that is already occurring with adjacent District sites.

As District facilities continue to age and require replacement, it is recommended

that the District consider the possibility of co-location in the future, and plan replacement facilities on larger sites with this potential strategy in mind.

REPLACE SMALL SCHOOLS TO MAXIMIZE SITE UTILIZATION

School facilities vary in size and capacity for many reasons, including the educational goals and budget parameters at the time of constructions. Districts can maximize the utilization of their existing sites by replacing or adding onto schools that are well below their target capacities. This can significantly increase district capacity without the need for additional sites.

The District has implemented this strategy with the recent replacements of three elementary schools: Hazeldale, Vose, and William Walker. The original facilities for all three schools had capacities of under 500 students each, and were replaced on the same site with larger capacity schools.

INTERIM LOCATION

Because of the extensive work often required to upgrade schools to achieve modern learning environments, entire schools may need to temporarily relocate into different facilities while construction is completed. These facilities that will temporarily house displaced students are called “interim relocation sites.” In some instances, vacant school buildings might serve this purpose.

Any school recommended for replacement or major alteration that might require student displacement will require an analysis of the site and its relationship to the neighborhood in order to determine the feasibility to work on-site around the existing buildings.

Some of the District’s existing facilities appear to have sites that will likely accommodate replacement on site while maintaining operations in the current facility, but will have to be verified on a site-by-site basis.

Currently the District does not have any vacant facilities that can be used as “swing” sites for temporary relocation. Tumwater was used as a swing site for many of the replacement projects completed as part of the 2014 bond, but will become a neighborhood middle school in the upcoming school year.

ANALYSIS OF LAND REQUIREMENTS

Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan.

The District’s three undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

DISTRICT-OWNED ACTIVE FACILITY SITES

The District currently owns 63 active facility sites and serves an 55.8-square-mile area in Washington County that primarily includes the city of Beaverton. The District’s active facility sites total over 800 acres and include 55 school sites in operation and eight administrative and support sites.

The following chart summarizes the combined area of each site type and the percentage of total District site area.

Type of Site	Area (Acres)	%
Elementary School	323.6	39%
Middle School	192.8	23%
High School	218.8	27%
Option School	51.0	6%
District Support	39.5	5%
Total Site Area	824.6 acres	

DIAGRAM:
District-Owned Reserve Sites

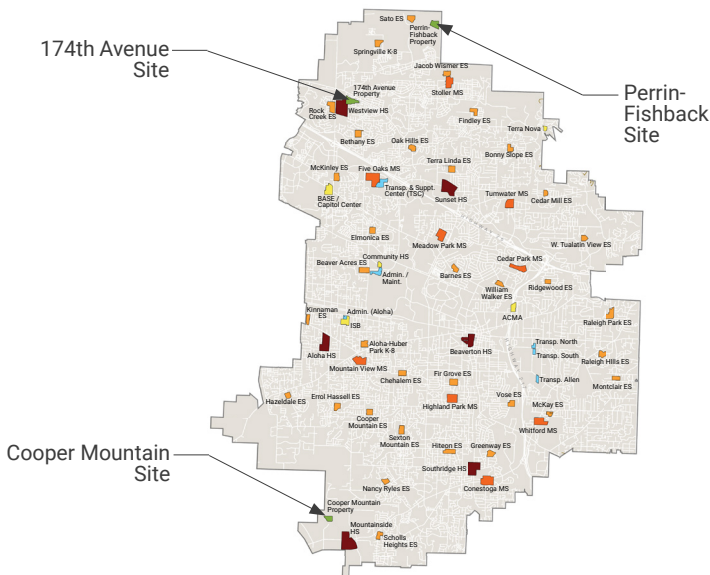


IMAGE:
174th Avenue Site



Currently, the District’s active school sites fall into the following size ranges:

- > Elementary school site range in size from approximately five to 17 acres, however the majority are within the seven to 10 acre target range
- > Middle school sites range from approximately 16 to 32 acres in size
- > High school sites range from approximately 26 to 46 acres in size

DISTRICT-OWNED RESERVE SITES

The District currently owns three vacant properties that could be used for the construction of new school facilities, shown above and on the following page.

Two of the sites are located north of Sunset Highway:

- > 174th Avenue site (east of Westview High School)
- > Perrin-Fishback site

The third site is located in the Cooper Mountain planning area in the southern area of the District:

- > Cooper Mountain site

All three sites are suitable from a size perspective for an elementary school. The 174th Avenue site, also known as the Westview property, is 14.8 acres in

size, with an estimated 11.6 acres of developable land. The Perrin-Fishback site is approximately 10 acres in size. The Cooper Mountain site, also known as the Horse Barn site, is 11.0 acres.

Both the Perrin-Fishback and Cooper Mountain sites are located in areas where the District can expect new residential growth (and, therefore, enrollment growth) to occur.

Location-wise, the 174th Avenue site is less desirable because of access constraints. None of these sites currently have capital construction funds available to provide new school facilities.

IDENTIFYING FUTURE SCHOOL SITES

One component of a long-range facility plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the District does not have an immediate need to purchase more land and the availability of vacant sites within the District is very limited, it is still important to understand the criteria for site selection that may be used for future land acquisition.

CRITERIA FOR SITE SELECTION

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and environmental impact. Each site and the surrounding property should be evaluated on both its present and possible future uses. The following are general site criteria for all educational facilities.

Site Size

Minimum site sizes have been established by the District for each educational level. These basic guidelines are based on the District’s education specification criteria (such as number and type of play fields, number of building floors, and parking and bus requirements).

- > Elementary site size target of 7-10 acres
- > Middle schools site size target of 15-20 acres
- > High school site size target of 35-40 acres

These parameters are target sizes that are used for guidance and comparison. Existing school sites vary in size due to a number of factors.

IMAGE:

Perrin-Fishback Site



IMAGE:

Cooper Mountain Site



Site Characteristics

- > Usable size and shape
- > Ability to support the educational program
- > Ability to support future expansion
- > Usable topography and soil conditions
- > Presence of trees and other vegetation

Infrastructure

- > Availability of water, sewer and energy sources (electricity, natural gas)
- > Potential for alternative energy use and/or shared use
- > Availability of telecommunications

Legal Requirements

- > Appropriate zoning (will variance or re-zone be required)
- > Ability to comply with state rules and regulations (disabled access, etc.)
- > Not a hazardous area (flood plain, etc.)
- > Available and free of encumbrances

Location

- > Convenient location for majority of students
- > Relationship to existing educational facilities
- > Proximity to other community services (library, parks, museums)

- > Zoning potential development of surrounding land
- > Potential for shared use (parks, etc.)
- > Appropriate location for open space in the community
- > Aesthetically pleasing environment

Vehicular Access

- > Accessible for service vehicles
- > Suitable surrounding roads and traffic patterns
- > Multiple points of access to the site

Health and Safety

- > Safe environment
- > Healthy air quality
- > Free of industrial and traffic noise
- > Served by public agencies (police, fire, public transit, etc.)

Pedestrian & Bicycle Access

In accordance with ORS 195.115, city and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified. 206



SECTION 09

CAPITAL FINANCING

ORS 195.110(5)(a)(D) requires that school districts include in their Long-Range Facility Plan:

“Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.”

FINANCING TOOLS FOR CAPITAL PROJECTS

This section provides a discussion of the financing tools available to the Beaverton School District and its capacity for generating capital resources. The following represents the array of financing tools that are at the District’s disposal.

CONSTRUCTION EXCISE TAX (CET)

The 2007 State Legislature passed Senate Bill 1036, allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure.

The District is collecting \$1.00 per square foot of new residential construction and \$0.50 per square foot of new nonresidential construction. These funds can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment and

furnishings or other tangible property that has a useful life of more than one year, and architectural, engineering, legal or similar costs related to capital improvements. The District continues to renew the agreement every year to collect these funds.

STATE FACILITIES GRANT

The 1997 Legislature established the facility grant program (OAR 581-027), but delayed implementation until 1999/2000. The grant is for costs to equip and furnish a facility and cannot be used for construction costs. This was partly in response to the 1996 Measure 47 (included in Measure 50), which limited construction costs that could be bonded to those that are intrinsic to the structure.

The District could receive up to eight percent of the construction cost of a new school, excluding land. The actual revenue limitations have shown this grant to be more in the three to four percent range of project cost.

GENERAL OBLIGATION (GO) BONDS

GO Bonds are a municipal debt security issued by the District and backed by the full faith and credit of the Beaverton School District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

For Oregon school districts, bonds are the primary tool for financing school facility needs. Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95 percent of real market value, and the District has remaining capacity of \$2.38 billion.

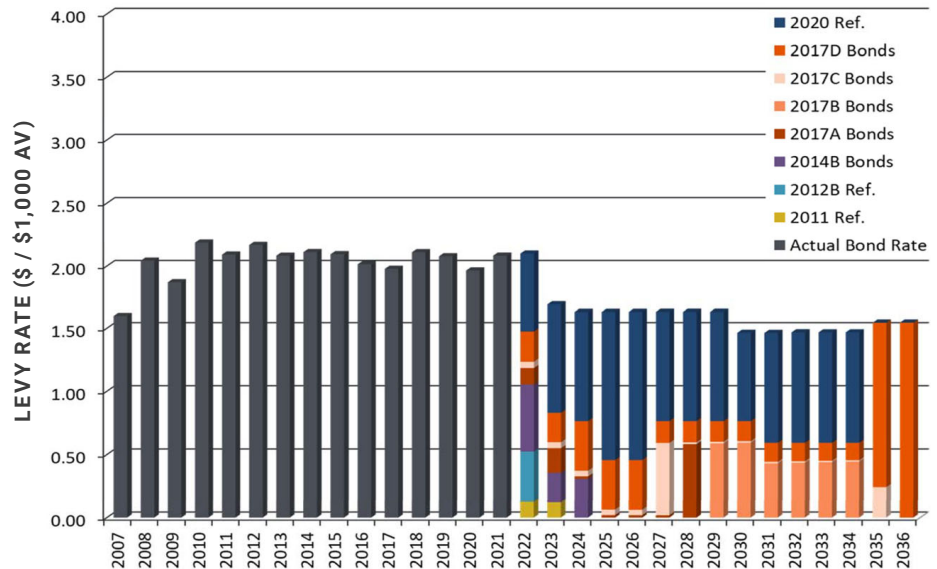
The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District’s levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. As shown in the chart above, a step-down in the tax rate occurs in 2023.

Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

FULL FAITH AND CREDIT OBLIGATION BOND (FFCO)

Similar to a GO Bond, the District can issue a municipal debt security by authorization from the School Board. The debt is repaid using resources other than a tax levy.

CHART:
Outstanding General Obligation Bonds - Actual and Projected Rates, Piper Sandler



CERTIFICATE OF PARTICIPATION BOND (COP)

COP’s are a financial obligation the District can use to finance essential capital improvements. Like a GO bond, a COP is a loan from investors to the District. Unlike GO bonds, however, COP’s are not backed by the full faith and credit of the District, rather, the repayment of the debt service on the COP’s is subject to annual appropriation by the District.

QUALIFIED ZONE ACADEMY BONDS (QZABS)

QZABs are noninterest-bearing bonds, and the borrowing school district pays the principal back in 15 years. QZABs are part of an annual \$400 million federal program, appropriated by Congress and is administered by the Oregon Department of Education. The money can only be used for qualifying schools where 35 percent or more of students are eligible for free or reduced-price school meals.

A 10 percent match is required from a business or nonprofit partner which can be in cash or in-kind donations. The funds can be used for renovation and repairs, energy efficiency and renewable energy, equipment and technology.

LOCAL OPTION LEVY (LOL)

The Measure 50 property tax limit (1997) is usually less than the Measure 5 tax limit (1990), and the difference is generally referred to as the tax “gap.” The 1997 Legislature approved school use of the gap for a voter approved local option property tax. Districts may use a LOL for operating and capital expenditures.

GENERAL FUND

The General Fund is the primary fund of the District that provides resources necessary to operate day-to-day activities of the District.

DONATIONS & GRANTS

The District receives donations given by a person or foundation for charitable purposes to benefit the education of Beaverton students. An example would be the Nike School Innovation Fund, which has donated to the District.

The District pursues federal and state grant opportunities as they are available. Having a currently-adopted LRFP is a typical criterion for grant applications.

IMAGES:

Examples of 2014 Bond Projects



Tumwater Middle School



Mountainside High School



Hazeldale Elementary School



Sato Elementary School



ACMA

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities, improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program (per the July 2020 Bond Accountability Committee Project Summary).

The following is a list of projects constructed through the 2014 bond program:

- > ACMA Replacement
- > Aloha High School Title IX Compliance
- > Capital Center Improvements & Data Center
- > Districtwide ADA Compliance
- > Districtwide Communication System
- > Districtwide Facility Repairs
- > Districtwide HVAC Controls
- > Domestic / Fire Line Separation
- > Five Oaks Middle School Renovation & Expansion
- > Green Energy Technology
- > Hazeldale K-5 Replacement
- > IT Data Center at Capital Center
- > Kitchen Improvements
- > Land for a new K-5 school in South Cooper Mountain
- > Maintenance Facility Improvements
- > McKay Elementary School ADA Improvements
- > New High School: Mountainside
- > New Elementary School: Sato
- > New Middle School: Tumwater
- > Security Upgrades
- > Seismic Upgrades
- > Sunset High School Title IX Compliance
- > Springville K-8 Improvements
- > Vose K-5 Replacement
- > William Walker K-5 Replacement

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and facility condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies, some of which are also discussed on page 53, are identified as potential ideas to be considered and will not necessarily be implemented by the District.

Strategies that address program:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in nontraditional facilities

Strategies that address growth:

- > Increase class sizes
- > Reactivate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities
- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

STRATEGIES THAT ADDRESS PROGRAM

Repurpose Existing Space

The District has historically reviewed program alternatives and considered a variety of changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment.

Implement Public / Private Partnerships

There may be opportunities for public / private partnerships to support District programs, in lieu of new construction or major renovations. In general, lease arrangements are made on a case-by-case basis to support educational program objectives.

In particular, there is opportunity for career and technical education programs to have robust partnerships with industry, both within school facilities and with internships at industry partner sites.

Develop Online Education Programs

Providing a robust online school program can help districts manage enrollment to a limited extent, as well as fill a need for students with particular learning styles and needs. However, this option is typically only used by a small percentage of students.

The District currently has an online education program, the FLEX Online School. It is a tuition-free option school within the District that provides curriculum and support services for grades K–12 in an fully online format.

Although the current year is an exception due to distance learning requirements that resulted from the Covid-19 pandemic, the District anticipates the that fully online learning will not be used by a large number of students in the future. Therefore, it is not expected to provide a significant reduction in enrollment at traditional school facilities.

Locate Alternative Programs in Nontraditional Facilities

Small, specifically tailored educational programs can be located in facilities other than traditional school buildings, allowing districts to utilize other types of building stock they may own, or lease commercial or retail space.

The ability to house some students outside of traditional school facilities can reduce enrollment demand. This strategy is most appropriate for high school students and potentially middle school students as well.

STRATEGIES THAT ADDRESS GROWTH

Increase Class Size

The District could choose to increase the target class size to accommodate growth, however, this approach is impractical to meet long-term needs. All districts have natural fluctuations in class size, both between grade levels and within a given year, however there is a limit to the number of students that can be accommodated within a given space, determined by the size of existing classrooms. Large class sizes may also compromise instruction.

In addition, existing facilities have support spaces, such as a cafeterias and restrooms, that are sized to accommodate a certain number of students. Increasing class sizes beyond what the building was designed for may impact the viability of these support functions.

Reactivate Vacant and Leased buildings

The District fully utilizes its existing building stock and does not currently own any vacant or leased facilities. However, this strategy should be kept in mind when replacing facilities in the future. If the District has the opportunity to take buildings offline rather than demolish them, it can provide flexibility for future use, as well as potential swing space during construction periods.

Offline facilities may provide an opportunity to address growth in the future. However, their location in relation to areas of capacity need must be considered, as well as the significant capital costs associated with maintenance and improvement. Leasing facilities may offset some costs.

Adjust Attendance Boundaries

Adjusting attendance boundaries within the District can help compensate for enrollment growth in individual schools, particularly if growth is concentrated in specific areas. However, this process is complex and can cause significant disruption for schools and families. This approach can also lead to increased busing requirements and associated costs.

Allow Enrollment over Targeted Capacities

Allowing enrollment over targeted capacities is another way to compensate for enrollment growth in concentrated areas.

The District has two elementary schools with projected 2030-31 enrollments over the stated targeted capacity of 750, including Sato and Bonny Slope. At the middle school level, Stoller is the only school projected to have enrollment over the District target of 1,100 students, and at the high school level, Westview is projected to have enrollment over the target of 2,500. Two schools also have existing permanent capacities that are greater than the target capacity, including Aloha Huber K-8 and Beaver Acres Elementary School.

It was determined by the District that increasing enrollment above the target capacity as a planning strategy does not align with the District's vision and goals, and will not provide the best educational environment for students. However, it is understood that enrollments fluctuate over time due to a number of factors and cannot always be managed to stay under established targets.

Add Capacity with Modular Classrooms

Modular classroom buildings offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Modular buildings offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate.

Modular classroom buildings lack some of the architectural quality and special features or amenities that permanent classrooms have. It is these differences that may make a difference in student achievement. Further, while adding to a school's enrollment, they do not expand the existing shared common areas such as cafeterias, gymnasiums, media centers and restrooms. Finally, as discussed in the previous chapter, it is important to note that the addition of modular classrooms may create security concerns and place additional stress on already underfunded operational budgets.

The District currently has many school facilities that have portable classrooms on site. Some are used as regularly scheduled classrooms and others are used only on an intermittent, as-needed basis, or for storage.

There is a desire to eliminate modular buildings whenever possible, therefore the Long-Range Facility Plan is primarily based on permanent capacity only.

STRATEGIES THAT ADDRESS CONDITION

Close Schools and Consolidate

Closing or repurposing schools that are in the poorest condition can alleviate the need for modernization, if these students can be accommodated at neighboring schools.

The District's projected excess capacity of more than 2,500 seats at the elementary level and 1,700 seats at the high school level by 2030-31 could allow for the closure of one or more

small schools in the District, with these students being absorbed into nearby existing or replacement schools.

Several elementary schools are well below the District's target size of 750, including, but not limited to, McKay Elementary (375), Montclair Elementary (325), and West Tualatin View Elementary (375). In addition to being small, these schools are also some of the oldest schools in the District and have significant maintenance and operational needs, making them possible candidates for closure.

Older schools at the secondary level are also subject to review for potential consolidation and closure. Enrollment forecasts will factor into such reviews at all school levels.

However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

Therefore, closing or repurposing school facilities, or declaring such facilities as surplus, should be carefully considered by the District in the future. Ideal candidates would be facilities that are in very poor condition, have capacity significantly below District targets, have low enrollment forecasts, and/or do not adequately accommodate educational programs.

Use Maintenance Funding for Critical Issues

It may be possible to allocate some operational funds to fix immediate needs in some facilities. As noted previously, this is not a viable long-term strategy and may impact the District's ability to meet operational needs. Currently, the District's maintenance budget does not have capacity for additional projects beyond basic maintenance needs.

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SECTION 10

10-YEAR CAPITAL PLAN

The 10-year capital plan identifies funding strategies for addressing the facility needs of the District that have been identified in Sections 01 through 09 of the Long-Range Facility Plan.

SUMMARY OF NEED

The 10-year capital plan addresses identified need in alignment with District goals and programs. The total District need is estimated at \$1.3 billion (escalated project cost), in the areas of educational program, facility condition, enrollment and capacity, and District support. As plan proposals were considered, the total identified District need in these areas included the following components:

EDUCATIONAL PROGRAM NEED: \$523.9 M

Estimated need includes the following categories, as described in Section 05 - Educational Program:

- > Early Childhood Education
- > Special Education
- > Physical Education
- > Remove Portable Classrooms
- > Districtwide Educational Adequacy

FACILITY CONDITION NEED: \$666.1 M

Estimated need includes 10-year deferred maintenance costs established by the FCA and includes estimated costs

associated with building condition, site condition, and seismic improvements districtwide. It also incorporates lump sum amounts determined by the District for specific projects, including school modernization, security upgrades, and nutrition services upgrades.

ENROLLMENT AND CAPACITY NEED: \$60.2 M

Districtwide, there is currently adequate existing capacity to address enrollment projections over the next 10 years, if strategies such as boundary adjustments are implemented to accomplish this. However, some individual school boundaries have significant identified need which, if left unaddressed through other means, would result in capacity-related need at these facilities. Estimated costs assume enrollment is met through permanent capacity.

These schools include:

- > Bonny Slope Elementary School
- > Sato Elementary School
- > Stoller Middle School
- > Westview High School

DISTRICT SUPPORT: \$80.0 M

In addition to the three primary areas of need described above, the District also identified several support projects that will be needed in the next 10 years. Categories include:

- > Technology
- > School Office Relocation
- > Bus Replacement
- > Critical Equipment

PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

FOCUS GROUP INPUT

The Focus Group provided feedback on the two capital bond proposals, which was a critical outcome of the LRFP process. Focus Group input is summarized below. More detailed information regarding this input can be found in Appendix C – Focus Group Meetings.

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.

Distribution

- > Equity is a priority, including a focus on improving Title 1 schools.
- > Projects should be distributed throughout the District to the greatest extent possible.

Focus Group members prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Deferred Maintenance & Modernization
3. Raleigh Hills Elementary School Replacement
4. Seismic & Security Upgrades
5. Educational Program Improvements

BROADER COMMUNITY INPUT

Community input from the open house sessions regarding the two capital bond proposals is summarized below. A more detailed Community Outreach Summary is included in Appendix B – Supplemental Information.

Prioritization

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

Utilization

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

Distribution

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

Survey respondents prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Raleigh Hills Elementary School Replacement
3. Seismic & Security Upgrades
4. Deferred Maintenance & Modernization
5. Educational Program Improvements

CAPITAL BOND PROPOSALS

The two capital bond proposals developed by the District and are summarized on the following page. The bond proposals incorporate community input and intend to strike a balance between community support for funding and current District need.

Either of the proposals shown can serve as the basis for a potential capital measure, at the discretion of the Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The proposed bond plans represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan. This is discussed further in Section 11 – Beyond 10 Years.

TABLE:
Capital Bond Proposals

BOND OPTION 1

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase.

This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of facility maintenance and modernization, capacity and enrollment accommodations, and other District support funding.

BOND OPTION 2

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value.

Bond Option 2 includes everything that is in Bond Option 1, in addition to the replacement of Beaverton High School and larger funding amounts for educational program improvements, facility maintenance and modernization, capacity and enrollment accommodations, and other District support.

PREFERRED OPTION

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Focus Group members' reasons cited for this support included:

- > Voters in the region understand that school districts need significant investments in capital infrastructure.
- > Option 1 is too small for the challenges that the District is facing, and defers investments into the future.
- > The District can make a compelling case for a large investment around priorities that are broadly supported by the community.

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
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
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
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
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M

¹ Assumes additional \$11.8M from 2014 bond funds

² Planning and design only

³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.

- > It makes sense to address the significant needs in the District comprehensively, and Option 1 does not go far enough.
- > The replacement of Beaverton High School is important. With the redevelopment happening in downtown Beaverton, it has the added benefit of supporting 215 housing in the downtown.

- > Option 2 will have greater benefit in the long run.
- > The majority of voters in this area prioritize investments in projects that address equity issues in facilities and programming.

Although there was limited public participation in the community open houses, likely due to pandemic

constraints, polling results illustrated clear support for the larger of the two bond options (75 percent). Reasons for this support cited by members of the broader community included:

- > The safety of students, teachers and staff is most important, and make school replacement necessary.
- > Bringing schools up to current seismic code is critical.
- > The projects are essential and must be dealt with. Continuing to defer these projects will only exacerbate the problem and be more costly in the long run.
- > Beaverton High School has significant facilities and educational needs.

PROJECT COSTS

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

PROJECT DESCRIPTIONS

Preliminary project scope was defined for projects included in the Long-Range Facility Plan options in order to establish estimated costs, with the understanding that adjustments may be made as projects continue to evolve.

Projects are categorized in the three primary areas of District need: educational program, facility condition, and enrollment and capacity. A fourth

category was added to accommodate District support projects. Budget amounts listed for each project are for both plan options (one cost listed) or separate (Option 1 cost / Option 2 cost).

EDUCATIONAL PROGRAM PROJECTS

Special Education Improvements: \$2.0 M

Adapt existing special education spaces to be more suitable for their current use and support student needs, such as creating larger/additional classroom spaces and adding adaptive equipment, kitchen facilities, office space, built-in cabinets, accessible restrooms, accessible playground equipment, and other modifications.

Prekindergarten Modifications: \$1.0 M

In alignment with the District’s prioritization of early childhood education, upgrade existing prekindergarten spaces to meet the unique needs of young learners, including redesign to be more inclusive of current learning practices and purchasing appropriate materials and furniture.

Outdoor Learning Improvements: \$5.0 M

Expand outdoor covered play areas at elementary schools across the District.

- > Currently, several schools do not have covered play areas, and many more do not have ones that are adequately sized.
- > These are highly flexible areas that allow for an outdoor extension of learning and play, and provide gathering and queuing areas that protect children from the rain.

Physical Education / Athletics Additions: \$5.6 M / \$13.0 M

Build a new gymnasium at Stoller Middle School and Barnes ES (Option 2 only), and provide some improvements to other District athletic facilities (Option 2 only), including an outdoor restroom/storage facility at Westview High School.

- > The current space at Stoller is not adequate to support current or future enrollment.

- > The current gymnasium and cafeteria at Barnes are inadequate to support the school and need to be replaced.

FACILITY CONDITION: REPLACEMENT PROJECTS

Raleigh Hills K-8 Replacement: \$44.0 M*

Replace existing Raleigh Hills K-8 with new K-5 elementary school for 750 students.

Addresses facility condition need:

- > Worst FCI score in the District (0.41 – Critical Condition)
- > One of the oldest facilities in the District (93 years old)
- > One of four elementary schools with a seismic rating below Collapse Prevention

Addresses educational program need:

- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
- > Provides special education and other specialized spaces in alignment with current District standards

Improves equity:

- > More than 45 percent of students are eligible for free/reduced lunch
- > Previously identified as the next priority in the 2014 bond plan

Adds capacity:

- > Existing school capacity is 250 below the District target of 750 (new school will add 250 seats)

Operational and capital efficiency:

- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
- > Eliminates approximately \$12M of deferred maintenance need at the existing facility

*The total replacement cost for Raleigh Hills Elementary is estimated at \$55.8 million, however \$11.8 million remaining from the previous 2014 bond is also allocated for this project.

Beaverton High School Replacement: \$230.0 M*

Replace existing Beaverton High School with a new high school for 1,500 students on the current site (Option 2 only).

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.34 – Critical Condition)
 - > Oldest facility in the District (the majority of the existing building is 105 years old)
 - > Only high school with a seismic rating below Collapse Prevention

- Addresses educational program need:
- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
 - > Provides special education and other specialized spaces in alignment with current District standards

- Improves equity:
- > 51 percent of students are eligible for free/reduced lunch

- Operational and capital efficiency:
- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
 - > Eliminates approximately \$53M of deferred maintenance need at the existing facility

The planned replacement capacity for Beaverton High School is lower than the District’s target capacity of 2,200 students and the existing facility capacity, because enrollment is projected to drop significantly at this school as well as across the District at the high school level. The planned capacity of 1,500 students accommodates the projected enrollment with a buffer for additional students or programs, and is large enough to provide the amenities of a full comprehensive high school.

The design of a new Beaverton High School facility will include design options for enlarging the facility to meet the District’s target capacity of 2,200 students.

The District is very conscious of investments that have already been made at the Beaverton High School campus, such as the 2002 cafeteria and the recent concessions / restroom building. The District has a goal of maintaining these areas if at all possible and the preliminary plan ideas that have been explored so far intend to keep them.

*Bond Option 1 includes design and planning only for \$15.0 M.

Allen Street Transportation Facility Replacement: \$11.0 M

Replace existing Allen Street Transportation facility.

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.33 – Critical Condition)
 - > Existing facility is more than 50 years old
 - > Repair bays are cramped and lack space to utilize modern technical repair aids
 - > One-third of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age (more than 50 years old)

- Addresses safety concerns:
- > Two-thirds of the vehicle lifts lack safety stops to prevent unplanned retraction
 - > Technicians must use jack stands to prevent buses from lowering below safe working heights
 - > Yard has numerous areas of sinkage, as well as broken and cracked asphalt, which impairs vehicle travel and ingress / egress from repair bays

FACILITY CONDITION: MODERNIZATION PROJECTS

Deferred Maintenance: \$110.0 M / \$138.0 M

Repair and upgrade projects at all District facilities (except new ones), based on the recently completed facility condition assessment findings.

Components include roofing, HVAC systems, electrical and plumbing systems, equipment, electrical systems, building envelope, interior finishes, fire/life safety, conveyance, and site improvements.

Although improvements will vary based on the specific facility condition needs of each school, every school facility will have some improvements.

The allocated project amounts in the bond options represent between 18 percent (Option 1) and 23 percent (Option 2) of the total 10-year deferred maintenance need (which also includes seismic improvements). This will allow the District to address the most pressing needs at each facility. School districts commonly only fund a portion of the total maintenance need, due to budget constraints.

School Modernization: \$12.0 M / \$36.0 M

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

- > Currently, there is disparity in the quality of facilities in new/newer construction when compared to classrooms in older schools. Some students are learning in old and outdated classrooms and facilities inequities exist throughout the District.
- > District general funds are limited and not available to pay for needed school modernization.
- > Research shows that students respond with positive results to a modern learning environment: better grades, better attendance, and improved creativity.

Seismic Upgrades \$20.0 M / \$40.0 M*

Seismic upgrades to District target level (Damage Control Range) for the District's worst performing buildings that are not anticipated to be replaced, based on the 2019 seismic evaluation findings.

In alignment with the District's seismic strategy, seismic upgrades will be performed incrementally and will address the worst performing buildings first. Specific facilities to be upgraded are to be determined, however the following middle schools have been identified as priorities: Whitford, Highland Park, Cedar Park, and Mountain View. All have seismic scores of 50, placing them within the 'Less than Collapse Prevention' range.

- > Seismic improvements help the District work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which states: "Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032."

*Additional funding for seismic improvements, such as Seismic Rehabilitation Grant Program (SRGP) grants, may be available. Grants will be pursued and used to supplement the allocated funding.

Security Upgrades: \$6.0 M / \$15.0 M

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

- > The current bond has been able to provide basic interior camera coverage to all schools. This upgrade will provide the opportunity to ensure potential interior areas of risk are covered, as well as high-traffic exterior areas.
- > Secondary-level access control improvements will focus on exterior ingress and egress and interior security.
- > Repair and/or replacement of fencing will address security risks and areas of vulnerability within sites and at property borders

Nutrition Services Upgrades: \$5.0 M

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

- > Addresses safety concerns at Beaver Acres Elementary School
- > Increases food storage capacity and delivery efficiency at Conestoga Middle School
- > Streamlines service and reduces staffing at Westview and Community high schools
- > Increases cafeteria seating capacity and reduces the number of lunches at Barnes Elementary School

ENROLLMENT & CAPACITY PROJECTS

Classroom Additions: \$7.5 M / \$10.0 M

Additional classrooms at Sato Elementary School and Stoller Middle School (Options 1 and 2), and Oak Hills Elementary School (Option 2) to address capacity needs.

Stoller Middle School is currently over capacity, and both Stoller and Sato Elementary School are projected to have enrollments that are significantly over their total capacity (including portable capacity) within the time frame of the LRFP.

Oak Hills Elementary School's current and projected enrollments exceed its permanent capacity and is forecasted to remain stable over the long term. This circumstance is unique for an established neighborhood, in comparison to other established neighborhoods in the District. Adding more capacity to the school was deemed necessary by the District, in order to accommodate the enrollment

and eliminate the need for portable classrooms as a long-term capacity solution for the school.

The capital bond plans do not propose to add new capacity to Bonny Slope Elementary School or Westview High School, the two other schools expected to have the most significant over-enrollment within the next 10 years. At Bonny Slope, this is due to the availability of capacity at other elementary schools in proximity to the school. As enrollment increases and capacity is utilized, it may be necessary to consider a boundary adjustment with one or more neighboring elementary schools.

At Westview High School, over-enrollment may be addressed over the next 10 years with a variety of strategies, such as adding portables, boundary adjustments, or other solutions outside of the capital bond plan.

DISTRICT SUPPORT PROJECTS

Technology: \$27.0 M / \$53.0 M

Provide student devices and districtwide infrastructure.

School Office Relocation: \$10.0 M

Office relocations to improve security at Aloha High School, Westview High School, and Cooper Mountain Elementary School.

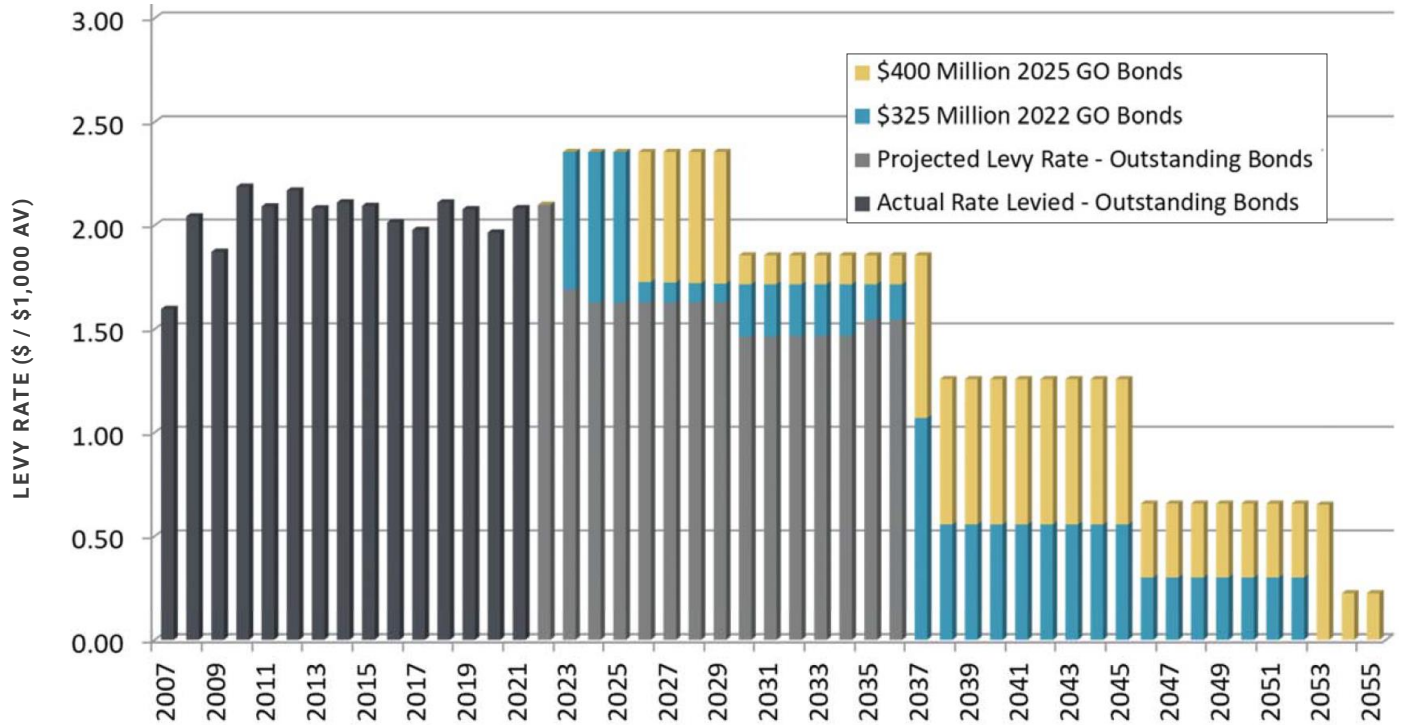
Bus Replacement: \$8.0 M / \$10.0 M

Continue the existing bus replacement cycle.

Critical Equipment: \$4.0 M / \$7.0 M

Provide maintenance equipment, athletic equipment, and copiers throughout the District.

CHART:
Projected Levy Rates for Bond Option 2 (\$722.6 M), Piper Sandler



IMPLEMENTATION

FUNDING

Funding is assumed to be provided through a general obligation bond with an approximate 30-year term. The District and School Board have not yet determined the best time to bring a capital measure to the community to address current and projected needs.

The proposed bond amortization structure, shown in the chart above, provides an incremental rate “step-down” after every seven or eight years, to allow the potential for the District to go out for another bond at that time. Bond and levy rate analysis was provided to the District by Piper Sandler, including estimated tax rate increases per \$1,000 of assessed property value.

Bond amounts and levy rates are estimated based on a number of factors, including growth in the community, changes to assessed property values, and interest rates. It is important to note that bond amounts included in this Long-Range Facility Plan are estimates only, and will need to be reassessed and

adjusted prior to proposing a capital measure.

CAPITAL MEASURE SUPPORT

Focus Group Support

Several Focus Group members voiced concern about proposing a capital measure this year, due to the impacts of the Covid-19 pandemic. However, the majority of Focus Group members were in support of the District considering implementation of the next phase of the Long-Range Facility Plan by proposing a capital measure in near future.

Reasons cited included:

- > These investments are essential in ensuring that the District is able to provide a high quality, equitable education experience to all students.
- > The community prioritizes these types of investments and has shown it repeatedly.
- > Schools will keep depreciating over time, so the District must be proactive about having the funds to keep up with necessary maintenance.

> It is a good idea to implement a capital measure when it is replacing expiring bonds.

> It makes sense to address the significant needs in the District comprehensively.

Broader Community Support

Survey respondents in the community open houses showed clear support for a capital measure in the near future (83 percent). Reasons cited included:

- > A capital measure is necessary to address the pressing facility needs.
- > The safety, equity, and cost savings benefits need to be addressed as soon as possible for our students.
- > The needs summarized in the Long-Range Facility Plan more than justify a capital measure.
- > District needs are great and escalation is costly.
- > Our schools should all be up to current seismic codes as soon as possible.

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SECTION 11

BEYOND 10 YEARS

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

FUTURES STUDY CONTEXT

PURPOSE OF THE STUDY

In 2016, the Beaverton School District worked with a multidisciplinary consultant team, including ECONorthwest, Mahlum Architects, Getting Smart, and Sapient Solutions, to conduct a “Futures Study.”

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments.

The Futures Study explored how District facilities and services might evolve over the next 20-50 years. This 50-year look at potential change, and its impact on how education is defined and delivered, make the Futures Study different from the 10-year long-range facility plan studies required by state law.

Findings of the study were documented in a Futures Study Report, published in the Fall of 2017 and included in Appendix G. This report is not considered to be

a policy document; it is a planning study that provides data and analysis to inform future discussion among the District Board, its staff, partner agencies, parents, and the general public about how to deliver quality education to District students.

FUTURES STUDY DRIVING QUESTIONS

The Futures Study provided an opportunity for the District to address key questions within the context of a 50-year timeline. A summary of questions explored included:

1. Growth of Enrolled Students

The demand and need for facilities is a function of the number of students the District must serve and their characteristics. How many students are likely to live in the District in the future? Where will they locate, and how will their numbers and locations affect decisions about facility investment?

2. Education Models

An education model refers to the curriculum, teaching methods,

DIAGRAM:
Planning Scenarios, 2017 Futures Study

Future Conditions	Scenario 1: Business as Usual	Scenario 2: High Growth	Scenario 3: Increased Innovation	Scenario 4: Constrained Funding
Enrollment Growth	Expected	High	Expected	Expected
Funding per Student	Expected	Expected	Expected	Low
External Competition	Expected	Expected	High	Expected
Flexibility of Education and Facility Models	Expected	Expected	High	High

supporting technology, and student schedule (when they are in the classroom by time of day, day of the week, and season). What educational models and trends should the District pay attention to?

Technology, classroom techniques, and staff and facility management techniques are changing rapidly and likely to change even faster in the future. A longer-run view considers how these factors might change and, in doing so, impact the number, type, and location of facility space required.

3. Facility Needs

The ultimate output of the Futures Study is a thoughtful description of new facilities that might be needed: What types, where, and when? How might those needs change given different assumptions about development and operations (e.g., new methods for delivering educational services, new forms of school facilities, or new partnerships for sharing facilities)?

FUTURES STUDY PARAMETERS & SCENARIOS

The Futures Study developed four scenarios to explore the long-term future of educational need and facility delivery in the District.

Each scenario examines the question: If all the students that are expected to be in the District 50 years from now were here tomorrow—and given assumptions about funding, District education models, and certain external forces—what facilities would the District need to provide in order to accommodate those students?

Parameters

The Futures Study defined each scenario using assumptions regarding “expected,” “low,” or “high” conditions associated with four parameters that may influence the District and its facilities. “Expected” reflects a continuation of conditions present at the time of the Study. “Low” or “high” are relative to “expected” conditions. Parameters used to define the four scenarios were:

1. Student enrollment: What is the enrollment of the District at each grade level? How many students will attend a District school?
2. District funding: How much funding will the District have from both its operating levy and capital bonds?
3. Competition for students: How stiff is the competition for school-aged children in the District from other public and private schools?

4. Education Models and Programs: Will the District implement new teaching models? How will programs change? Will the District adopt education or facility policies that differ from those in place today?

Scenarios

Based on a specific mix of “expected,” “high,” and “low” conditions associated with each of the four parameters, the following scenarios were developed:

Scenario 1: Business As Usual

This scenario assumed all parameters will be a continuation of present conditions (at the time of study).

Scenario 2: High Growth

This scenario assumed that student enrollment exceeds current conditions.

Scenario 3: Increased Innovation

This scenario assumed that the District will need to respond to increased external competition by innovating either educationally, or through some other means.

Scenario 4: Constrained Funding

This scenario assumed that historic levels of funding, whether operationally, or for capital investment, will be lower than current conditions.

Approaches and Strategies

The Futures Study explored a number of management strategies that could be implemented in response to the shifting demands associated with each scenario. These strategies looked at a wide range of approaches, including adjustment of both operational and capital (site / facility) related variables.

The strategic approaches associated with the 2021 Long-Range Facility Plan are specifically related to facility needs that have been identified for the next ten years. These approaches only represent a small portion of those strategies outlined in the Futures Study.

RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

The key questions explored by the Futures Study generally align with the three primary areas of need identified in the Long-Range Facility Plan: capacity and enrollment, educational programs, and facility condition.

This alignment facilitates the District's ability to track the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

CAPACITY AND ENROLLMENT

Forecasts associated with the Futures Study suggested that two-thirds of District-wide enrollment increases, for the 50-year period being studied, would occur within the first 20 years. This would equate to approximately 10,000 more K-12 students by the year 2035.

Forecasts also suggested that particular areas within the District would experience enrollment increases at a much higher rate. Between 2015 and 2035, Bethany, Cooper Mountain / Sexton Mountain, and Sunset / Cedar Mill were expected to see the highest rates of enrollment growth.

Forecasts associated with the Long-Range Facility Plan, covering the period between 2019 and 2031, indicate that several attendance boundaries will be over-enrolled, these areas largely correspond with those previously identified for high growth in the Futures Study.

However, when viewed districtwide, there is a predicted decrease in enrollment at elementary schools, middle schools, and option programs. High school enrollment is predicted to remain essentially unchanged. This represents a departure from all enrollment assumptions made in the Futures Study.

As a result, the Long-Range Facility Plan does not need to propose adding capacity to address districtwide deficits. It does, however, propose adding capacity at specific over-enrolled school sites rather than re-balance enrollment through boundary adjustments.

Based on forecasts tied to the Long-Range Facility Plan, decreased enrollment results in a districtwide capacity surplus at all grade levels, and impacts utilization rates at many school sites. Consequently, several facility management strategies discussed in the Futures Study, and specifically related to utilization, may find applicability.

EDUCATIONAL PROGRAMS

Discussions with District staff associated with teaching and learning suggest that no significant program changes, or related facility modifications, are anticipated over the 10-year period covered by the Long-Range Facility Plan. Consequently, the LRFP proposes modest education program-related facility modifications. These proposals are directly related to early childhood learning and physical education on a limited number of existing school sites.

FACILITY CONDITION

While the Futures Study did not specifically reference and integrate

the deteriorating physical condition of facilities over the 50-year timeline, facility management strategies discussed in the document do explore actions that are related to, or necessitated by, age and system deficiency.

With regard to this, the major projects identified in the Long-Range Facility Plan, replacement of Raleigh Hills Elementary and the replacement of Beaverton High School, have been proposed largely due to the age and deteriorated condition of those facilities.

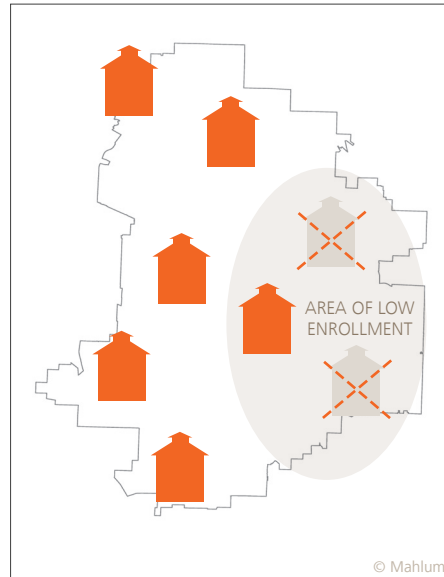
MAJOR PROJECTS

The Long-Range Facility Plan proposes that Raleigh Hills Elementary be replaced at the District target capacity. This approach maximizes the utilization of the Raleigh Hills site and offers flexibility with regard to the accommodation of future long-term enrollment increases, should they occur over the next 20 to 50 years.

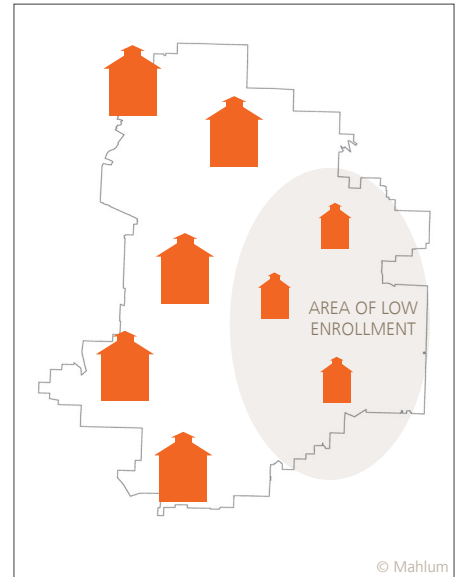
This approach also provides an opportunity for implementation of other utilization-related strategies over the next 10 to 20 years. These strategies could include boundary adjustment or consolidation of schools (shown in Approaches A and C on the following pages).

The Long-Range Facility Plan proposes that the Beaverton High School replacement be sized to align with projected enrollment need, rather than the District high school target size of 2,200 students. This approach accommodates the replacement, due to deteriorating condition, of the District's oldest school facility while not unnecessarily increasing capacity. Shared support areas could be sized to accommodate the District's target capacity, thereby providing future flexibility to accommodate classroom additions, should long-term enrollment increases occur over the next 50+ years.

REPLACE AT TARGET SIZE & CONSOLIDATE SCHOOLS



REPLACE AT APPROPRIATE SIZE TO MEET ENROLLMENT NEED



The adjacent Futures Study diagrams (Approaches A through E) illustrate facility management strategies related to the utilization of school sites and a description of the opportunities offered by each approach.

APPROACH A

There are several approaches to school replacement in areas of lower enrollment need. One strategy, which is used in Scenarios 1-3, involves replacing school facilities at the target size of 750. Only the number of facilities required to meet projected enrollment would be replaced, and other schools in lower enrollment areas would be closed.

These facilities and sites could be repurposed for other District functions as needed.

Potential Opportunities

Although this strategy makes sense from an operational standpoint, it reduces the number of neighborhood schools and has the potential to increase travel distances for many District students. In addition, school closure is usually not a desirable option for families in the affected area, and can lead to a complex and contentious process.

APPROACH B

Another potential strategy for addressing areas of lower enrollment is to replace all school facilities, but at a reduced size and capacity that aligns with projected enrollment.

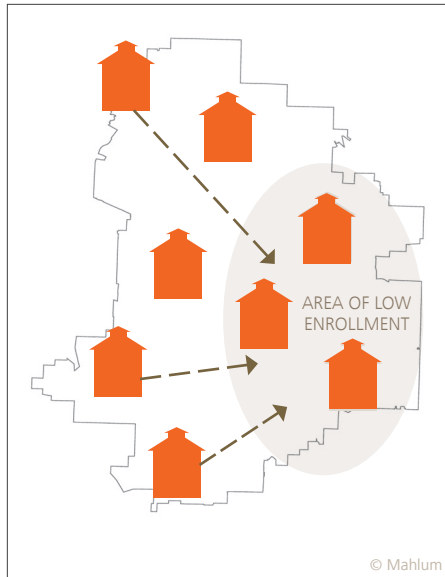
Facilities would be designed to expand to the District target capacity of 750 students in the future, if needed. Site configuration and access would be planned to accommodate a future addition and core instructional and support areas in each facility, such as the gymnasium, cafeteria, library, and administration, would be sized to accommodate the full target capacity.

This strategy allows all of the District's neighborhood schools to be retained, without building unnecessary space.

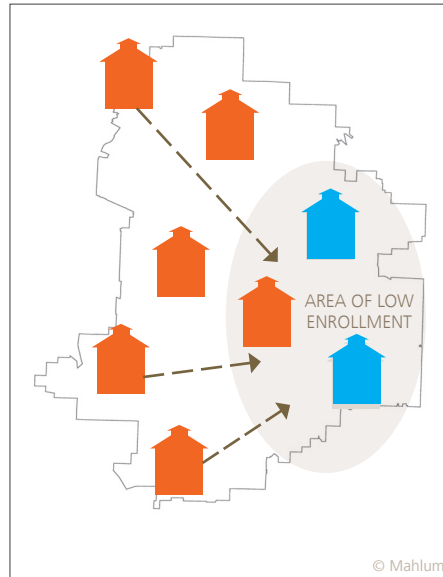
Potential Opportunities

Replacement schools should be built within a capacity range that is large enough to provide an appropriate learning environment and operational efficiency. Typically, schools below 300 to 350 students are considered not able to meet this criteria, but this range should be established by the District.

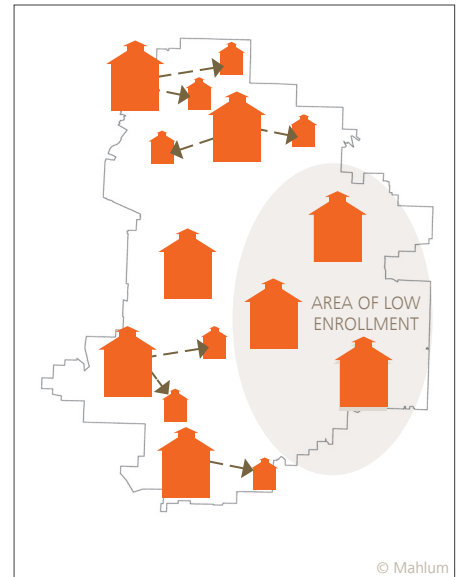
REPLACE AT TARGET SIZE & SHIFT ENROLLMENT (BOUNDARIES & BUSING)



REPLACE AT TARGET SIZE & CREATE MAGNET PROGRAMS



CREATE ADDITIONAL SMALL SCHOOLS



APPROACH C

A third strategy for addressing areas of lower enrollment is to replace all school facilities throughout the District at target capacity. The resulting excess facility capacity in areas of lower enrollment can be used to accommodate unhoused students from areas of higher enrollment.

Potential Opportunities

This strategy allows all of the District’s neighborhood schools to be retained, and all new facilities to meet the District’s target capacity. However, it would likely require significant shifting of school catchment areas, as well as increased busing of students.

Two approaches are to shift students incrementally to the next closest school and then shift displaced students from that school to the next closest school, until capacity is reached throughout the District. This minimizes travel distances, but affects more students.

Another approach is to shift students from over-enrolled schools to under-enrolled schools. This affects a smaller number of students, but would require longer travel distances, including the potential to pass another school on the way to school. Both approaches would likely involve some students crossing major arterials, such as Highway 26 and 217.

APPROACH D

Replace all school facilities throughout the District at target capacity, but create magnet programs at facilities in areas of lower enrollment, particularly at the elementary level. The District already has several successful magnet programs at the middle and high school levels, such as ACMA, BASE, and ISB.

These programs attract students from all over the District and can reduce capacity need in higher enrollment areas, potentially without requiring busing.

Potential Opportunities

This strategy would also require some boundary adjustments. Providing facilities with both magnet programs and neighborhood programs would minimize busing requirements, by accommodating students living in lower enrollment areas, while also providing some capacity relief in higher enrollment areas.

APPROACH E

Creating smaller schools throughout the District, particularly in areas with high levels of projected enrollment and limited site acquisition options, can be used in conjunction with other strategies to provide additional capacity in high-need areas. This strategy would be particularly useful in areas with limited existing facilities and site acquisition options.

Potential Opportunities

These small schools could vary in size, depending on capacity need, program goals and available sites and facilities. They could be independent programs, connected to nearby neighborhood school programs, or connected to each other.

Potential examples include:

- > Distributed micro-schools, with capacities of 25 to 100 students per school and a centralized program run by the District; located on new residential-sized sites that could be easier for the District to acquire
- > Additional options programs, including elementary-level options programs, with capacities of 100 to 300 students per school; co-located facilities on existing school sites with available space

LONG-RANGE FACILITY PLAN UPDATES

FUTURE PLAN EMPHASIS

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (through 2031). This condition may extend through the next 20 years and possibly beyond.

Therefore, it is expected that adding additional capacity, beyond current districtwide totals per grade level, will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects.

The decision to implement this approach would allow higher utilization of school sites, and also improve the site's ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as attendance boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing the deteriorating condition of existing facilities, rather than capacity.

MAJOR PROJECTS BEYOND THE 2021 PLAN

Addressing Facility Condition

Based on current facility condition information, and with specific regard to seismic safety, the District has identified a prioritized list of major projects that may be associated with

subsequent long-range facility planning efforts. Major projects include, but are not limited to, the partial replacement of ISB, replacement of Fir Grove Elementary, replacement of either Ridgewood Elementary or Raleigh Park Elementary, replacement of either Cedar Mill Elementary or West Tualatin View Elementary, and replacement of Barnes Elementary.

Addressing Enrollment & Educational Program

With respect to current enrollment forecasts and facility management strategies outlined in the Futures Study, the District also anticipates the possible consolidation of underutilized sites, which could include one of the elementary schools identified as an "either/or" scenario in the replacement list above.

The District may also want to repurpose the underutilized sites with other District programs. For example, the District has identified as an educational programming need a stand-alone special education school to serve the approximately 120 to 130 students for whom the District cannot current accommodate their educational needs in the District.

The District started a new on-line school, FLEX Online, in school year 2020-21. As this program matures and grows, a permanent facility will be needed. As enrollment declines and school consolidation becomes an issue for discussion and decision, opportunities will likely exist to house District programs in more permanent situations.

Educational programs evolve over time, and the resulting facility needs will continue to be evaluated by the District. For example, additional space may be required in the future for new Career and Technology Education (CTE) programs, new or expanded Option/Alternative Education programs, or an expanded preschool program. These programs may also be housed at underutilized sites.

Addressing District Support

The current Central Office building was built in 1970, when student enrollment was half of its current enrollment level and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations. Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

The Plan does not propose to include a specific strategy to address the current need for a properly-sized Central Office. However, the District should consider options for enlarging or relocating the Central Office if opportunities are presented. For example, consolidation of existing schools may present an opportunity to review programming choices which may include relocating the Central Office to the facility that has become redundant.

Special Covid-19 Considerations

The District should also study the impacts of the Covid-19 Pandemic on the District's facilities. Subjects that could be studied include, but are not limited to, building ventilation systems, infrastructure support for technology, remote learning and work, energy use, and room size/configuration.

Maintaining Safe & Equitable Buildings

The District is committed to good stewardship of its facilities and being able to operate its facilities to an average life span of 75 years. To do so will require a continual commitment to funding deferred maintenance of its facilities and assets. A significant number of facilities will be reaching the 75-year life span by 2040. It will be essential to maintain facilities, since replacement of structures is challenging for any community.

Regardless of building replacement and maintenance, the District is committed to ensuring all of its facilities are safe, which will require additional investment in student and staff safety and seismic improvements.

The future will also bring innovations and programming that cannot be predicted in 2021. The District will need to be nimble enough to provide adequate facilities to accommodate potential innovations. For example, the technology needs of the District will be ever evolving and will need to be accommodated to support our students, staff, and community.

A critical consideration for all current and future facility needs is the equity of investment in and improvement of facilities across the District. The District has practiced fair and equitable facility investments through prior Long-Range Facility Plans and implementation strategies. It is essential that future plans, investments, and strategies are based in ensuring all segments of the Beaverton School District community are served equitably.



BOND ACCOUNTABILITY QUARTERLY REPORT

Beaverton School District Capital Construction
Bond Citizen Accountability Committee Report
Fourth Quarter of 2020 and First Quarter of 2021

Section 4.f. of the Committee's charter specifies:

The Committee Chair will draft and submit a written report quarterly, or more often if requested, to the Superintendent and School Board. The report will be structured to address the topics in Paragraph 1(a) - (g) and represent a consensus of committee members. The School Board may request reporting at a regular School Board Business Meeting or School Board Work Session. The committee reports are due from the chair to staff not later than seven days prior to the Business Meeting or Work Session.

The Bond Citizen Accountability Committee (BAC) held three meetings for the six-month reporting period. The meeting dates were October 28, 2020, January 27, 2021 and March 31, 2021. These meetings were conducted via Zoom. Each meeting agenda followed a similar structure, with focus on the Bond Program Status Report presented by staff and additional special topics as warranted. There were no site visits during this time. Board Members Eric Simpson and Anne Bryan also participated in each meeting. The committee members appreciate their commitment to the bond program. The following comments reflect committee consensus regarding each element of the bond program and topics discussed during BAC meetings. As listed in Section 1 of the BAC charter:

a. Ensuring that the bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.

Committee members agreed that bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.

b. Alignment with the Bond Program Goals approved by the School Board and Board policies.

Committee members agreed that the bond program and the School Board's goals were met by staff during the second and third quarters. Projects remain within established budgets. The committee was also pleased to see the continued positive bond program reserves and project contingencies. The equity performance (MWS DVE participation) for both contractors (14.4%) and consultants (17.5%) remains above the 10% aspirational goal established by the Board, as of the end of March 2021. The committee commends staff efforts for helping to continue this work.

c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with district standards and best practices.

Program staff has developed many technical, education, and security standards and have been applying them to projects under the bond program. These represent good construction management practices. Staff has assured the committee that it has processes in place to meet this objective and that ongoing

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

The District prohibits discrimination and harassment based on any basis protected ²²⁸law, 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.

maintenance considerations are factored into project decisions. The staff made a presentation at the January 27, 2021 meeting on their facility condition assessment work and how it is influencing current work on the bond and planning for a potential future bond. The implementation of Facility Condition Assessment by the staff is the most notable innovative practice that will result in future significant improvements for cost, efficiency and longevity.

d. Communicating key information related to the bond to District stakeholders.

The staff presents photos and progress points of capital construction updates to the BAC which are also posted on the BSD website, social media, and BSD Briefs. Bond communications and community involvement are standing items on committee meeting agendas. Staff is continuing to improve communications to District stakeholders.

e. The committee will receive and review copies of bond program performance and financial reports, and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff.

The committee continues to be satisfied with the quality of information in the reports received at each BAC meeting. Staff presents detailed information and engages in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the budget, schedule and equity performance status of the program, as well as updates on individual project line items.

We are into the final stretch of the bond program with the last major projects nearing completion. Projects have progressed well despite the challenges of the COVID-19 situation.

Total program cost estimates and program reserves remained steady, with a slight increase in reserves.

f. The committee will review monthly reports produced by the district in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.

The committee received and reviewed each of the status reports on the bond program prepared by staff for the reporting period. Due to the level of construction activity, BAC meetings are now scheduled for six times a year and, if needed, the BAC will convene special meetings. The committee finds that, based on the information received, the program is in compliance with the purposes set forth in the information about the program, provided to voters in advance of the 2014 election.

g. The committee will perform other reasonable duties requested by the School Board or Superintendent.

During the March 2021 BAC meeting, the staff discussed the process developed in 2020 for considering additional projects to be funded with unallocated program reserve funds. The topic was added to the BAC agenda for the April 2021 meeting where staff will present potential projects.

Recommendation

The committee outgoing chair will present this report to the School Board at the May 24, 2021 Board meeting and answer any questions that the School Board may have.



UTILIZATION OF PROGRAM RESERVE TO FUND THREE (3) ADDED PROJECTS TO THE 2014 CAPITAL IMPROVEMENT BOND

POLICY ISSUE/SITUATION

The 2014 capital improvement bond currently has a program reserve of **\$7,269,112.00**. These funds are unbudgeted and available to use to increase current project budgets or add new projects. In January 2020, district staff created a procedure and scoring criteria for adding projects to the bond. District staff are requesting the school board to use the remaining program reserve to fund three (3) added projects.

The criteria to select added projects was requested by the Bond Accountability Committee (BAC) in 2018. District staff presented a draft at the May 14, 2018 BAC meeting, but due to budget uncertainty with existing projects it was determined too early to discuss adding new projects to the bond program. District staff revisited the criteria in the fall of 2019 and discussed with the BAC to refine the process. The final criteria and process was unanimously approved at the BAC meeting on January 29, 2020.

The evaluation procedure and scoring for added projects includes three categories: 1) safety and security [reduce risk to life and safety] 2) operational impact [necessary for effective operations of school facilities], and 3) community [percentage of free and reduced lunch students]. Each category is scored with either a 5, 3, or 0, and projects with a score of 15 will have the highest priority.

The criteria was first used in June 2020, when district staff requested the approval of five (5) added projects to the bond program. These five projects each had a total score of 15, and were unanimously approved by the school board at the June 15, 2020 meeting.

The bond program is financially stable as all major projects have been completely bid and nearing substantial completion. Since the approval of the budget increase to the District-Wide Facility Repair project at the School Board meeting on March 15, 2021, the current budget of the bond program equals its estimate at completion. As a result of this and nearing the end of this bond program in 2022, district staff recommend an allocation of most of the remaining program reserve of \$7,269,112.00.

BACKGROUND INFORMATION

At this time, staff recommend an allocation of **\$6.25M** in the program reserve to three (3) added projects in the bond program. These projects include:

Elmonica Elementary School (ES) repipe; estimate is \$500K. Approximately half of Elmonica ES has outdated piping that needs to be replaced to ensure the school continues to have high quality water. The repipe projects for Chehalem ES and McKinley ES are comparable projects that were previously approved by the school board as added projects funded by the bond program reserve. These projects have not been completed and in the planning stages for contract execution. If the project to repipe Elmonica ES was approved, district staff would explore if there are efficiencies in completing all three projects together. The current cost estimate for the Elmonica ES repipe is \$500K and this is based on estimates for repipe projects at Chehalem ES and McKinley ES.

Security upgrades - site fencing; estimate is \$1.70M. As part of the planning for a new capital improvement bond, district staff surveyed all school principals and asked for their priority needs at their schools. Many ES principals said additional fencing was their highest priority for the safety and security of students and staff. Fencing has been a district priority; however, there was a higher priority placed on building access control and the current bond has only provided for partial fencing improvements at the high schools. Current security needs outweigh available bond funds; therefore, district staff will create a prioritized list of schools and work down the list until the budget is spent. District staff has performed survey work as part of the existing security upgrades project. Any schools not addressed in this bond will be targeted in a potential future bond. District staff estimate \$1.7M is needed to address the highest site fencing needs. Priority schools include: Beaver Acres ES, Greenway ES, Hiteon ES, Montclair ES, Oak Hills ES, Rock Creek ES, and Terra Linda ES.

Vose ES classrooms addition; estimate is \$4.05M. Vose ES was one of the new replacement schools included in the 2014 capital improvement bond. Due to increased teacher allocations from the Student Success Act, the school has an immediate need for additional classrooms. The need for additional classrooms was presented to the school board at the August 10, 2020 meeting. At that time, the school board requested district staff to come back after the 2020-2021 enrollment numbers were complete. District staff presented the enrollment numbers at the September 29, 2020 meeting, and requested approval to begin design on the project by using Construction Excise Tax funds, which are separate from the capital improvement bond. The school board unanimously voted

approval to begin the design for the Vose ES classrooms addition.

Design and cost estimates for the addition are complete and district staff submitted a land use application to the City of Beaverton. In order to begin planning for the summer of 2022, funds for the project need to be available for the contractor solicitation process to begin. Based on completed cost estimates, the project will require \$4.05M from the program reserve.

The new estimate of \$4M is \$2M greater than the one presented to the school board in September 2020. The original estimate did not include an additional bathroom and plumbing needs for the classrooms, and there has also been significant material escalation due to impacts from COVID-19. The \$4M budget also includes \$500K in contingency.

On March 31, 2021, district staff gave a presentation to the BAC on the current projections for the program reserve as well as a refresh on the project selection criteria. At the April 28, 2021 BAC meeting, district staff presented a proposal to use program reserve to fund three projects: Elmonica ES repipe, security upgrades for site fencing, and the Vose ES classrooms addition. The BAC voted unanimously to recommend allocating funds from the bond program Reserve in order to complete those projects.

District staff want to reiterate the bond program is in good financial condition and staff have used good judgement to ensure there is enough contingency or program reserve in place to complete existing projects.

RECOMMENDATION

The school board provide feedback on the allocation of **\$6.25M** from the bond program reserve in order to fund three (3) added projects: \$500K for Elmonica ES repipe, \$1.70M for security upgrades for site fencing, and \$4.05M for the Vose ES classrooms addition. Staff respectfully request a final decision at the June 21, 2021 school board business meeting.



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

SATO ELEMENTARY BOUNDARY ADJUSTMENT

POLICY ISSUE / SITUATION:

Sato Elementary School has experienced a steady increase in enrollment as new residential development has become available. Sato's capacity is at its maximum and enrollment growth is forecasted to continue. Sato requires an attendance boundary adjustment to help relieve potential student overcrowding.

BACKGROUND INFORMATION:

Sato's growth in enrollment is linked to the increase in the general population within its current attendance boundary. The increase is attributable, in large part, to new residential development in the North Bethany area and the higher student generation rate associated with the new development. Sato has a total building capacity of 650 general education students. The school serves general and special education students. There are 26 general education classrooms and three (3) special education classrooms at Sato.

Springville K-8 school has been averaging approximately 700 elementary students for the past three (3) school years, plus an additional 160-170 6-8th graders. The school serves only general education students and does not house a Self-Contained Specialized Program or Pre-Kindergarten program. Springville's 6-8th program is being phased out; the final 6th grade class entered in 2020-21. Springville will be a K-5 only school beginning in SY 2023-24. The permanent capacity of Springville is 650 students but with the three (3) portables on site, Springville's total capacity is 764 students.

In consultation with Teaching & Learning administrators and the principals of Sato and Springville, staff have reviewed potential strategies to aid Sato and the projected overcrowding of the school. An option is to move some or all special education students to other schools. Such an action could add up to 75 seats (assuming 25 students per classroom) at Sato. However, administrators and staff prefer to retain the special education program at Sato due to the lack of special education classroom space in the northern area of the District. Therefore, Facilities staff have concluded that a minor boundary adjustment is necessary to assist in relieving overcrowding at Sato.

Pursuant to Policy JC, staff will develop and execute a public involvement plan to inform the affected communities of this adjustment. Due to the size of the area and number of properties potentially affected by the proposed boundary adjustment, staff do not recommend creation of an advisory committee. Rather, staff recommend the adjustment process include public meetings for the affected community where analysis of growth trends and the proposed boundary adjustment will be presented for comment. Staff will begin the boundary adjustment process in Fall 2021 with an anticipated decision date in January 2022. Staff recommend the adjustment go into effect for the SY 2022-23 school year.

RECOMMENDATION:

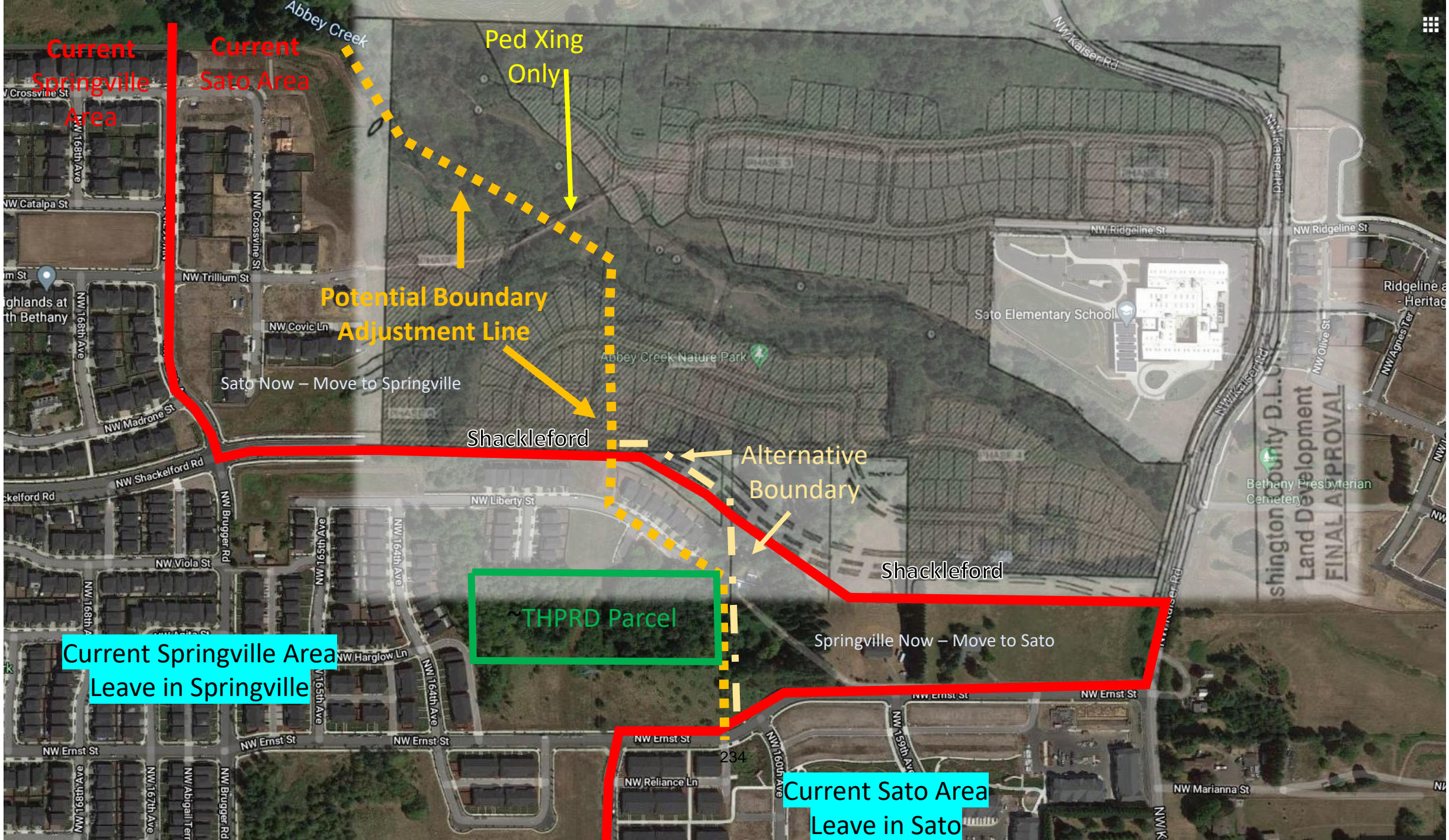
Staff recommends the Board adopt the following Objective to initiate a boundary adjustment between Sato Elementary School and Springville K-8 School.

Objective 1: Create an attendance boundary amendment that will provide overcrowding relief for Sato Elementary School for the SY 2022-23 school year.

Objective 2: To the degree feasible, balance future enrollment with each affected school's capacity.

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Current Springville Area

Current Sato Area

Ped Xing Only

Potential Boundary Adjustment Line

Alternative Boundary

Shackleford

THPRD Parcel

Current Springville Area Leave in Springville

Current Sato Area Leave in Sato

Sato Now - Move to Springville

Springville Now - Move to Sato

NW Trillium St

NW Covic Ln

NW Ridgeline St

NW Ridgeline St

Sato Elementary School

Abbey Creek Nature Park

Bethany Presbyterian Cemetery

Shington County D.L.C. Land Development FINAL APPROVAL

NW Crossvine St

NW Catalpa St

Highlands at North Bethany

NW Madrone St

Shackleford Rd

NW Viola St

NW Ernst St

NW Ernst St

NW 166th Ave

NW 167th Ave

NW Bringer Rd

NW Trillium St

NW Covic Ln

NW Bringer Rd

NW Viola St

NW Ernst St

NW Ernst St

NW 165th Ave

NW 167th Ave

NW Bringer Rd

Abbey Creek

NW Liberty St

NW Harglow Ln

NW Ernst St

NW 165th Ave

NW 164th Ave

NW 164th Ave

NW Liberty St

NW Harglow Ln

NW Ernst St

NW 165th Ave

NW 164th Ave

NW 164th Ave

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NW Ernst St

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

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel
Paul Ottum	Principal – FLEX Online School
Mike Chamberlain	Assistant Principal – FLEX Online School

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:00 p.m. Chair Tymchuk asked for changes to the agenda:

BEA Comments – Sara Schmitt – President

Full comments attached in Board Book

OSEA Comments – Amy Knutson – President

Not present

BSAC Representatives –

Co-President: Neel Jain/WHS – We have been working on the mental survey to distribute to students. This data will be used to create a webinar. We plan to present this data at a later time.

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Co-President: Miriam Gilliam/ISB – not present

Secretary: Jonah Patterson/SRHS – Working on the SRO side of things. We plan to meet in May to allow one student from each building to have an opportunity to meet with the SRO's to get a better idea of the role of SRO in the district.

Social Media Representative: Riley Poindexter/MHS – Humans of BSD is our social media campaign is showing what students are doing. We have highlighted about 20 students so far this year.

Questions and Comments:

The Student/SRO event, will the public be able to attend? No, it will be filmed and posted afterwards. How many of you are back in hybrid? All of the students here have returned.

Public Comments - Board Member Becky Tymchuk stated there were. 66 comments were received, see Public Comments attachment for a full listing of public comments submitted.

REPORTS

A. Superintendent Comments – Don Grotting

- Superintendent Grotting discussed the Return to School. The Governor's plan is to have everyone return to full instruction in the fall.
- We are adhering to all the OHA and OSAA guidelines for sports.
- We are building our ending fund balance in spite of declining enrollment.
- We met with Gov. Brown and advocated for funding next year at the 9.6B level. If the legislature passes the funding at the 9.1B level it means a cut of 20M for next years programs.
- There is an extension of the spending deadline for the ESSR funds which will help us serve our population.
- Superintendent Grotting encouraged everyone to band together to work toward making our district a non-bias, non-racist organization. He emphasized that we need to keep the lines of communication open during these difficult times.
- The legislature is expected to create funding for summer school this year which is a great opportunity for our students and families.
- Graduation will be designed for our graduating seniors this year at their schools. Each site has different capacities and will be evaluated on an individual basis.
- Our COVID infection rates are going up and we encourage our community to help us control this pandemic. We need to get the numbers under control. The state is encouraging everyone to get vaccinated.

Questions and Comments:

With the dollars that are coming in for the summer, is the money designated somehow? It is a onetime allocation to be used for Summer School. We have to be extremely careful how we spend that money, Mike will share more.

B. Financial Update– Mike Schofield

- General Fund Activity and Forecast – up about 1.2 million over what we shared last month.
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund – we estimate these will be down.
- General Fund and Local Option Levy Allocations as of 03/31/2021
- Portfolio Management Summary

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- Investments by Sector and Group
- Investments Summary by Fund

Comments/Questions:

The window to spend the summer money opened in May and will close in September.

C. FLEX Online School Update – Paul Ottum, Mike Chamberlain

TIMELINE FOR OPENING FLEX ONLINE SCHOOL

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.

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	Grand Total	307	12	32
5	119			Grand Total	213
KF	59				
Grand Total	603				

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%
Grand Total	1123	100.00%

SPED Flag	Count	% of Total
NO	1025	91.27%
YES	98	8.73%
Grand Total	1123	100.00%

ELL Flag	Count	% of Total
NO	1078	95.99%
YES	45	4.01%
Grand Total	1123	100.00%

SUCCESES

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.

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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.

We have an asynchronous format that can be difficult for some families. Our physical building is also a challenge as we are currently at the Tumwater building for pick ups and the location may be hard for some families.

EQUITY

We have worked hard to embed anti-bias, anti-racist professional development and practices into our hiring, staff retention, community outreach and teaching.

Comments/Questions:

I am concerned about what you said about our ELL and SPED. It sounded like you are not encouraging them to come to FLEX. Can you explain that? We had over 3,000 applications and had MLD and SPED staff call and explain the program the format to ensure they were able to get of their services. It sounds like there are barriers for students to attend FLEX? Is there socio economic barriers as well? I don't have data on socioeconomic students. MLD does have teachers working with ELD students. We do not offer dual language and encourage students to attend their dual language school. Is there competition to go to FLEX school that impacted schools? We show that we do not have an impact on the brick and mortar schools. We are not in competition; we are a partner with their neighborhood. We are trying to service families that select this option. I am glad that we have the program.

What are you anticipating for next year? *Because there is still uncertainty with vaccine for students under 12, we feel that we may be higher again next year. We expect a lot of families to make that decision until right before the school year begins.* I am thankful to BSD for the options, good job.

Are we starting to see more families that selected outside online options coming back? *We do not have the manpower to contact those that are attending outside the district and contacting them to come back. The CCI has been great in getting all information about our school.*

How responsive are the curriculum providers to reply to changes about bias curriculum? *It depends on the provider, but they are working with us and some have been responsive to us.*

What is the cost of teaching a student in this model vs. teaching a student in person? *I have done some studies regarding this and there are economic savings regarding this model and would like to discuss this with the Business Office to get more information to you.*

The quote from the elementary parent is powerful.

Thank you for all the good work you and Mike Chamberlain have done.

D. Equitable Policies Task Force Update – Pat McCreery, Vicki Nishioka

In partnership with the School Board's Equity Committee, the Office of Equity and Inclusion formed an Equitable Policies Task Force to make recommendations to the district Superintendent related to the All Students Belong Policy (ACB) and corresponding practices.

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:

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- 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 is comprised of 40 community members representing the following groups, with efforts to ensure that the diversity of identities and experiences in the community is reflected:

- Students 8
- Community members/partners 3
- Families and Guardians 5
- Beaverton School District Staff (6 classified, 11 certified, and 7 administrative staff members)

The Task Force will initially gather for six meetings held virtually between the months of March and June.

The Task Force will be co-facilitated by Pat McCreery, BSD Administrator for Equity and Inclusion, and consultants from Education Northwest.

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.

Administrator focus groups:

- Substantial support
- Implementation recommendations
 - Students, family and community stakeholder input
 - Training in the All Students Belong policy and procedures
 - Anti-bias training for Administrators
 - Time and resources to meet in administrative “PLCs” to discuss and calibrate responses to bias incidents

We plan to be back with you by the June meeting to present what we have been able to accomplish.

Comments/Questions:

This is very important work and a journey that is bringing everyone together. Thank you Appreciate your work, of the 8 students what level are they at? *All are at the high school level, as that was the interest we got. We have a really good representation of views and experiences.* Having 8 is amazing, having student voice is crucial.

Thrilled to be a part of the task force and be a part of these conversations. It has been very educational. This work isn’t easy and Vicki is very appreciated.

So excited this work is moving forward. Thank you, I appreciate the districts commitment. It takes commitment and courage to do this work. I appreciate the opportunity.

E. Communication Report – Fake & Fatal – Kara Yunck

We have been working on this campaign for about a month with community partners, stakeholders and a family in our district. 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.

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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.

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 the districts YouTube channel or Facebook live link.

Comments/Questions:

That was so impactful and so hard to comment on this. I appreciate the family sharing their story. I hope that students are listening, and this helps our kids not have this happen to themselves and our kids.

Thank you to the communications team. *Kids are getting these from social media. It's that easy. It's so potent there is no room for error.*

Thank you for this report. For you to take this on is a short period of time. Not only was this a student in our schools but the father was an elementary teacher with BSD at one time.

F. Return to In-Person Instruction Update – Ginny Hansmann, Brian Sica, Steve Langford

It was an exciting week, good to see the schools open up to in-person for everyone.

We have welcomed back students at all levels.

Rising case rates

- 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

The Aim

- To recapture the hearts and minds of our most impacted students by creating meaningful summer learning experiences
- We will implement the summer program with our students' emotional, social and academic needs at the center of our design
- 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
- Acknowledge 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.

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Existing Programs

- Focusing on students going from middle school into high school and students needing credits to graduate
- Credit Earning Experiences
 - 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

New Resources for Expansion of Programs

- Summer Academic Support Grants – High School Level (7 million)
 - Additional coursework
 - Target based awarding of credit
 - Alternative methods of evidence (portfolios, etc.)
- Summer Enrichment / Academic Program Grant K-8 Level (8 million)
 - Enrichment activities (robotics, pe, dance, martial arts, music, outdoor programs, etc.)
 - Academic learning and readiness supports (summer school, bridge programs, transition programs, etc.)
 - Social-emotional and mental health services
- School Child Care Grants for Title One – K-5 Level (1.7 million)
 - Provides a supplemental grant opportunities to families that wish to have child care for K-5 students that participate in summer academic and enrichment programs

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.

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

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CoSN Student Home Connectivity Study

- BSD 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 Communication Commission (FCC) to inform e-Rate policies
- Student data privacy agreements in place

Availability

- 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 are 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 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:

How many students do you think might take advantage of the summer program? *I think a lot, but I don't know. As we get our enrollment numbers, I'd prefer to share with you at that time.* How will you get those numbers? *The BHW teams and graduation coaches, guidance counselors and administrators, along with advertising and outreach.* I know you'll be offering child care, we will still run into problems with older students who have to assist with younger students at home. How do you assist them? *Combination of online and in person options. Offering options to be at different times.* For all of the students that I've seen that have stayed in CDL, I want to shout out to those teachers doing both and give kudos to our kids.

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Our athletes, if they are accept scholarships due to classes for their GPA, has this had a negative impact on their NCAA scholarships. Has the NCAA waived those classes? *No they have not. Students have to pass the class and have enough of the classes high enough to be above the threshold.*

Do you have plans for small outbreaks for next year? *We are collaborating with all the big districts on how to do this. It will depend on the state guidelines.*

Everyone has got to do their part to keep the numbers low.

DISCUSSION ITEMS

A. **First Reading of School Board Policy DBDB** – Mike Schofield

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.

Full policy changes are attached in Board Book presentation.

Questions/Comments:

Can you explain the difference in the wording? *We are looking at different funding sources. That wording gives you the ability to consider the many different types of funding in establishing your reserve.*

B. **Low-Income Tax Exemption Resolution** – Mike Schofield

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.

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

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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 nonprofit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2026.

Questions/Comments:

I am proud that Beaverton School District is able to participate in the Low-Income Tax Exemption plan.

ACTION ITEMS

- A. **2020-2021 Supplemental Budget Approval Resolution 21-426B** – Mike Schofield
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:

Support Services:	\$ 1,750,000
Grant Fund:	\$ 94,769,568
Insurance Reserve Fund:	\$ 9,453,790

No supplemental budget is required.

LeeAnn Larsen made the motion to adopt Resolution 21-426B approving the amounts for the fiscal year beginning July 1, 2020, for the purposes shown above.

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

- A. **Superintendent’s Emergency Declaration and Approving an Exemption from the Competitive Bidding Requirements in Response to the Passage of HB 5024 (21-426A)** – Mike Schofield
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.

LeAnn Larsen made the motion to adopt Resolution 21-426A approving 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.

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

B. Consent Agenda – Becky Tymchuk

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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 March 15, 2021 Board Meeting and April 5, 2021 Work Session 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. Approval of School Board Meetings for 2021-2022

BE IT RESOLVED that the School Board approve the School Board Meetings calendar for 2021 - 2022 school year as submitted at this meeting.

6. Transportation Middle School Boundary Change Supplemental Plan for 2021-2022

BE IT RESOLVED that Beaverton School District Board of Directors approved the Transportation Middle School Boundary Change Supplemental Plan for Tumwater Middle School 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.

Questions/Comments:

BOARD COMMUNICATION – Board Members

Individual School Board Member Comments –

Donna Tyner - Morehouse College Professor, Dr. Bryant Marks once said in reference to discussions about race: that “if it isn’t messy you are not doing it right.”

The framing of any discussion matters. Our understanding of issues are frame dependent. How issues are framed impacts what we hear, interpret and act on. A statement of "If you're not evolving into an anti-racist educator, you're making yourself obsolete in this field of profession," could be interpreted as saying that teachers should be fired if they don't support this work OR, it could be interpreted as encouraging teachers to join in the work against racism given the change of student demographics. If I look at the intent of the professional development session, I see it as a session to build awareness and to provide space for discussions. Please recognize that there is no safe space for any of us to share opinions without the potential of being misconstrued.

I support the antiracist work of the district. I support teachers sharing their opinions. I urge us to be respectful of one another and not overreact. Tyler Perry said it well last night at the Oscars. Join me to “reject hate” and “stand in the middle”.

Anne Bryan – I support the Anti-Racist work BSD is doing. She is grateful for the hard work done to getting students back to school.

LeeAnn Larsen – Thank you Donna for your comments

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Eric Simpson – Thank you Donna and I hope to be able to partake in the training. Getting the sports rolled out is beneficial for our students.

Becky Tymchuk – Donna your words were amazing. Thank you. There are lots of pathways that we can participate in and we have many opportunities to continue this journey. Thank you for your patience.

Superintendent Grotting – Thank you for working for our children. Many of you have participated in our ABAR training. The board approved us using an outside agency to assist us in the training and work.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:37 p.m.

Executive Board meeting scheduled at 8:30 is cancelled.

Submitted by Dianna Hess

Becky Tymchuk, School Board Chair

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Summer Learning Program Formula Grant	Oregon Department of Education	\$13,225,141	10 May 2021	1 Jun 2021	Permission to apply
Summer Learning Program Formula Grant consists of three components. A 25% local match is required to access funding. <ul style="list-style-type: none"> 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. The Summer Enrichment/Academic Program Grant provides grant funding to offer services for K-8 students for 1) enrichment activities 2) academic learning and readiness supports and/or social-emotional and mental health services. The School Child Care Grant provides funding for wrap around child care services for K-5 students that participate in programs supported through the Summer Enrichment/Academic Program Grant. 					
Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	30 Jun 2021	15 Jul 2021	Permission to apply
Uses of Early Indicator and Intervention System for High School Graduation funds may include: a) System software purchases and subscriptions; b) Staffing to maintain the system and facilitate corrective action; c) Training for staff to maintain and use the system with fidelity; d) Data analysis and research; and e) Student, family, staff, and community engagement to increase high school graduation rates.					
Thriving Schools Playbook Activation Funding	Kaiser Permanente Community Health	\$25,000	25 Jun 2021	15 Jul 2021	Permission to apply
Thriving Schools Playbook Activation Funding supports district efforts to 1) Enhance student mental health & well-being, 2) Enhance COVID-19 Prevention Strategy, 3) Affect Social Drivers of Health, 4) Implement Physical Activity, Physical Education, and Health Education, and/or 5) Enhance Staff and Teacher Well-Being.					
Social Emotional Learning Focus Funding	Early Learning Washington County	\$15,000	28 May 2021	15 Jun 2021	Permission to apply
Social Emotional Learning Focus Funding can be used to support or expand social emotional learning (SEL) resources for staff, families and students in grades K-5.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Title VII Indian Education Formula Grant	U.S. Department of Education	\$29,839	14 May 2021	30 Jun 2021

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Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

RECOMMENDATION:

It is recommended that the proposals be approved.

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

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

BE IT RESOLVED that the School Board 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	
Design-Build Services for Bethany Roof & HVAC Replacement Project	Aaron Boyle	Request for Proposal (RFP) 20-0002	Kirby Nagelhout Construction Company	\$2,893,562.00 (Change Order Amount)	10/2021	9/2022	Authorization to Award Contract
Beaverton High School Baseball/Softball Stadium Repairs General Contractor	Aaron Boyle	Invitation to Bid (ITB) 20-0040	TH Builders Corporation	\$196,078.00	6/2021	8/2021	Authorization to Award Contract
Apple Teacher Laptop Lease 2021	Steve Langford	Sole Source	Apple	\$1,248,975.00	7/1/2021	7/30/2024	Authorization to Award Contract
Aloha High School Commons and K Hall Reroofing Project	Aaron Boyle	Invitation to Bid (ITB) 20-0041	Carlson Roofing Company	\$425,791.00	6/2021	9/2021	Authorization to Award Contract
Aloha High School Modular Roof Project	Aaron Boyle	Invitation to Bid (ITB) 20-0038	Inline Commercial Construction	\$438,689.00	6/2021	9/2021	Authorization to Award Contract
Highland Park A-Hall Locker Replacement	Krista Hawkins	Invitation to Bid (ITB) 20-0044	Construction Services Group, LLC	\$146,000.00	6/2021	9/2021	Authorization to Award Contract
NCS Pearson purchase order	Kelly Raf	Sole Source	NCS Pearson	\$250,000.00	5/2021	6/2026	Authorization to Award Contract
Design Team for Raleigh Hills Elementary School Replacement	Aaron Boyle	Request for Proposals (RFP) 20-0031	DLR Group	\$437,550.00	6/2021	12/2021	Authorization to Award Contract



PROJECT NAME: Bethany Roof & HVAC

PROJECTTIMELINE: 10/2021–9/2022

PROJECT BUDGET: \$4,930,810.81

PROJECT SCOPE: Seismic upgrades, reroof and HVAC upgrades

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

RECOMMENDED BY: Aaron Boyle

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

CONTRACTTIMELINE: 10/2021–9/2022

CONTRACT AMOUNT: \$2,893,562.00 (Change Order Amount)

CONTRACT SCOPE: Bethany Seismic/Roof/HVAC Design-Build*

RECOMMENDATION: Authorization to Award Contract to Kirby Nagelhout Construction Company

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades; Bethany Roof & HVAC

*This contract is for a Design-Build GMP (guaranteed maximum price) amendment. The initial Design-Build Contract was approved by the Board October 22, 2020 for \$1,548,000.00.



PROJECT NAME: Beaverton High School (BHS) Dugout Repairs

PROJECTTIMELINE: 3/2021–8/2021

PROJECT BUDGET: \$80,000.00

PROJECT SCOPE: The project scope includes masonry repairs and guardrail/fencing/backstop reinforcement at the existing baseball and softball stadiums located at Beaverton High School 1300 SW 2nd St Beaverton, OR 97005

CONTRACT NAME: Beaverton High School Baseball/Softball Stadium Repairs General Contractor

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0040

CONTRACTTIMELINE: 6/2021–8/2021

CONTRACT AMOUNT: \$196,078.00

CONTRACT SCOPE: The General Contractor will provide all materials, services, labor and other things necessary to construct the project and deliver on the project goals.

RECOMMENDATION: Authorization to Award Contract to TH Builders Corporation

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; BHS Dugout Repairs



PROJECT NAME: Apple Teacher Laptop Lease 2021

PROJECT TIMELINE: 7/1/2021–6/30/2025

PROJECT BUDGET: \$4,995,900.00

PROJECT SCOPE: Purchase of 3,200 laptop computers for all certified staff members. This project is a 4-year zero interest cost lease agreement beginning in the 21-22 fiscal year.

CONTRACT NAME: Apple Teacher Laptop Lease 2021

RECOMMENDED BY: Steve Langford

SOLICITATION METHOD: Sole Source

CONTRACT TIMELINE: 7/1/2021–7/30/2024

CONTRACT AMOUNT: \$1,248,975.00

CONTRACT SCOPE: Year 1 of a 4 year lease for certified staff laptops

RECOMMENDATION: Authorization to Award Contract to Apple

FUNDING SOURCE: General Fund

ADDITIONAL PROJECT INFORMATION: The Public Notice requirement for this purchase will not be complete until May 25, 2021 – the day following this Board meeting. No issues or comments are anticipated but the District will not execute this contract until that requirement has been fulfilled.



PROJECT NAME: AHS Roof Repairs

PROJECTTIMELINE: 2/2021–9/2021

PROJECT BUDGET: \$1,119,480.00

PROJECT SCOPE: This project will provide a PVC roof overlay of the existing K hall area (south side of AHS) and the Commons roof. These areas were not reroofed in the Seismic project of 2020 as they did not have to be modified. The old roof will be left in place, prepped for overlay, a 1 ½” layer of polyiso insulation mechanically fastened over the existing roof, protection board fully adhered and a new PVC roof fully adhered to the protection board. Some flashing replaced or modified, and some flashing and coping reused. New PVC roof will be installed matching adjacent AHS roof installed in 2020.

CONTRACT NAME: Aloha High School Commons and K Hall Reroofing Project

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0041

CONTRACTTIMELINE: 6/2021–9/2021

CONTRACT AMOUNT: \$425,791.00

CONTRACT SCOPE: Contractor shall provide an overlay and roofing scope of work per the Professional Roof Consultant (PRC) drawings and specifications issued 04/21/2021 and per Addenda 1 dated 05/12/2021.

RECOMMENDATION: Authorization to Award Contract to Carlson Roofing Company

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades; AHS Roof Repairs



PROJECT NAME: AHS Roof Repairs

PROJECTTIMELINE: 2/2021–9/2021

PROJECT BUDGET: \$1,119,480.00

PROJECT SCOPE: At Modular Building, northern 2/3rds of the building was not reroofed as part of the seismic project. This project will reroof that norther 2/3rds of the building and replace 6 end of life RTU’s. Four of the units will be converted to gas fed. New gas line will be run through the building and minor sheetrock work will be done to encase the gas line in the wall. The old roof will be removed, roof scuppers enlarged, parapet cap metal replaced, new polyiso insulation added and new PVC roof installed matching adjacent AHS roof installed in 2020.

CONTRACT NAME: Aloha High School Modular Roof Project

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0038

CONTRACTTIMELINE: 6/2021–9/2021

CONTRACT AMOUNT: \$438,689.00

CONTRACT SCOPE: Contractor shall provide a complete tear off and reroofing of the AHS Modular roof areas per the Oh Planning drawings and specifications dated 04/06/2021 and per Addenda 1 dated 05/10/2021.

RECOMMENDATION: Authorization to Award Contract to Inline Commercial Construction

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades; AHS Roof Repairs



PROJECT NAME: Highland Park Locker Replacement

PROJECTTIMELINE: 6/2021–9/2021

PROJECT BUDGET: \$296,000.00

PROJECT SCOPE: A-Hall Locker Replacement

CONTRACT NAME: Highland Park A-Hall Locker Replacement

RECOMMENDED BY: Krista Hawkins

SOLICITATION METHOD: Invitation to Bid (ITB) 20-0044

CONTRACTTIMELINE: 6/2021–9/2021

CONTRACT AMOUNT: \$146,000.00

CONTRACT SCOPE: General Contractor to remove, furnish, and install new lockers.

RECOMMENDATION: Authorization to Award Contract to Construction Services Group, LLC

FUNDING SOURCE: 2014 Bond; BCA; Highland Park Middle School Locker Replacement



PROJECT NAME: NCS Pearson / Special Education Assessments

PROJECT TIMELINE: 5/2021–6/2026

PROJECT BUDGET: \$250,000.00

PROJECT SCOPE: NCS Pearson provides special education with test kits, questionnaires, and the evaluation assessments both online and in-person.

CONTRACT NAME: NCS Pearson purchase order

RECOMMENDED BY: Kelly Raf

SOLICITATION METHOD: Sole Source

CONTRACT TIMELINE: 5/2021–6/2026

CONTRACT AMOUNT: \$250,000.00

CONTRACT SCOPE: Provide evaluation assessments for special education required by state and federal law to determine a student's eligibility for special education services.

RECOMMENDATION: Intent to Award Sole Source Contract to NCS Pearson posted on ORPIN, 4/29/2021.

FUNDING SOURCE: General Fund



PROJECT NAME: Raleigh Hills Conceptual Design

PROJECTTIMELINE: 6/2021–12/2026

PROJECT BUDGET: \$1,000,000.00

PROJECT SCOPE: Pre-design phase for Raleigh Hills Replacement

CONTRACT NAME: Design Team for Raleigh Hills Elementary School Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 20-0031

CONTRACTTIMELINE: 6/2021–12/2021

CONTRACT AMOUNT: \$437,550.00

CONTRACT SCOPE: Conceptual design and documentation of building and site improvements.

RECOMMENDATION: Authorization to Award Contract to DLR Group

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Raleigh Hills Conceptual Design



SECOND READING OF SCHOOL BOARD POLICY DBDB

POLICY ISSUE

Attached is the second reading of School Board policy DBDB – Financial Reserves

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 adopt this policy.

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DBDB - Financial Reserves

Code: DBDB

Readopted: 5/24/21, 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 sufficient ending fund balances and 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 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 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.

END OF POLICY

Legal Reference(s):

[ORS 294.311\(18\)](#)

[ORS 294.398](#)

[ORS 332.107](#)



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:

It is recommended that the School Board approve this resolution **(21-524A)**.

BE IT RESOLVED that 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.

The above resolution statements were approved on this twenty fourth day of May 2021.

X _____
Board Chair

X _____
Recording Secretary

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McKinley and Fir Grove Elementary Pre-K Program Authorization

POLICY ISSUE/SITUATION

The Oregon Department of Education requires School Board authorization for opening and closing schools as well as changes in the grade level of students served by a school. McKinley and Fir Grove Elementary Schools will provide instruction to Pre-Kindergarten students in the 2021-22 school year but are designated to serve students in grades K-5 only.

RECOMMENDATIONS:

It is recommended that the Board authorize McKinley Elementary School and Fir Grove Elementary School to offer instruction to Pre-Kindergarten students.

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Healthy and Safe Schools Annual Statement

POLICY ISSUE/SITUATION:

Oregon Administrative Rule (OAR) 581-022-2223 requires school districts in Oregon to develop a Healthy and Safe Schools (HASS) Plan and prepare annual statements. The plan includes information on how the District manages lead in drinking water, lead-based paint, asbestos, radon, integrated pest management, and carbon monoxide.

BACKGROUND INFORMATION:

The Beaverton School District HASS Plan was approved by the School Board in a business meeting on June 24, 2019. The Oregon Department of Education formally approved the final document on May 28, 2020.

The included Annual Statement certifies compliance with the HASS and is to be submitted to ODE this June 2021.

RECOMMENDATION:

Beaverton School District staff presents the ODE Healthy and Safe Schools Plan Annual Update for 2021.

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Annual Statement

Beaverton School District certifies the following:

1. Responsible Persons

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Karl Granlund
Position Title: Administrator for Risk Management
Phone Number: 503-356-4560
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

The person who is the designated IPM Coordinator:

Name: Zachary Berger and Richard Clark
Position Title: Integrated Pest Management Coordinators
Phone Number: 503-356-4450
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

The person responsible for AHERA information:

Name: Andrea Radona
Position Title: Project Coordinator/Local Education Agencies (LEA) Designated Person
Phone Number: 503-356-4435
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

Additionally, the Beaverton School District has an Environmental Health Specialist:

Name: Kathryn Ewing
Position Title: Environmental Health Specialist
Phone Number: 503-356-4342
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

2. Copies of the Healthy and Safe Schools Plan

Copies of the plan are available at each of the following locations:

- Beaverton School District Administration Office address located at 16550 SW Merlo Road, Beaverton OR 97003
- Beaverton School District's website at <https://www.beaverton.k12.or.us/>. Click on Departments > Risk Management > Healthy and Safe Schools Plan.

3. Testing Certification

Beaverton School District certifies that it is in compliance with all plan components, including any and all testing required by any part of the plan.

4. Testing Results

Beaverton School District is current with all required testing as of the date of this document. Test results can be found on the website at <https://www.beaverton.k12.or.us/>. Beaverton School District will also

use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact community_involvement@beaverton.k12.or.us to be added to current district email lists and programs. Specific test results can be found as follows:

- [Water Quality Testing Results Summary](#)
Click on Lead in Drinking Water > Lead on Water Testing Data.
Detailed test results are available upon request by emailing risk@beaverton.k12.or.us
- [Radon Testing and Results Data](#)
Click on Radon > BSD Radon Data.

5. Website Link Maintenance

Beaverton School District certifies that all website links for plan information and test results are current and functional.


6. Major Exposure Reduction Activities

Beaverton School District has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
ACMA	22436100R	Replace Building	Asbestos	Jul 2019	\$198,500
ACMA	22436100R	Re-pipe	Lead in Water	Jul 2019	\$1,303,000
Five Oaks	22434700	Major Remodel	Asbestos	Jun 2019	\$62,900
Mountain View	22435000	Remove Asbestos	Asbestos	Jan 2021	\$4,572
Whitford	22435200	Remove Asbestos	Asbestos	Apr 2020	\$4,309
Beaverton High	22436200	Major Remodel	Asbestos	Jan 2020	\$56,140
Sunset High	22436500	Remove Asbestos	Asbestos	Feb 2021	\$4,653
Beaver Acres	22430203	Re-pipe	Lead in Water	Jun 2020	\$329,400
Beaver Acres	22430203	Major Remodel	Asbestos	Jun 2020	\$187,000
Beaver Acres	22430203	Remove Asbestos	Asbestos	Jan 2021	\$1,354
Bethany	22430300	Remove Asbestos	Asbestos	Feb 2020	\$3,816
Chehalem	22430600	Major Remodel	Asbestos	Jul 2020	\$16,357
Fir Grove	22431100	Install Ventilation	Radon	July 2020	\$2,800
Montclair	22431800	Remove Asbestos	Asbestos	Aug 2020	\$2,247
Raleigh Park	22432300	Remove Asbestos	Asbestos	Jun 2020	\$24,270
Raleigh Park	22432300	Install Ventilation	Radon	Sept 2020	\$2,800
Ridgewood	22432400	Remove Asbestos	Asbestos	Nov 2020	\$4,407
Rock Creek	22432500	Major Remodel	Asbestos	May 2020	\$22,204

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
Terra Linda	22432800	Re-pipe	Lead in Water	May 2021	\$960,950

I certify that the above information is true and accurate to the best of my knowledge.

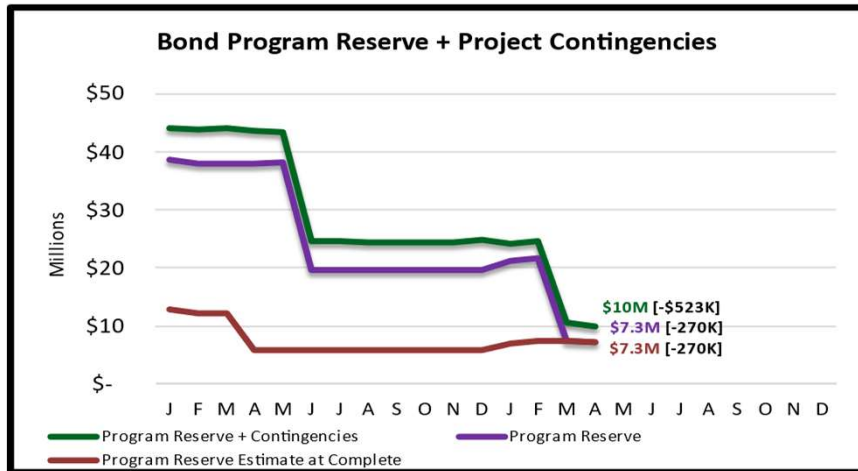
	Administrator for Risk Management	May 14, 2021
<i>Electronic signature of authorized representative</i>	Title	Date of Annual Certification

Bond Program Status Report

Through April 2021

2014 Bond Program Executive Summary

April 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	\$	807,569,201
Revised Approved Current Budget	- \$	800,300,089
Bond Program Reserve	\$	7,269,112
Bond Program Reserve	\$	7,269,112
Net Contingency Balance	+ \$	2,727,325
Bond Program Reserve + Contingencies	\$	9,996,437
Bond Program Funding Total	\$	807,569,201
Program Estimate at Complete (EAC)	- \$	800,300,089
Projected Program Reserve Estimate at Complete	\$	7,269,112

Budget Perspective

This month the overall Program Reserve decreased by \$270K and the Reserve + Project Contingencies decreased by \$523K. All projects remain within their current approved budgets. Primary cost events were:

- ACMA's current contingency decreased by \$267K due to improvements being made at the Performing Arts Center (painting, AV equipment upgrades, cameras), additional pipe insulation, various landscape changes, and smaller miscellaneous changes.
- The District-Wide Facility Repair budget increased by \$1.065M. \$88K of the increase was due to additional SB1149 revenue. \$977K of the increase was due to the transfer of budget from the Domestic Fire / Line Separation (DFLS) project in the District-Wide Facilities Upgrades, as approved by Josh Gamez, Chief Facilities Officer, in accordance with the Cost Management and Control Plan. The original scope of the DFLS project is no longer needed, but there is an urgent need to replace most District fire panels. By adding the DFLS budget into the District-Wide Facility Repairs, we will be able to complete a District-Wide Fire Resiliency project to help remedy this issue.
- Tumwater Middle School's budget increased by \$320K, as approved by Josh Gamez, Chief Facilities Officer, in accordance with the Cost Management and Control Plan. After completion of the new school building, some budget was held aside for outfitting required to convert the building from a swing school to a middle school. However, due to increased costs and changes to standards, additional funds are needed to get the school ready to open in the fall.
- Additional revenue increased by \$138K. \$88K was due to additional SB1149 revenue (AHS Roof, Raleigh Park HVAC) and was allocated to the District-Wide Facility Repair project. The additional \$50K was due to ETO reimbursements (ACMA) and was allocated to the Program Reserve.
- \$81K in scope and budget was transferred from the District-Wide ADA Compliance project to the Security Upgrades project in order to complete ADA ramp upgrades at WHS.
- Cooper Mountain Seismic's budget decreased by \$160K due to bids coming in lower than expected. These funds will remain within the overall Seismic Upgrades line item in order to complete additional District Seismic scope.
- Barnes Roof Project has closed financially.

Schedule Perspective

- ACMA is substantially complete. Punch list and final cleanings are still ongoing. Major furniture orders are in place, with delivery and installation to take place throughout the spring.
- Maintenance Facility has received approval from THPRD on the easement and point of entry proposal package, and the Site Development permit has been resubmitted. Construction is schedule to startup again in early July, and project completion is on track for Fall, 2021.

Challenges and Opportunities

- 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. We are also beginning to see some impacts to steel, and material availability could become an issue. This would be particularly impactful to our upcoming roofing projects, so we are monitoring market conditions closely.

2014 Bond Program Scorecard

Data as of April 30, 2021

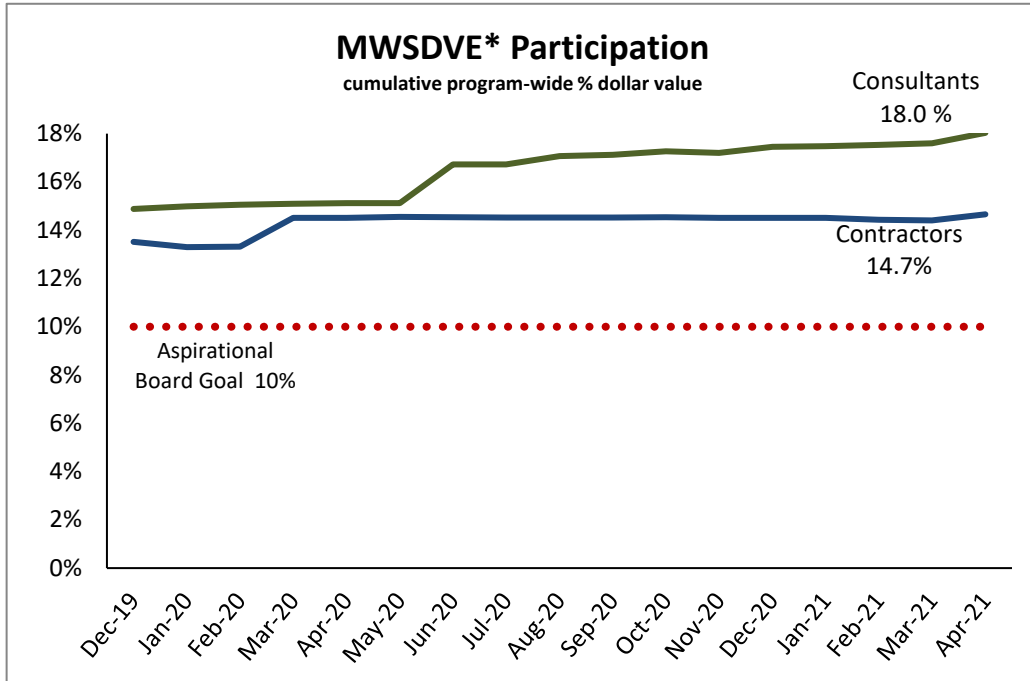
April 2021

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

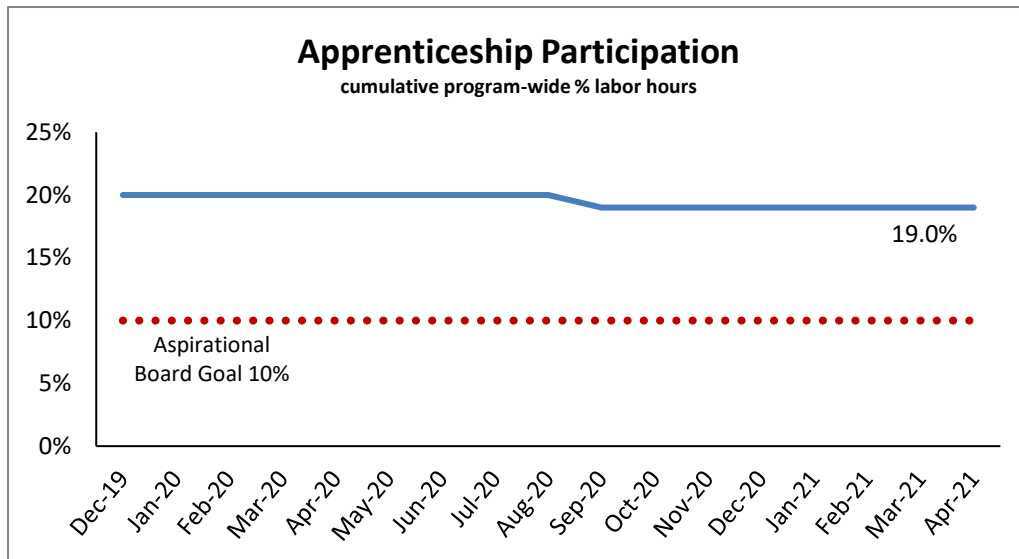
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	89.00%	85.00%	10.00%	1.00%	8.00%	5.00%	9.00%	3.00%
Overall Schedule Performance	On Track	On Track	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								
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	(5-2021)	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)	(8-2021)	(10-2021)	(9-2021)	(8-2021)	(8-2021)	(9-2021)	(8-2021)	(8-2022)
Equity Goals								
Participation	Target %	Current %	Change %					
MWSDVE - Consultants	10.0%	18.0%	0.40%					
MWSDVE - Contractors	10.0%	14.7%	0.30%					
Apprenticeship	10.0%	19.0%	No change					

2014 Construction Bond Program

Equity Performance April 2021 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of April 30, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	March-21 Est @ Comp	April-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,383,626	3.8%	Current contingency decreased by (\$267K) due additional PAC improvements (painting, AV equipment, cameras), pipe insulation, landscape changes, and misc changes
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			Completed; Final Cost
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			Completed; Final Cost
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,604,693	\$ 1,523,777			Current budget decreased by (\$81K) due to transfer of budget and scoped to Security Upgrades
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			Completed; Final Cost
District-Wide Facility Repairs	\$ 98,000,000	\$ 122,969,252	\$ 121,904,210	\$ 122,969,252			Budget increased by \$1M due to transfer of budget from Domestic Fire / Line Separation, and additional SB1149 reimbursements
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process; budget 33% complete
Domestic / Fire Line Separation	\$ 800,000	<i>(Budget moved to Facilities Repair Project)</i>					Budget transferred to the District-Wide Facility Repairs as part of Fire Alarm Resiliency project
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 271,396	1.0%	
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877			Completed; Final Cost
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>					Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			Completed; Final Cost
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 49,129	0.4%	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			Completed; Final Cost
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 662,102		
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642			Completed; Final Cost
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,371,096	\$ 61,691,096	\$ 261,072		Current budget increased by +\$320K due to additional FF&E outfitting needs
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			Completed; Final Cost
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000	11.1%	
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753			
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,377,614	\$ 18,458,530			Current budget increased by +\$81K due to transfer of budget and scoped from District-Wide ADA Project
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 April 30, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	March-21 Est @ Comp	April-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		
Construction Subtotal	\$ 600,000,000	\$ 720,300,089	\$ 718,915,047	\$ 720,300,089	\$ 2,727,325	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
Tech & Equip Subtotal	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000		
Grand Totals	\$ 680,000,000	\$ 800,300,089	\$ 798,915,047	\$ 800,300,089	\$ 2,727,325	Contingency Balance change of (\$254K)
Added Funding to Bond Program						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,426,658					
Grand Total Added Funding	\$ 127,569,201					
GRAND TOTAL 2014 BOND FUNDING	\$ 807,569,201					Total Funding Increased by +\$139K
Program Reserve		\$ 7,269,111	\$7,538,778	\$ 7,269,111		Program Reserve decreased by (\$270K)
Program Reserve + Project Contingencies					\$ 9,996,436	Change of (\$523K)

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

Data as of April 30, 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.	\$ 2,792,005	District-wide Repairs	\$ -	Increased by +\$88k (AHS Roof, Raleigh Park HVAC)
ETO reimb.	\$ 1,495,131	District-wide Repairs	\$ 1,409,585	Increased by +\$50K (ACMA)
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
TOTAL	\$15,426,658		\$9,908,452	

2014 Bond Program Financial Status Report
Added Projects

Data as of April 30, 2021

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

2014 Bond Program Financial Status Report

Data as of April 30, 2021

District-Wide Repair Projects

"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	March-21 Est @ Comp	April-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
Completed Projects	\$ 26,653,905	\$ 53,583,091	\$ 52,217,429	\$ 53,583,091		Completed; Final Cost	
Barnes Roof	\$ 592,000	\$ 1,365,662	\$ 1,530,762	\$ 1,365,662	Completed; Final Cost	Project completed	
Projects in Close-out	\$ 7,543,538	\$ 27,637,800	\$ 29,168,562	\$ 27,637,800	\$ 1,378,768	5.3%	
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	\$ 2,040,319	\$ 180,000	9.7%	
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ -	\$ 2,474,120	\$ 247,412	11.1%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000			
Maint Dept Repair & Improvement Projects*	\$ 8,431,059	\$ 8,431,059	\$ 8,306,089	\$ 8,431,059			
Repair Projects Total	\$ 48,515,502	\$ 104,959,584	\$ 102,525,594	\$ 104,959,584			
Repair Program Balance Available	\$ 49,484,498	\$ 18,009,669	\$ 19,378,616	\$ 18,009,668			
Repair Program EAC Balance	\$ -	\$ -	\$ -	\$ -			
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 122,969,252	\$ 121,904,210	\$ 122,969,252			
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.							
Transfer Tracking							
Initial Budget	\$ 98,000,000						
Previous Transfers	\$ (6,394,782)						
SB 1149 Reimbursements	\$ 2,792,005						
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						
Funds Trasferred from Domestic Fire/ Line Separation	\$ 977,120						
Balance	\$ 122,969,252						

2014 Bond Program Financial Status Report

Data as of April 30, 2021

Seismic Projects

Seismic Projects	Original Budget	Revised Approved Current Budget	March-21 Est @ Comp	April-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058	\$ -	Completed; Final Cost	
Aloha HS	\$ 1,732,898	\$ 19,339,227	\$ 19,339,227	\$ 19,339,227	\$ 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>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,160,175	\$ 3,320,475	\$ 3,160,175	\$ 485,275	18.1%	Budget decreased (\$160K) due to low bids.
Seismic Funding Hold	\$ -	\$ 160,300		\$ 160,300			
(Projects Financially Complete)							
Seismic Projects Total	\$ 4,200,000	\$ 31,114,043	\$ 31,114,043	\$ 31,114,043			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
Seismic Program Bond Cost Balance	\$ 4,200,000	\$ 23,754,138	\$ 23,754,138	\$ 23,754,138			
Seismic Program Less Transfers In/Out	\$ 23,754,138						
Transfer Tracking							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Beaver Acres Windows - From Facility Repairs	\$ 605,000						
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500						
Balance	\$ 23,754,138						

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
April 30, 2021

Data as of April 30, 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 4/30/21	Annual Description of Expenditures
Networking Upgrades	\$ 11,563,863	55%	\$ 6,356,835	\$ 4,630,868	\$ 895,565	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	83%	\$ 4,412,669	\$ 713,941	\$ 525,660	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	\$ 29,534,779	99%	\$ 29,280,943	\$ 4,980,144	\$ 4,726,307	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%	\$ 2,341,300	\$ 435,553	\$ 156,952	Continued Business Continuity Plan (BCP) updates. For 2020, updates and Central Office Conference room technology refresh. Pilot classroom technology solutions for hybrid instruction.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	88%	\$ 49,156,252	\$ 10,760,506	\$ 6,304,484	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
April 30, 2021

Data as of April 30, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2020-21 Budget	2020-21 Expenditures as of 4/30/21	Annual Description of Expenditures
Buses	\$ 16,000,000	100%	\$ 16,000,000	\$ 279,612	\$ 279,612	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through five. In year six, approximately \$3.75 million will be spent. \$0 will be spent in the eighth year. Received \$1500 in rebate for buses purchased in 2019-20.
Copiers	\$ 2,343,215	66%	\$ 1,549,388	\$ 300,000	\$ 21,618	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 1,021,737	48%	\$ 487,610	\$ 827,675	\$ 293,547	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	58%	\$ 1,325,350	\$ 1,031,537	\$ 506,887	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.
Critical Equipment Total	\$ 24,000,000	90%	\$ 21,690,177	\$ 2,444,824	\$ 1,101,664	
Grand Total	\$ 80,000,000	89%	\$ 70,846,429	\$ 13,205,330	\$ 7,406,148	
Total Bond Funds Remaining	\$ 9,153,571					

