



 AGENDA

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B. ORS 192.660(2)(e) Negotiate Real property	9:30 p.m.	

September 27, 2021

Good evening Chair Collet, Superintendent Grotting, and members of the board.

For the record my name is Lindsay Ray. I'm a high school math teacher currently serving as the Vice President of the Beaverton Education Association.

Students have been back in school for a few weeks now, and we know great things are happening with kids. Educators are going above and beyond to ensure their classrooms, their offices, their learning experiences, and every interaction is safe, healthy, and responsive to the unique needs of our students during this difficult time.

Amidst all the joy and excitement of returning to school, however, educators are struggling. We are mentally, emotionally, and physically exhausted. We're again learning to work with students in a whole new way, constantly adjusting curriculum to meet health and safety protocols, prioritizing building relationships and connecting students to each other and to their schools, and many educators are working with extraordinarily large class sizes and caseloads. We've heard many folks say they are "April tired" at the end of September. It is our hope that district leaders are working to provide as much support and utilize every tool in the box to enable educators to do their best work with students.

On that note, we are excited to have reached an agreement last week in an MOU about health and safety protections. In light of these agreements, we hope that district leaders and building principals will make health and safety a priority for students and staff. We are eager to thoughtfully provide healthy and stable schools for our students, and we're confident that diligently following the agreements in the MOU will help us to meet that goal.

I am sure that all of us would love for this school year to be "normal," but the reality is far different. We know that our community is still suffering the immediate and long term effects of COVID-19, and, well, the pandemic isn't over. We've already been through a fall and winter with this unpredictable disease, and though the vaccine for younger children is imminent, we must be prepared to meet the challenges that lay ahead.

In closing, I want to echo what BEA President Sara Schmitt said at the last school board meeting about the importance of the community continuing to observe safety protocols, including getting vaccinated if they are able, so that we can emerge from this pandemic as soon as possible.

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 September 27, 2021 will be conducted online.

Written public comments were accepted by online form submission from 12:00 p.m. on Thursday, September 23, 2021 through 12:00 p.m. on Monday, September 27, 2021. The following comments followed all of the posted guidelines on the form and were submitted by Monday, September 27, 2021 at 12:00 p.m.

EJ Powers-BSD Parent-While I appreciate the updated dashboard, from the start of school on Sept 8th until today Sept 23rd, the District has not said a word about COVID on its public forums. Prior to the dashboard, no information regarding district-wide cases or quarantines had been shared on ParentSquare. This is not acceptable. Parents deserve to know the status of COVID within the district. Parents also deserve to know why the District previously stated that 3ft of distance plus masks would mean kids would be able to remain in classes even if there were + cases, yet now whole classrooms are being quarantined for single + cases. If there are failures of distancing or masking within classrooms, all parents deserve to know this. The District implied that in-person students would have consistency in their education, yet there seems to have been an about face in regards to this. This is not what parents signed up for and there has not been adequate communication from the District about this shift.

April Powers-BSD Parent-I am greatly discouraged that BSD is selectively posting topics on different forums. No posts regarding COVID have been made on the Facebook page since the start of school. Because of this, any comments made about COVID within BSD are swiftly deleted simply because they are off topic to the post they are on. Yet the District obviously and purposefully avoids making any COVID related posts on FB in order to continue this calculated action to keep parents silent. I understand that posts can be difficult to manage if they involve controversial topics, but refusing to accept and address parental feedback and questions is not the appropriate way to handle this. Other districts are not hiding from the fact that COVID is in our schools. It's time for BSD to step up, be actually and fully transparent, and not shut parents out. Additionally, what is posted on one forum for the entire district should be posted on all - especially when it is related to the health and safety of our kids.

Jessics-BSD Parent-Why are tents not being provided for band and choir classes? The District mandated these classes be held outdoors and that no instruments or singing happen indoors, but won't provide shelter for these classes to happen outdoors when it rains??? Why not????

Anisha Tellez-BSD Parent-My son was in a classroom where a fellow classmate had covid. He was quarantined at school until I could pick him up. The staff told most kids that they had to quarantine for 10-14 days but those who are vaccinated are safe to stay at school. I got my son tested he came back negative. But the school refused to let him back or give him a proper education while he fell behind for 2 weeks of school. This is inexcusable! Any person while vaccinated or not can spread covid 19. It just lessens that individuals symptoms. My child is not eligible for the vaccine. If your going to quarantine a

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class. Quarantine them all. Vaccinated or not. BSD stands for inclusion yet here it's failing, making those vaccinated superior now in the classroom setting. Because they were all "exposed" and BSD needs to have a better plan for these kids forced to be at home. If things don't get better we will be forced to pull our child out. Right now BSD is doing a horrible job. Fix it!

Eli Simantel-BSD Staff Member-As a brand new band director and first year teacher, I came into this job prepared to face quite a few challenges, but being forced to rehearse my indoor ensembles outside has been far more challenging than anything else I've had to face. It is not a feasible, constructive, or effective learning environment for the students, and it is a needlessly challenging teaching environment for me. The outdoor environment poses many distractions and hazards. Wind blows music away, rain and adverse weather cancels rehearsals, street traffic on the road thirty yards to my left creates excess noise and makes it difficult to focus, outhouses thirty yards behind me create a stench so foul we've had to cancel rehearsal early before. If this continues, eventually it will be too dark and cold during my morning ensemble to be able to feasibly rehearse outside. These are only some of the many factors that I hope you consider when I urge you to allow our ensembles back indoors as soon as possible. Thank you

Erin Herrick-BSD Community Member-In regards to the anti-racist statement. I'd like for the board to answer and provide specific examples to the following questions:

What structures, policies and practices will be eliminated?

What policies and systems that perpetuate institutional racism will be dismantled?

What anti-bias and antiracist education will be provided?

How will the disciplinary action change?

What policies, procedures, and professional development will be implemented to confront and eliminate conscious and unconscious racism?

How much will these efforts cost the taxpayers?"

Carol Droz-BSD Staff Member-I am an Elementary Music Specialist in BSD.

I would like to advocate for a change in the policy of requiring all singing and wind instrument playing to be done outdoors, especially as we are having cooler and wetter weather.

There is data available that shows that with the use of masks over faces AND the use of ""masks"" over bells on instruments, AND with proper air filtration and air movement, that effective PRACTICE CAN BE DONE INDOORS SAFELY. Please refer to this study: "Measurements and Simulations of Aerosol Released while Singing and Playing Wind Instruments""

<https://pubs.acs.org/doi/pdf/10.1021/acsenviron.1c00007> (esp. Figure 8)

LET'S FOLLOW THE SCIENCE - on vaccines AND MUSIC!

In addition to this data, it is notable that all these surrounding districts (Portland, Hillsboro, Lake Oswego, North Clackamas, Tigard-Tualatin, and West Linn-Wilsonville) are ALL allowing for singing indoors with masks on, and playing wind instruments with or without a bell mask.

Sara Davidson -BSD Parent-I would like to know why they are not any cameras in the classrooms which parents can access since it is perfectly legal in the state of Oregon.

Jeremy Kane-BSD Staff Member -The damage being done to our district music programs due to an irrational mandate to play/sing outdoors, is staggering. Our students are almost a year behind due to CDL and our inability to perform indoors is only delaying them further. It sounds easy enough to just play outside, but that is far from accurate in implementation. Do you drag chairs and stands outside and put them away every day? What do you do when it's suddenly raining as Oregon likes to do? How do you take roll outside with no internet access? On advisory days (T & Fri) classes are only 38 minutes

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long. By the time everyone gets outside to play, you can only reasonably teach for 20 minutes before you have to pack up and move back into the building. Without dedicated covered areas, it is impossible to teach music outside. No neighboring district is adhering to this county request because it is not based on science, it is based on someone's erroneous opinion.

Rosanne Freer-BSD Parent, BSD Staff Member-Hi. I am wondering when covid student screeners will become available. And, how do we opt in to receive those for our children.

Blake Allen-BSD Staff Member-As the Fine Arts TOSA for the district, I would like to advocate for allowing singing and wind instrument playing to return indoors, especially as we are having cooler and wetter weather. Several peer reviewed studies show that with proper mitigations (masks, bell covers, ventilation, limiting time, social distancing), playing wind instruments and singing indoors can be managed to reduce the risk to the same levels as using a conversational voice while masked. Aerosol Study: <https://bit.ly/3oesPeP> <https://bit.ly/3obnpBs>

The NFHS conducted a survey of 3000 schools in spring 2021 finding the chances of contracting COVID-19 using these mitigations was very low at one in 1,969,709. LET'S FOLLOW THE SCIENCE on vaccines AND MUSIC! All of these surrounding districts (Portland, Salem-Keizer, Hillsboro, Eugene, Lake Oswego, North Clackamas, Tigard-Tualatin, West Linn-Wilsonville, Gresham-Barlow, Forest Grove) are allowing singing and wind instruments indoors with masks & bell covers.

Elizabeth-BSD Staff Member-Regarding outdoor music - The International Coalition of Performing Arts Aerosol Study found that with proper mitigations, there is no evidence that singing or playing wind instruments indoors creates a higher risk of spread than other parts of the school day - rather, the risk of these activities in a classroom is nearly the same as using conversational voice while masked. Other districts (HSD, TTSD, SSD, FGSD, PPS, and SKSD) are allowing indoor music. Lastly, there is inequitable access to outdoor teaching space - it is dependent on each school's size, location, and staffing. For example, my portable is in a parking lot. Besides the hazards of teaching littles in a parking lot, there is construction next door. Every day, the air is thick with dust caused by the building process, which gets in our hair/eyelashes and causes eye and throat irritation. My school doesn't have enough space to accommodate recess and 4 specials outside at the same time, so outdoor teaching is inaccessible.

Jacob Whitehead-BSD Staff Member-Physical Education is being required to be outside for 6 weeks. We were told on Tuesday of pre-service that Washington County is requiring this. This is not true because Tigard and Hillsboro PE are not being required to teach outside which are both in Washington County. To actually teach outside effectively it is putting a much higher burden on teachers because it requires setting up and taking down your teaching space ever day.

Jennifer R. Singleton-BSD Staff Member-BSD should follow research and equitable practices for elementary music classes going forward. Vetted research shows that singing indoors-the cornerstone of any elementary music curriculum-CAN be done safely with correct mitigation procedures. I initially welcomed the idea of teaching outdoors, it isn't feasible in practice at all schools. For example, McKinley has very limited undercover space which PE needs because the gym is used for meals now. Music can use open grassy areas which provide no shelter from sun or rain, but do include bees. Alternatively, being indoors means 50 minutes of "music" without singing. It may work for some schools, but not all. None of us were provided resources, time or funding to totally reimagine our curriculum in a matter of days. The lack of consistency in policy from BSD regarding lunch time or class sizes speaks volumes, this layer of protection feels like lip service.

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Diana Fairhurst-BSD Parent-1) Karen Perez Da Silva was a paid consultant with Education Northwest last school year & should recuse herself from voting on any related items as a new school board member as it is a conflict of interest. 2) The Anti-Racist Vision statement is still filled with CRT/progressive left language. We need a more inclusive vision statement that encompasses everyone regardless of a social construct such as race. 3) BSD has never proven that student outcomes are the result of institutional racism. There are many reasons why student data is not equal, including: disability, living & family conditions mental health status, and more. Race, an immutable quality, does not determine how well a child does in school. Pat McCreery and other district admin need to stop implementing CRT into into teacher trainings and classrooms. 4) The agenda includes settlement of a lawsuit, but does not give any details. We, as taxpayers, should have the details of this settlement. What was the case about?

Jeff Myers-BSD Parent-Adapted from Wikipedia (aspects of Secular Religion)

Structural- Differentiation between self and other, and demonisation of other

- A transcendent leadership - Strong, hierarchical organisational structures - The control of education, in order to ensure the security, continuation and the veneration of the existing system.

Belief- A coherent belief system for imposing symbolic meaning on the external world, emphasizing security through faith in the system

- Intolerance of other ideologies of the same type – Utopianism - Believing the ideology is natural or obvious, so that those who reject it are in some way "blind" - Genuine desire on the part of individuals to convert others to the cause - Willingness to place ends over means—in particular, a willingness to use violence or/and fraud. - Fatalism—a belief that the ideology will inevitably triumph in the end
Forcing BSD's Antiracist faith on all students, teachers, and the community is a violation of our 1st Amendment rights.

Jeanette Schade-BSD Community Member-First, Karen Perez needs to recuse herself from any votes on the Anti-racist vision statement or the ACB Policy revisions since she was/is a paid consultant through Education Northwest and now a board member. There is a conflict of interest there. Second, I am glad to see the Anti-Racist Vision statement was revised from the June version; however, there are still revisions that can be made, so it fully encompasses every person who goes to, works at, or volunteers on a district site. I have asked for, and have yet to receive proof of evidence on how racism is leading to poor learning outcomes which has lead to a huge shift towards implementing critical race theory indoctrination through OEI and the admin there. Take out the words "white supremacy" in the 4th paragraph as that indicates we have violent racists in our district who are purposely trying to do nefarious things, and if that is the case, all who have allowed it need to be fired immediately which includes upper district admin.

Mitch Kirschner -BSD Parent-I noticed that the original June draft of the Antiracist Vision Statement claimed that "Beaverton School District perpetuates institutional racism and embodies a white supremacist culture..." Any clear-thinking person is likely to find that statement - made with no evidence or open debate - dubious and inflammatory, if not outright absurd. It seems that you did too, since it is not in the revised draft, which now reads, "Beaverton School District owns that our student outcomes currently point to our part in perpetuating institutional racism..." What is "institutional racism"? Where is your evidence? Why haven't BSD leaders been fired for such egregious offenses that you claim are so obviously prevalent? Please stop assuming bad intentions and built-in bias. Assume people act in good faith, deal with bad faith based on actual evidence (not assumption), and most important, focus on building skills in students. Isn't that the purpose of education?

Stephanie Meeks-BSD Staff Member-Elementary music uses singing throughout our lessons for teaching curriculum. Besides weather problems coming into play soon, transporting various equipment outdoors

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for classes, student focus based on how busy the surrounding streets are where we have space to meet, all affect our valuable class time. Also, the decision to ban singing indoors because of fear of aerosols spreading is not based on sound science. Please listen from the beginning to 2:30 and then 15:34-20:00 for the discussion on the research results. <https://youtu.be/1seuGKnKHb0> It is also not equitable for elementary classroom teachers to be told to “do what you need to do” in order to teach the content, which involves singing, when music teachers are not allowed to have them sing in their indoor classrooms. Also, there are only 4 or so counties according to an OMEA survey that do not allow singing indoors. I do not think that there has been a huge outbreak of COVID-19 from elementary music classroom singing.

Tiffany Vargas-BSD Parent-Over half of BSD's elementary schools are failing reading! In these schools, only 25% of children were meeting grade level ELA standards on the 2018-2019 ELA report card! (This data was pre-Covid school closure.) Where are the conversations about how to remedy this and provide all children a literacy foundation needed to become lifelong learners? Clearly, the practices BSDs has in place are not enough to meet that goal. 20% of the population is dyslexic while 50% of the prison population is dyslexic. Schools have a responsibility not only to our children, but to our society to make a systemic change to support neurotypical learners, including those with dyslexia. One dyslexia trained teacher per school isn't enough! October is Dyslexia Awareness Month, something BSD doesn't seem to be aware of at all. #untilallkidsanread

Cameron Jerde-BSD Staff Member-Teaching band outdoors has been difficult. We spend at least 20 minutes of every class on taking everything outside and bringing it all back inside before the bell rings, leaving us only 70 minutes for instruction. This equates to losing nearly an entire class period of instruction after only three classes. We have not received support from the district. The district has not provided large tents/canopies for us to rehearse under in the event of inclement weather. This responsibility has shifted onto our band booster organization. There is also significant data to show that rehearsing indoors can be done with proper mitigations. This data also shows that there is no evidence of a higher risk of transmission compared to other parts of the school day when these proper mitigations are taken. You can find this data at the following link: <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>

Cody Benson-BSD Community Member-It is troubling that BSD is embracing the race based pedagogy of CRT. It is racist discrimination under the double speak language of Anti-racism. One core structural components of CRT was articulated by Ibram X Kendi, that “the solution to past discrimination is present discrimination”. BSD is actively engaging in race based discrimination and celebrating it in the name of equity, inclusion and diversity. It is clear, the attempts to hide through the use of manipulative language, that CRT and critical theory are being imposed upon our children and our community are not the positive they claim to be. This practice must and will be rooted out of our public institutions. We parents and students will no longer be manipulated by this race based agenda that pits my soon to be born daughter against another child born the same day in the same hospital because of their skin color. The school board has a choice, join the cause of truth and justice in removing CRT or be swept away with the tide.

Kacy Smith Paterson-BSD Staff Member-Please change the middle school schedule. While I fully support the Common Middle School Experience and the separation of Humanities, the shorter periods and high student numbers are creating an inhumane and inequitable work environment for language arts teachers, when math and science have more time and considerably less students. As the TOSA for Language Arts, I know teachers don't have the books and materials

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even to supply 200+ students. The shorter periods and higher student numbers also impact the ability to teach adopted curriculum with fidelity, collaborate with job alike, and provide the differentiation necessary to create equitable learning outcomes for all of our students. Thank you.

Jeremy Zander-BSD Staff Member, BSD Community Member-Based on peer-reviewed research led by the National Federation of State High School Associations (NFHS), the requirement to hold band & choir classes outdoors is unnecessary. When band students use instrument bell covers and singers use masks, the rate of aerosols from playing/singing is comparable to that created with a clear speaking voice. Combined with the high ACH in our rooms, the risk of COVID transmission is well-managed. Data from NFHS shows that during the Spring 2021, there was approximately a 1 in 1,969,709 chance of contracting COVID in a music class. Even if risk has grown due to Delta, students have a greater risk of car accidents on the ride to school than they do of infection in a music class. As a teacher, I can attest to the loss taking place while we rehearse outdoors. The time spent moving chairs/stands for every class, noise, and weather impact student ability to learn. Changing weather will make this even worse. Please consider removing this requirement.

Cinnamon Kleeman-BSD Staff Member-Since the district is considering extending our time to rehearse music outside, I would like to share what it would require to continue doing so from a choral perspective. First and foremost, the process in hiring now custodial staff needs to be greatly expedited. My students and I are setting up and tearing down the classroom space each day (chairs, projector cart and screen, extension cord, makeshift keyboard cart/keyboard/power cord), and it is costing significant class time. Secondly, district funds need to be approved ASAP for necessary new equipment. We are going into the fourth week and I am still awaiting approval for funds for a proper keyboard cart, sturdy and reliable headset mic, and a docking station for my computer. Singing masks also need to be made a priority. The weather is also something to consider. My Chorale rehearses at 7:45 and it is already very chilly for them. Considering outdoor heaters and extra windbreakers and jackets for them is a necessity.

Andrea Herinckx-BSD Staff Member-I would like to comment on the current mitigation strategy holding Music/Band/Choir classes outdoors while singing or playing wind instruments. This has been a rather challenging experience for me as a K-8 music teacher. Setting up and preparing MS students to hold choir outdoors in a covered area without proper equipment has been very difficult. With days to prepare, I still do not have adequate amplification for my own voice. With younger classes, such as K-2, I have had to completely change my curriculum because I do not feel safe taking young students outside without a fenced in place to do music. When taking older students outside we deal with the noise of the traffic and passersby. Again, without proper amplification of my own voice. Lastly, if other school districts in Washington County (Hillsboro, Tigard, Sherwood, Forest Grove), along with Salem or PPS are not singing outside, it doesn't seem like singing/playing indoors is causing a higher than normal COVID-19 risk.

Mrs. (Sarah) Heatherly-BSD Staff Member-Teaching Elementary Music relies heavily on developing listening skills and the singing voice. Teaching students outdoors has been incredibly hard on students and staff. Please read: Transitions, Attention, Safety, Not an effective use of time, Competing with sound from PE & Recess & Traffic & classes transitioning throughout the day is extremely difficult. Not to mention moving equipment outside and back indoors daily... Please see the following study showing that masked singing INDOORS is not a threat to student's health and safety. Please lift this ban in Beaverton School District.

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<https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/> Other WA county districts (Hillsboro, Tigard, Sherwood, Forest Grove) have all been allowed to rehearse indoors with proper mitigations, and the other "big 2" PPS and Salem have also been indoors.

Lauren McCartney-BSD Staff Member-At Meadow Park we need to recruit more Spanish speaking educators for the Dual-language Program. We also need the District to be able to give extensions to educators who have DACA because we can't rely on the Federal Government to renew DACA on time. We've had a few staff who have had to not work for more than a month because the gov. hasn't renewed DACA on time and the rotation or lack of subs is a disruption to how we serve our Spanish-speaking students and families. If family conferences are virtual this fall, how will we ensure that there are interpreters in each Zoom? Regarding COVID, one message has gone out to families that we had a student with COVID. We have had staff out for COVID (which really impacted our school), and there are more kids out with COVID or because they have family members with COVID, but we don't know the exact #s. How can we make data-based decisions if we don't have accurate data?

Anna Rikli-BSD Parent, BSD Staff Member-Please allow for music classes to return to singing and playing inside. Research-based guidance from universities, national arts associations, and the NFHS have provided mitigation guidelines to ensure that indoor playing/singing is safe. I teach a choir of 45 6th graders outdoors, and our class time outside on benches or a hillside is interrupted by bees and animals. I teach through a megaphone and I am not able to adequately provide instruction to all students, particularly life skills students who are supposed to have equal access to instruction. At my other school, I am grateful to teach in an open-air batting cage where we can leave our equipment set up for a few days before clearing it out for sports teams' use. We all want to keep kids in-person, and with attention to the scientifically-proven guidelines provided by our associations, this is possible indoors. Please reconsider our current mandate. Aerosol Studies: <https://bit.ly/3oesPeP>

Elizabeth Ranweiler-BSD Parent-On or after October 18, please share the percentage of teachers/staff in each school building with approved exemptions to the COVID vaccine requirement. Rumors are flying about high percentages of unvaccinated teachers and staff taking the religious exemption and about the religious exemption being easy to get. In the absence of data from the district it is hard to know how much weight to give those rumors. Families of children who are too young to be vaccinated are concerned about how much exposure our students have to unvaccinated adults at school.

sarah friend -BSD Student-we would like to be able to have band inside the school. playing outside is really inconvenient and i think the benefits of playing inside outweigh the pros of playing outside. when we play outside we have to deal with the noise from the road and from the workers around mountainside, which distracts us from our music. and sometimes it's too cold for us to play well, and sometimes it's too sunny and we can barely see our music. and sometimes it's rainy and windy, which is also really inconvenient for us. we also have to deal with setting up our chairs and stands, and bringing them to and from the main hall, which takes class time away from us.

Annabelle Oldenburg -BSD Student-Please let band students practice inside. Its windy, cold and rainy out. Theres so much noise I cant hear anything and the rain can damage my 2,000 dollar bass. Not to mention it's not very fun lugging it around everywhere, its heavy. Please it's getting

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so cold out.

Juli Shaw-BSD Staff Member-I am writing in regards to the requirement that all BSD students singing outside. As a music teacher, I teach through singing. In a usual teaching environment, I am singing all day long. This is difficult to do outside for many reasons. There is consistently recess/PE being held outside at my school. The only place for us to conduct outdoor music is next to the playground. The constant distractions make teaching any new singing concept virtually impossible. There are many students allergic to grass and, on windy days, students are complaining about dirt and grass getting in their eyes. The heat and sunshine makes it hard for students to view directions and visuals. I have lost my voice many times trying to sing above all of the neighborhood lawn mowing/recess/PE noise. But the worst is, after encouraging students to sing when asked, it is heartbreaking to stop kids from singing when we are stuck inside on rainy days. Please reconsider allowing singing indoors. Thanks for your time.

Heidi Fraser-BSD Parent, BSD Staff Member-I teach Middle School Band at MVMS. I want to paint a picture for you. You are a beginning band student who is excited to play their new flute. The teacher has to take you outside to be able to make a sound. There are no chairs or stands because we are practicing on a roadway by the school. There is no shade or cover. It is hard to pay attention because of the road traffic or construction noise from across the street. It is hard to hear yourself because it's so loud outside. A student has already dropped their instrument on the roadway and caused damaged. You hope you aren't the next one to drop it! You don't know what you're going to do when it rains... As a teacher, I am terrified to take the beginners outside because of all the moving pieces...stands, books, instruments. It's too much for them to handle and we only have 40 minute (ish) classes. Follow the science and allow us to start teaching good habits now!

Marisa Henrie-BSD Parent-The proposed Anti-Racist Vision statement is filled with progressive propaganda and CRT. CRT violates the 1st amendment(protects citizens from compelled speech), the 14th (provides equal protection under the law), and the Civil Rights Act of 1964(prohibits discriminating on the basis of race).We need a more inclusive vision statement that encompasses everyone regardless of race.BSD is guilty of misleading the young, as they push forward with their Anti-Racist, Anti-Biased curriculum rooted in Critical Race Theory.We have trusted you to teach our children HOW to think, not WHAT to think.Focus on the things our kids need: Reading, Writing, and Arithmetic, not political indoctrination.Leave biases out of your lessons, or at a minimum, present more than one world view.If you're going to extoll thinkers like Kendi, then also broaden our students' minds with the wisdom of Thomas Sowell and Clarence Thomas, just to name a few.Leave the teaching of morality to us--their parents and family.

Kevin Zmolek-BSD Staff Member-The outdoor singing/playing restriction for music classes has been extremely difficult to manage, especially for choirs. The students don't have an appropriate space that is conducive for being able to hear properly when in an ensemble. Other issues have been outside distractions such as delivery vehicles, traffic noise, bees, objects on the ground, lack of appropriate time to transition during a 40 minute period, and challenges with necessary materials and equipment. Students actually stay spaced out better inside since the chairs are placed at necessary distance where as outside they tend to crowd and bunch up. Also, rainy weather conditions mean that we lose valuable rehearsal time from having to do alternate activities when we can't be outside.

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

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Jessica Good-BSD Parent-BSD must provide opportunity for parent voices to be heard live! We need meaningful dialogue about the education of our precious children. BSD is forging ahead with CRT policies and highly controversial social studies curriculum. Many parents are either unaware or can't be heard. Masks are required OUTDOORS in PE for kids engaging in heavy physical activity (such as running) while playing games for extended periods. Kids have to stop and take a break in order to breathe! These policies don't seem to make sense. Asking 12 year olds to provide preferred pronouns in class is inappropriate. Frequent check-ins on gender identity invites confusion instead of adding clarity.

Earl Hixson-BSD Parent-Why has the district stopped allowing "Class C" organizations to reserve school facilities? This creates a hardship for many after school activities that use school facilities. Please provide an explanation and an expected timetable when "Class C" organizations can resume reserving school facilities. Thank you! I'm also concerned that the ABAR training specified in the antiracist vision statement will divert resources better spent in the classroom. Please revise the statement to read that BSD shall treat all people equally.

Casey Albelo-BSD Staff Member-I am writing to ask that educators be allowed to sing in our classrooms. Teaching music without singing is like teaching children to read without books. Everything comes out of it: melody, form, rhythm, self-expression, composition, self-confidence, and most importantly, a sense of community and belonging. I cannot do my job well with this huge limitation. Science does not support this. PPS, Salem, Hillsboro, Tigard, Sherwood, and Forest Grove districts have all been allowed to rehearse indoors. Singing and playing wind instruments can be done indoors and there is no evidence that there is a higher risk than other parts of the school day when proper mitigations are taken. We are taking those precautions and mitigations very seriously. Our students deserve to have the best music education available to them. Putting these limitations on their teachers when the data does not support it is denying BSD children such an important part of their education. Thank you.

Micah Henrie-BSD Parent-Our High School students need Homecoming dance and other activities that can be done safely. If the Timbers stadium can be filled, we should be able to have a school dance. Also, all students should be able to take a break from their masks as they play outdoors as the mental benefits are too great.

Stephanie Palmer-BSD Staff Member-I am advocating on behalf of elementary music teachers being able to teach singing activities inside. The NFHS study has shown that with proper mitigation strategies (masks, and the updated HVACs) these activities are similar to talking with a mask. Keeping students attention while teaching outside is very challenging and presents other safety risks. Many music teachers I have spoken to are teaching in or near parking lots or are unable to find a suitable space at all. As the weather turns colder, students will be even more distracted and uncomfortable. Tigard, Hillsboro, Forest Grove, PPS, and Salem are all allowing singing indoors with proper mitigation. Especially since cases are currently going down in our county, I ask that Beaverton look carefully at the research and consult with the content TOSAs and teachers that are directly impacted by this guidance before making a decision. This is not a sustainable long-term way to teach. Thank you.

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Request to Present Public Comments

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for September 27, 2021 will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday, September 23, 2021 through 12:00 p.m. on Monday, September 27, 2021 to be randomly selected to speak on the zoom link for the Board meeting Monday September 27, 2021 at 6:10 p.m.

The following submitted their name and topic they would like to speak on:

Taliek Lopez-Duboff	BSD Student	Return to School Update
Joshua Richardson	BSD Parent	Policy ACB - All Students Belong
Nancy Robinson	BSD Parent	Anti-Racist Vision Statement
Sara Davidson	BSD Parent	Anti-Racist Vision Statement
Jeff Myers	BSD Parent	Anti-Racist Vision Statement
Kacy Smith Paterson	BSD Staff Member	Return to School Update

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SUPERINTENDENT REPORT

Comprehensive Distance Learning/Limited In-Person Instruction/ Return to School Planning:

I once again want to thank our students, families, staff, and school board for your efforts and flexibility over the past months. We have returned to school full time, and we are so excited for the opportunity to offer in person instruction and to also be able to provide our families and students uncomfortable with in person instruction the opportunity to enroll in our FLEX on-line comprehensive distance learning program. Due to the significant increase in our on-line program enrollment, we will be requiring enrolled students to stay through the quarter period. We will also be stopping enrollment into FLEX until the beginning of the next quarter in order to catch up and meet staffing and support requirements for existing enrolled students. Families will enter a waiting list and be able to enroll at the next quarter. The next quarter begins on November 10th.

The district continues to follow the requirements and guidance from the Oregon Health Authority, the Oregon Department of Education, Washington County Health Department and our Governor regarding social distancing, mask wearing, vaccinations, and other guidelines and requirements relating to COVID 19. I want to especially thank our educators, support staff, parents, students, and community for their adherence to the strategies of mask wearing, vaccinations, and social distancing that will help us defeat this pandemic. We are taking our guidance from scientists and doctors from Center for Disease Control, American Academy of Pediatricians, and the Oregon Health Authority. Most of us working in education are not doctors, health professionals, or scientists, and we will continue to take our guidance from our health care professionals in the before mentioned organizations.

Vaccinations:

The district has developed a dashboard to monitor and track the vaccination status of our employees and students in our schools and departments. As you are aware, the Governor has mandated all school employees must be vaccinated by October 18 or apply and be approved for a medical or religious exception.

Budget/Enrollment:

Most districts in Oregon and across the nation are experiencing declining enrollment in the wake of COVID 19. Beaverton is no different, and most of our decline is at the elementary school level. We are currently down about 900 students, equating to about 8 million dollars in expected future revenue. We are over-staffed at the elementary level but have decided not to further disrupt classes with additional transfers or layoffs at this time.

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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of September 27, 2021 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 09/20/2021 *
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

Major highlights and assumptions in the General Fund include:

- A General Fund beginning fund balance of \$85.6 million (preliminary)
- A reduction of State School Fund revenue based on lower enrollment (approx. \$8 million)
- Cost of living increase is not included (still in bargaining)

* The 2021-22 Classroom Teacher Staffing by School report is a replacement for the General Fund and Local Option Levy Allocations report that was included in the packets in prior years. Due to the addition of the Student Investment Account (SIA) beginning in 2020-21, the General Fund and Local Option Levy alone no longer represents all classroom teacher staffing in a school.

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 August 31, 2021
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	68.1	-	68.1	270.0
Property Taxes	155.0	155.0	-	-	-	155.0
Common School Fund	4.2	4.2	-	-	-	4.2
County School Fund	0.8	0.8	-	-	-	0.8
Local Option Levy	36.4	36.4	-	-	-	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	-	-	-	10.9
Transfers In	-	-	-	-	-	-
Other	16.1	16.1	0.2	-	0.2	16.1
Total	\$ 580.4	\$ 580.4	\$ 153.9	\$ -	\$ 153.9	\$ 579.7
EXPENDITURES:						
Salaries	\$ 279.0	\$ 279.0	\$ 22.4	\$ -	\$ 22.4	\$ 270.0
Benefits	174.2	174.2	13.7	-	13.7	171.2
Purchased services	28.9	28.9	3.5	13.4	16.9	28.9
Supplies & materials	22.4	22.4	2.1	8.4	10.5	22.4
Capital outlay	0.8	0.8	-	0.1	0.1	0.8
Other	2.8	2.8	0.2	0.5	0.7	2.8
Transfers out	3.0	3.0	3.0	-	3.0	3.0
Contingency	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 44.9	\$ 22.4	\$ 67.3	\$ 568.4

Projected Surplus / (Deficit) Balance	\$ 11.3
Projected Ending Fund Balance	\$ 80.6
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	13.9%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 80.5	13.8%	
Local Option Levy Fund	0.1	0.1%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 319.3	\$ 319.3	\$ 21.7	\$ 7.9	\$ 29.6	\$ 307.5
Support Services	186.7	186.7	20.1	14.1	34.2	186.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	3.1	0.4	3.5	4.7
Contingencies	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 44.9	\$ 22.4	\$ 67.3	\$ 568.4

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 14,450,000	\$ 5,116,424	\$ 218,138	\$ 473,340	\$ 691,478	\$ (13,758,522)	4.79%	\$ 4,424,946
Categorical	8,301,161	6,133,524	153,541	1,849,074	2,002,615	(6,298,546)	24.12%	4,130,909
Scholarship Fund	515,000	439,232	14,500	41,000	55,500	(459,500)	10.78%	383,732
Grant Fund	180,303,185	132,341	14,562,512	6,358,604	20,921,116	(159,382,069)	11.60%	(20,788,775)
Equipment Replacement Fund	3,187,000	2,789,181	2,782,378	-	2,782,378	(404,622)	87.30%	6,803
Sustainability Fund	10,273,243	4,404,910	-	-	-	(10,273,243)	0.00%	4,404,910
Nutrition Services Fund	17,451,159	850,100	418,481	5,415,194	5,833,675	(11,617,484)	33.43%	(4,983,575)
Debt Service Fund	93,757,250	7,625,845	-	-	-	(93,757,250)	0.00%	7,625,845
Capital Projects Fund	101,898,500	91,468,639	4,494,451	19,663,082	24,157,533	(77,740,967)	23.71%	67,311,106
Insurance Reserve Fund	7,753,269	5,501,697	2,129,296	2,076,220	4,205,516	(3,547,753)	54.24%	1,296,181
Workers' Compensation Fund	5,437,188	3,076,422	251,798	236,002	487,800	(4,949,388)	8.97%	2,588,622
Total	\$ 443,326,955	\$ 127,538,315	\$ 25,025,095	\$ 36,112,516	\$ 61,137,611	\$ (382,189,344)		\$ 66,400,704



2021-22 Classroom Teacher Staffing By School As of 09/20/2021

School	Budgeted Enrollment	9/20/2021 Enrollment	Enrollment Change	Budgeted APU				Actual APU			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	844	883	39	30.0	8.0	3.0	41.0	30.0	8.0	3.0	41.0
Barnes	575	522	(53)	19.0	6.0	2.0	27.0	19.5	6.0	2.0	27.5
Beaver Acres	719	726	7	24.0	7.0	2.0	33.0	24.0	7.0	2.0	33.0
Bethany	471	378	(93)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Bonny Slope	603	610	7	18.0	5.0	2.0	25.0	18.0	5.0	2.0	25.0
Cedar Mill	384	376	(8)	11.0	3.0	2.0	16.0	11.0	3.0	3.0	17.0
Chehalem	429	377	(52)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	21.0
Cooper Mountain	456	419	(37)	12.0	4.0	2.0	18.0	12.0	4.0	3.0	19.0
Elmonica	445	431	(14)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Errol Hassell	380	340	(40)	12.0	3.0	2.0	17.0	13.0	3.0	2.0	18.0
Findley	546	479	(67)	15.0	5.0	2.0	22.0	15.5	5.0	2.0	22.5
Fir Grove	367	334	(33)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Greenway	316	299	(17)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
Hazeldale	479	403	(76)	16.0	4.0	2.0	22.0	15.8	4.0	2.0	21.8
Hiteon	590	504	(86)	18.0	5.0	2.0	25.0	18.0	5.0	2.0	25.0
Jacob Wismer	703	573	(130)	22.0	5.0	2.0	29.0	22.0	5.0	2.0	29.0
Kinnaman	584	518	(66)	21.0	5.0	2.0	28.0	21.5	5.0	2.0	28.5
McKay	295	257	(38)	10.0	2.0	2.0	14.0	10.0	2.0	2.0	14.0
McKinley	653	585	(68)	23.0	6.0	2.0	31.0	23.0	6.0	2.0	31.0
Montclair	290	277	(13)	9.0	2.0	3.0	14.0	9.0	2.0	3.0	14.0
Nancy Ryles	567	499	(68)	18.0	4.0	2.0	24.0	18.0	4.0	2.0	24.0
Oak Hills	545	517	(28)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Raleigh Hills (K-8)	414	356	(58)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Park	319	317	(2)	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Ridgewood	390	376	(14)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Rock Creek	448	425	(23)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Sato	765	715	(50)	24.0	6.0	2.0	32.0	24.0	6.0	2.0	32.0
Scholls Heights	649	602	(47)	21.0	5.0	2.0	28.0	21.0	5.0	1.0	27.0
Sexton Mountain	513	468	(45)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	21.0
Springville (K-8)	842	671	(171)	26.0	7.0	2.0	35.0	26.0	6.2	2.0	34.2
Terra Linda	330	290	(40)	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Vose	726	681	(45)	25.0	7.0	3.0	35.0	25.0	7.0	3.0	35.0
West TV	306	299	(7)	10.0	3.0	1.0	14.0	10.0	3.0	1.0	14.0
William Walker	510	489	(21)	20.0	4.0	2.0	26.0	20.0	4.0	2.0	26.0
Elementary School Total	17,453	15,996	(1,457)	555.0	149.0	70.0	774.0	557.3	148.2	71.0	776.4
Average Elementary School Staffing Ratio				31.4	24.8	22.5		28.7	22.7	20.6	

2021-22 Classroom Teacher Staffing By School As of 09/20/2021

School	Budgeted Enrollment	9/20/2021 Enrollment	Enrollment Change	Budgeted APU				Actual APU			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	681	633	(48)	21.6	4.2	1.6	27.4	22.4	4.2	1.6	28.2
Conestoga	921	859	(62)	27.8	5.4	2.0	35.2	28.6	5.4	2.0	36.0
Five Oaks	886	755	(131)	28.4	5.4	2.0	35.8	28.9	5.4	2.0	36.3
Highland Park	688	700	12	20.4	4.0	1.6	26.0	20.4	4.0	1.6	26.0
Meadow Park	697	702	5	26.2	4.6	1.6	32.4	26.1	4.6	1.6	32.3
Mountain View	941	897	(44)	32.8	6.2	2.4	41.4	33.0	6.2	2.4	41.6
Stoller	1,028	1,054	26	29.0	5.6	1.4	36.0	29.7	5.6	1.4	36.7
Tumwater	889	878	(11)	24.7	4.8	2.0	31.5	24.6	4.8	2.0	31.4
Whitford	814	769	(45)	30.0	5.4	1.8	37.2	31.0	5.4	1.8	38.2
Middle School Total	7,545	7,247	(298)	240.9	45.6	16.4	302.9	244.7	45.6	16.4	306.7
Average Middle School Staffing Ratio				31.3	26.3	24.9		29.6	25.0	23.6	
Aloha	1,805	1,778	(27)	67.6	13.2	4.0	84.8	64.2	13.2	4.0	81.4
Beaverton	1,425	1,492	67	55.2	9.0	3.2	67.4	54.0	9.0	3.2	66.2
Mountainside	1,775	1,751	(24)	57.6	10.2	3.4	71.2	56.0	10.2	3.4	69.6
Southridge	1,506	1,517	11	51.4	9.4	3.2	64.0	50.7	9.4	3.2	63.3
Sunset	1,937	1,996	59	58.6	10.8	3.4	72.8	57.7	10.8	3.4	71.9
Westview	2,366	2,348	(18)	74.2	13.8	4.0	92.0	72.5	13.8	4.0	90.3
High School Total	10,814	10,882	68	364.6	66.4	21.2	452.2	355.1	66.4	21.2	442.7
Average High School Staffing Ratio				29.7	25.1	23.9		30.6	25.8	24.6	
Arts & Communication Magnet Academy (6-12)	712	698	(14)	25.2	4.2	1.2	30.6	25.0	4.2	1.2	30.4
Beaverton Academy of Science and Engineering (6-12)	846	843	(3)	31.4	5.0	1.4	37.8	30.9	5.0	1.4	37.3
Community School (9-12)	103	90	(13)	10.6	1.4	0.4	12.4	7.6	1.4	0.4	9.4
FLEX Online School (K-12)	512	1,637	1,125	27.1	2.0	1.6	30.7	26.4	2.0	1.6	30.0
International School of Beaverton (6-12)	856	856	-	30.4	5.0	1.2	36.6	31.4	5.0	1.2	37.6
Options Schools Total	3,029	4,124	1,095	124.7	17.6	5.8	148.1	121.3	17.6	5.8	144.7
Average Options Staffing Ratio				24.3	21.3	20.5		34.0	29.7	28.5	
Address Extreme Class Size K 12				44.6			44.6				
District Total	38,841	38,249	(592)	1,329.8	278.6	113.4		1,278.4	277.8	114.4	1,670.5

Note: Budgeted enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 209-228 in the 2021-22 Adopted Budget Document.

Beaverton School District
Portfolio Management
Portfolio Summary
August 31, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	10,000,000.00	10,046,350.00	10,111,050.80	5.06	80	2.497
Commercial Paper Disc. -At Cost	20,000,000.00	19,997,750.00	19,993,033.34	10.00	41	0.098
Federal Agency Disc. -At Cost	39,000,000.00	38,997,300.00	38,997,628.75	19.51	52	0.019
Treasury Discounts -At Cost	84,315,000.00	84,307,635.93	84,306,538.03	42.18	67	0.029
LGIP	46,475,939.89	46,475,939.89	46,475,939.89	23.25	1	0.550
Investments	199,790,939.89	199,824,975.82	199,884,190.81	100.00%	47	0.280

Total Earnings	August 31 Month Ending	Fiscal Year To Date
Current Year	268,528.84	484,653.19
Average Daily Balance	207,703,204.68	205,378,281.45
Effective Rate of Return	1.52%	1.39%

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
August 31, 2021

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
313385LV6	11213	Federal Home Loan Bank	09/17/2021	23,000,000.00	22,999,619.86	22,999,540.00		11.51
313385QM1	11224	Federal Home Loan Bank	12/14/2021	16,000,000.00	15,998,008.89	15,997,760.00		8.00
			Subtotal	39,000,000.00	38,997,628.75	38,997,300.00	35.00	19.52
			Total	39,000,000.00	38,997,628.75	38,997,300.00	100.00	19.52
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	5,026,750.00		2.50
			Subtotal	5,000,000.00	5,076,400.80	5,026,750.00	5.00	2.50
Los Angeles Airport								
54444QZA4	11223	Los Angeles Airport	12/10/2021	5,000,000.00	4,998,600.00	4,998,450.00		2.50
			Subtotal	5,000,000.00	4,998,600.00	4,998,450.00	5.00	2.50
Lloyds Bank PLC								
53943RW96	11210	Lloyds Bank PLC	09/09/2021	10,000,000.00	9,995,466.67	9,999,800.00		5.00
			Subtotal	10,000,000.00	9,995,466.67	9,999,800.00	5.00	5.01
Toyota Cap Corp								
8923A0XJ7	11216	Toyota Cap Corp	10/18/2021	5,000,000.00	4,998,966.67	4,999,500.00		2.50
			Subtotal	5,000,000.00	4,998,966.67	4,999,500.00	5.00	2.50
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,019,600.00		2.50
			Subtotal	5,000,000.00	5,034,650.00	5,019,600.00	5.00	2.50
			Total	30,000,000.00	30,104,084.14	30,044,100.00	35.00	15.02
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		23,930,482.46	23,930,482.46	23,930,482.46		11.97
LGIP 5173	FUND 300	LGIP		275,029.35	275,029.35	275,029.35		0.13
LGIP 4966	FUND 416	LGIP		21,867,880.54	21,867,880.54	21,867,880.54		10.94
LGIP 4972	FUND 417	LGIP		402,547.54	402,547.54	402,547.54		0.20
			Subtotal	46,475,939.89	46,475,939.89	46,475,939.89	100.00	23.26
			Total	46,475,939.89	46,475,939.89	46,475,939.89	100.00	23.26

**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 %
US Treasuries								
US Treasuries								
912796F46	11209	U.S. Treasury	09/16/2021	10,201,000.00	10,200,586.29	10,200,897.99		5.10
9127964L0	11214	U.S. Treasury	09/09/2021	8,976,000.00	8,975,682.35	8,975,910.24		4.49
912796M22	11215	U.S. Treasury	10/05/2021	4,315,000.00	4,314,743.26	4,314,870.55		2.16
912796J67	11217	U.S. Treasury	12/16/2021	13,979,000.00	13,977,374.55	13,977,182.73		6.99
912796G52	11218	U.S. Treasury	10/14/2021	3,602,000.00	3,601,730.15	3,601,819.90		1.80
912796K73	11219	U.S. Treasury	01/13/2022	7,304,000.00	7,302,772.12	7,302,758.32		3.65
912796N62	11220	U.S. Treasury	11/16/2021	2,438,000.00	2,437,699.31	2,437,756.20		1.22
912796N62	11221	U.S. Treasury	11/16/2021	23,000,000.00	22,997,163.33	22,997,700.00		11.51
912796N54	11222	U.S. Treasury	11/09/2021	10,500,000.00	10,498,786.67	10,498,740.00		5.25
			Subtotal	84,315,000.00	84,306,538.03	84,307,635.93	100.00	42.20
			Total	84,315,000.00	84,306,538.03	84,307,635.93	100.00	42.20
			Grand Total	199,790,939.89	199,884,190.81	199,824,975.82		

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

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	8	116,430,482.46	116,421,972.46	58.26	0.148	46
Fund: 300 Debt Service						
Subtotal	2	2,713,029.35	2,712,785.55	1.36	0.092	68
Fund: 416 Capital Projects Non-Tax						
Subtotal	4	39,445,880.54	39,465,210.68	19.74	0.719	16
Fund: 417 Capital Projects Taxable						
Subtotal	6	41,201,547.54	41,225,007.13	20.63	0.245	77
Total and Average	20	199,790,939.89	199,824,975.82	100.00	0.280	47



RETURN TO SCHOOL UPDATE
September 27, 2021**POLICY ISSUE/SITUATION:**

BSD continues to monitor the COVID-19 global pandemic and its impact on District operations and procedures. We continue to adjust our practices based on directives from the State of Oregon, recommendation from ODE/OHA and guidance from the Washington County Department of Public Health. The report includes positive case data for Washington county over the past twenty months, county vaccination rates, mitigation strategies, promising practices and site-based applications.

RECOMMENDATION:

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

Return to School Update 9-27-2021

BSD continues to monitor the Covid-19 global pandemic and adjust our procedures accordingly. Our goal remains to offer a safe and reliable in person instructional model to all students. The following report will outline key metrics, explain current efforts, and describe key learnings from the first weeks of school.

The Oregon Department of Education and the Oregon Health Authority recommend that districts monitor the rates of both Covid-19 cases and vaccinations in our community. The following tables represent the most current data available at the time of this writing.

Figure 1: Covid-19 Cases in Washington County over time

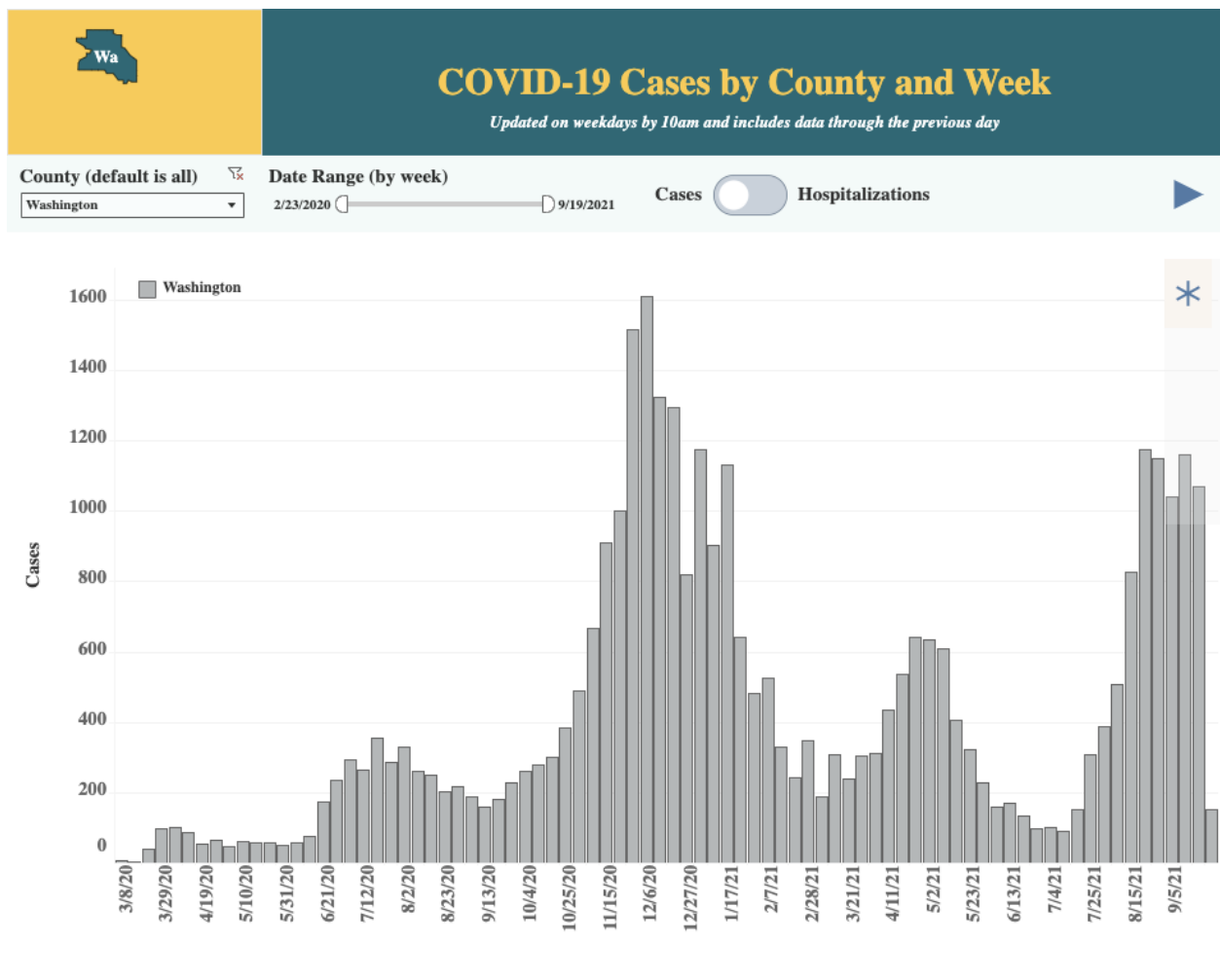
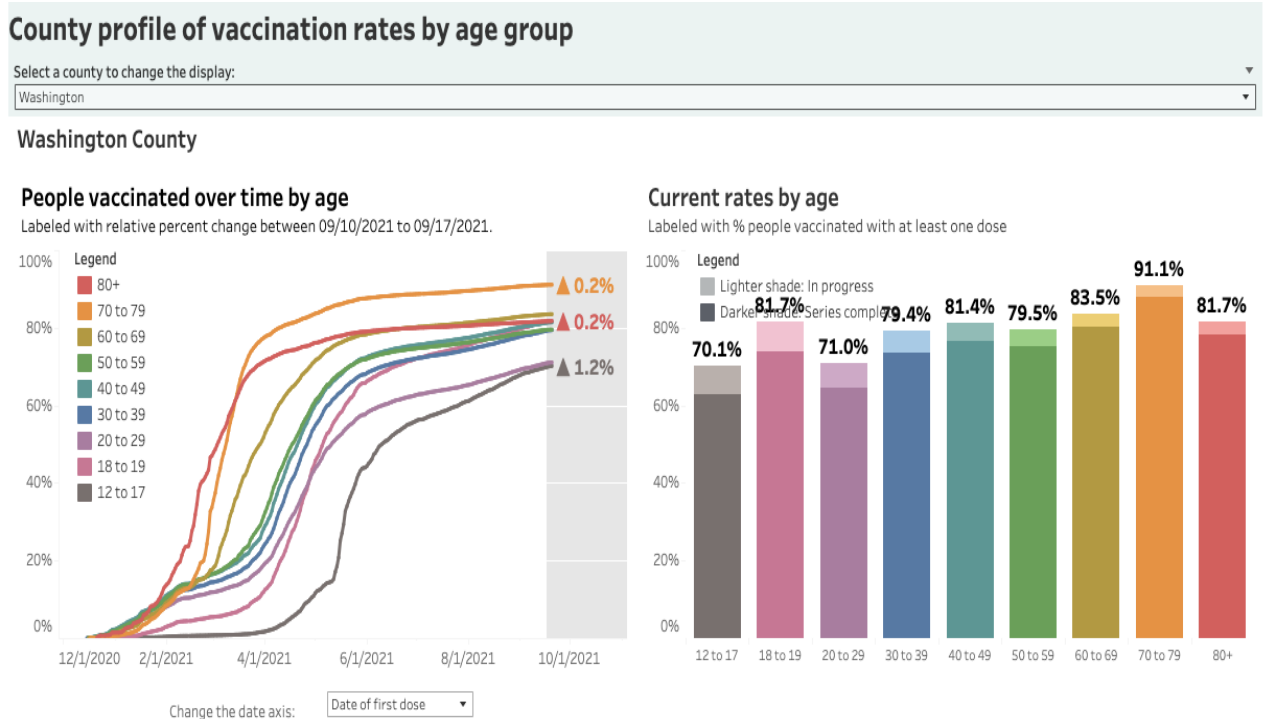


Figure One shows approximately 1100 total positive (~175/100K residents) cases per week during August and September. (Note: The most recent data are subject to change and will likely be reported much higher than the current graph). While ODE and OHA have not set thresholds

for decision making the CDC considers transmission to be “High” in Washington County and in every other county in Oregon.

Figure 2: Vaccines



Washington County continues to have the highest rate of vaccination in the state. The 12–17 year-olds in the district continue to increase at the highest rate in the county with over 70% of individuals having received at least one dose.

The district continues to plan for an on-time compliance with the Governor’s Vaccine mandate that goes into effect on October 18.

Mitigation Strategies

The Ready Schools Safe Learners Resiliency Framework describes eight Key Practices for reducing the spread of Covid-19 in schools (see Figure 3)

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Vaccination – The most powerful tool available to stop the spread of COVID-19.



Protective Equipment – Use of face coverings and barriers.



Cohorts – Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Physical Distancing – At least three feet with other people.



Isolation & Quarantine – Isolation separates people who have a contagious disease from people who do not. Quarantine separates and restricts the movement of people who were exposed to a contagious disease.



Hand Hygiene – Frequent washing with soap and water or using hand sanitizer.



Environmental Cleaning & Disinfection – Especially of high touch surfaces.



Airflow & Circulation – Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

Isolation and Quarantine

Isolation and Quarantine continue to be the most disruptive of the mitigation strategies as the way these strategies slow the spread is by removing a student from in-person learning if they are infected with or exposed to Covid-19.

The BSD follows the direction of Washington County on the breadth and duration of quarantine following a known case of Covid-19 and the students who are exposed. The following individuals will be required to quarantine for a minimum of 10 days:

- Any individual testing positive for Covid-19
- Any *unvaccinated* close contacts to the person who has tested positive
- Any *vaccinated and symptomatic* close contacts to the person who has tested positive

Students who are in quarantine will continue to have access to an educator and educational materials. However, they will not have the option of attending their class in a virtual manner. BSD continues to work with our labor partners to set the parameters for the role of the classroom teacher as well as additional staff required to support our students.

The Board will be presented with a tutorial of BSD's new Covid-19 Dashboard at the September 27th meeting. The Dashboard will detail the number of students impacted by isolation and quarantine. It is expected to go live after this report is published.

Promising Practices

BSD has been supporting students and their families who have been impacted by Covid-19 each day of the current school year. We have worked with a number of schools across the district who have needed to support students who have been infected with or exposed to Covid-19. In the past few weeks we have learned a significant amount about welcoming all students back to our campuses. We will be highlighting these with the Board, our Schools, and Our Community.

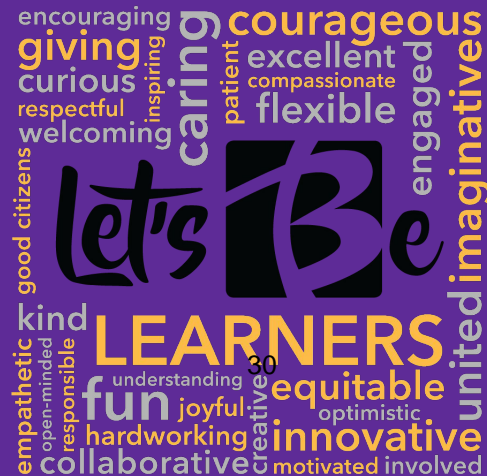
- All the available space in a classroom must be utilized to ensure 3ft of distancing between students and 6ft of distancing between adults.
- Documentation of student interactions can significantly reduce the number of students in quarantine.
 - Seating charts must be used in every classroom space
 - Busses are using both seating charts and seating logs (depending on level)
 - Seating charts and seating logs will be utilized at lunch
- Transition from the reliance of outdoor seating with contingency plans for the upcoming inclement weather months.

Site-Based Applications

The Board will hear a presentation from Mr. Curtis Semana, Principal of Highland Park Middle School. He will outline their mitigation plan and speak to the realities of application at a comprehensive middle school.

Return to School School Board Meeting September 27, 2021

Ginny Hansmann, Brian Sica, Curtis Semana, and Danielle Hudson



Equity Lens

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

A safe, engaging and consistent in-person/full time experience for all students and staff

Key considerations

- Level of Transmission

[COVID-19 Cases by County and Week \(metro region\)](#)

- Vaccination

[Oregon COVID-19 Vaccine Effort Metrics | Tableau Public](#)

Washington County Level of Transmission (High)



COVID-19 Cases by County and Week

Updated on weekdays by 10am and includes data through the previous day

County (default is all)

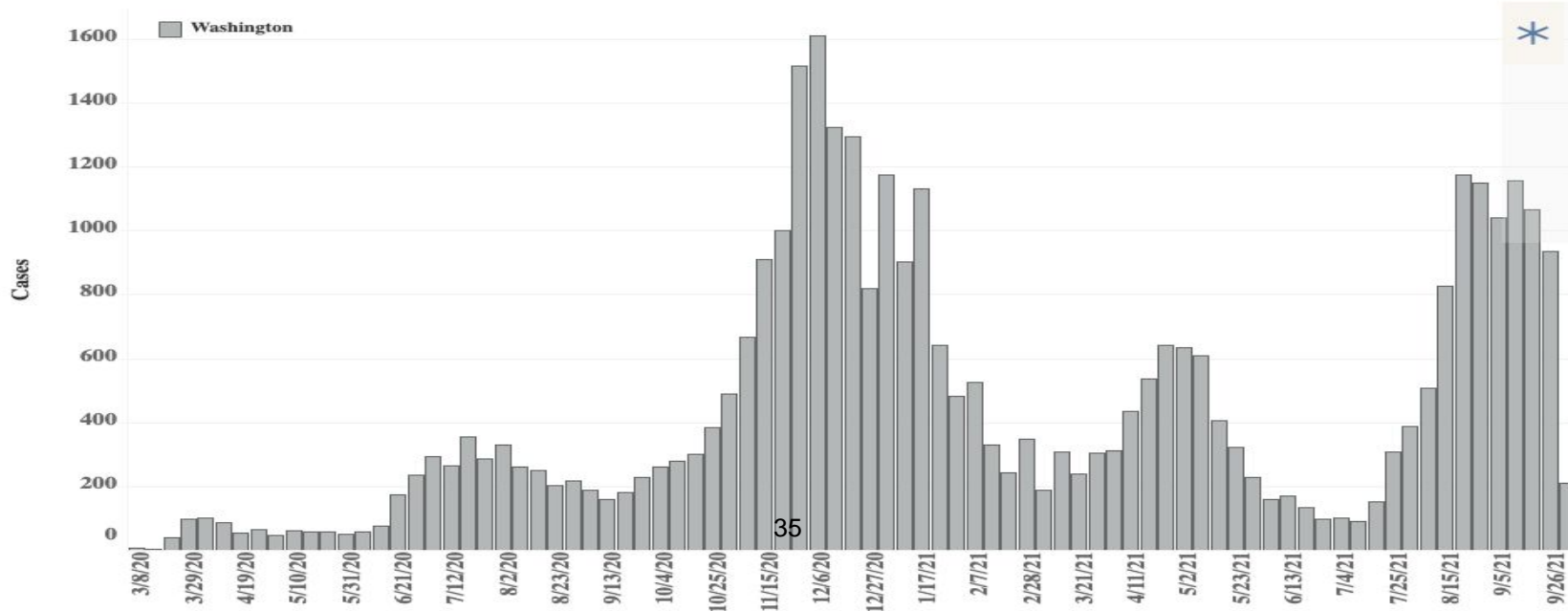
Date Range (by week)

Washington

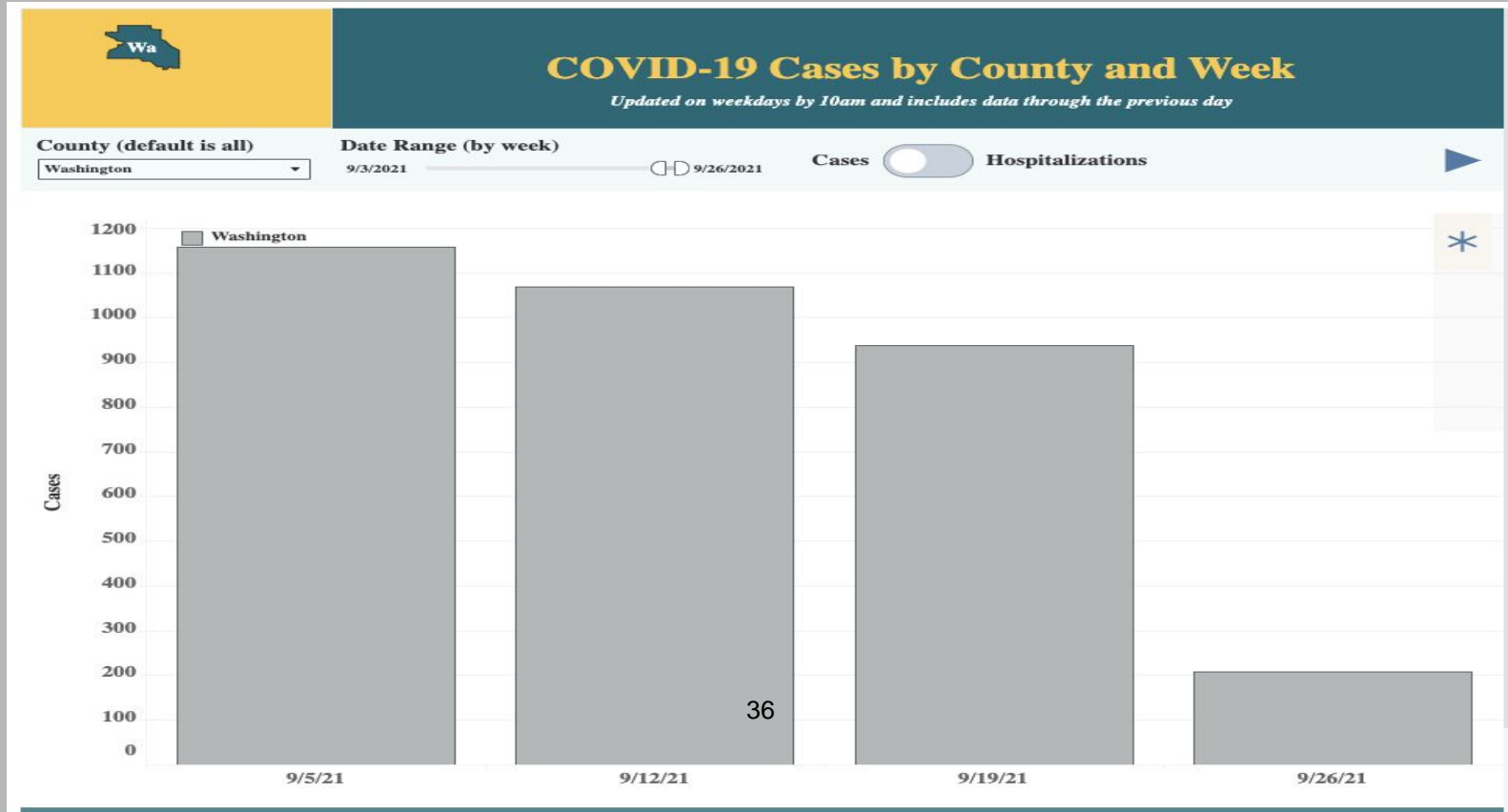
2/23/2020

Cases

Hospitalizations



Washington County Level of Transmission (High)

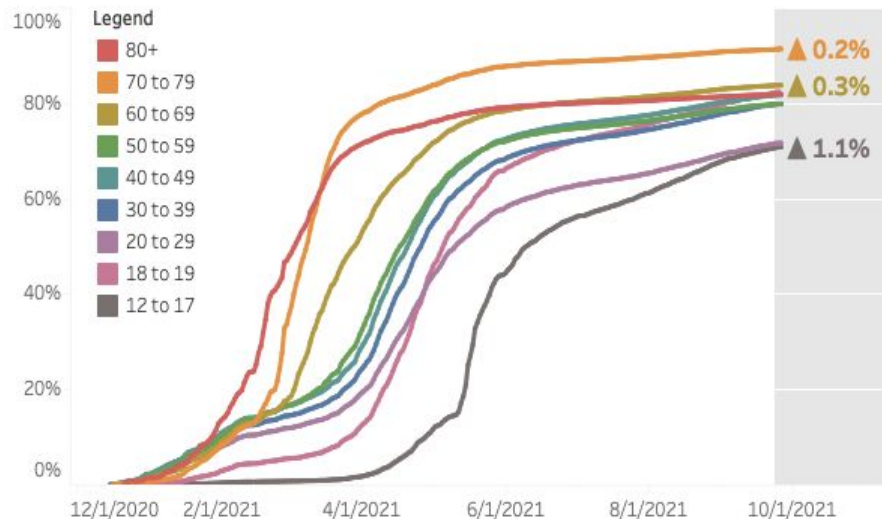


Washington County Vaccination Status

Washington County

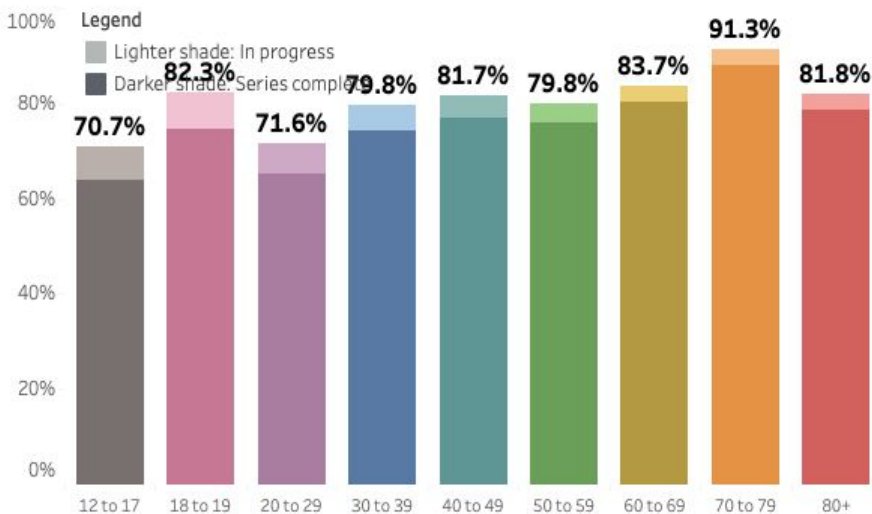
People vaccinated over time by age

Labeled with relative percent change between 09/16/2021 to 09/23/2021.



Current rates by age

Labeled with % people vaccinated with at least one dose



Change the date axis:

Date of first dose

37

COVID-19 Health & Safety Protocols

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:



Vaccination – The most powerful tool available to stop the spread of COVID-19.



Protective Equipment – Use of face coverings and barriers.



Physical Distancing – At least three feet with other people.



Hand Hygiene – Frequent washing with soap and water or using hand sanitizer.



Airflow & Circulation – Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.



Cohorts – Conducting all activities in small groups that remain together over time with minimal mixing of groups.



Isolation & Quarantine – Isolation separates people who have a contagious disease from people who do not. Quarantine separates and restricts the movement of people who were exposed to a contagious disease.



Environmental Cleaning & Disinfection – Especially of high touch surfaces.

Isolation and Quarantine

- Any individual testing positive for COVID-19 will be required to isolate..
- **Unvaccinated and symptomatic vaccinated** individuals within close contact to the case will need to quarantine for at least 10 days
 - *If the positive case is an **adult** - a close contact is anyone within **6ft** or less.*
 - *If an **adult** is within **6ft** of any positive case.*
 - *If **students** are outside of the classroom space and within **6ft** or less.*
 - *If the contact is **student to student AND** there is consistent mask use **AND** other mitigating strategies are present (ventilation) a close contact is less than **3ft (in classroom spaces only)***

****Asymptomatic and Vaccinated individuals are recommended to test 3-5 days after the close contact****

Students in Quarantine

- Students who are in quarantine, yet well enough to participate in learning will:
 - Be able to maintain continuity of learning with their class.
 - Have access to learning tasks
 - District Resources
 - Class Resources
 - Have access to an educator
 - Be able to be marked as “present” for attendance purposes

We are in the process of hiring a additional cadre of substitute educators to increase the support for our students who are in quarantine.

Entry Screening & Exclusion Chart

Face Coverings

Physical Distancing

Cohorting

Hand Washing & Cleaning/Disinfecting

Airflow & Ventilation

Isolation & Quarantine Protocols

Outdoor Learning Options

COVID-19 Testing

Vaccination



RSSL & Companion Guidance Offers Layers of Protection

Promising Practices

Our first few weeks of school has confirmed that certain practices need to be prioritized to limit exposure (in addition to vaccines and mask use).

- Prioritize room configuration.
- Maintain accurate seating charts including transportation and lunch.
- Maximise the use of outdoor space.

Highland Park Middle School Presentation





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Dashboard and Testing Update

COVID-19 Dashboard

Choose Date

9/22/2021

Reset School Filter

Level	Students Isolated	Students Quarantined	Classes Quarantined	Staff Isolated
Elementary Schools	88	289	4	3
Aloha-Huber Park	0	0	0	1
Barnes	0	2	0	0
Beaver Acres	3	1	0	1
Bethany	0	6	0	0
Bonny Slope	0	5	0	0
Cedar Mill	0	0	0	0
Chehalem	0	0	0	0
Cooper Mountain	3	0	0	0
Elmonica	0	0	0	0
Erroll Hassell	5	4	0	0
Findley	1	4	0	0
Fir Grove	0	5	0	0
Greenway	0	11	0	0
Hazeldale	0	0	0	0
Hiteon	0	0	0	0
Jacob Wismer	0	2	0	0
Kinnaman	24	53	0	0
McKay	0	0	0	0
McKinley	1	13	0	1
Montclair	0	0	0	0
Nancy Ryles	0	2	0	0
Oak Hills	4	22	0	0
Raleigh Hills	0	0	0	0
Raleigh Park	4	2	0	0
Ridgewood	0	0	0	0
Rock Creek	0	8	0	0
Total	127	624	12	7

127

Students Isolated

624

Students Quarantined

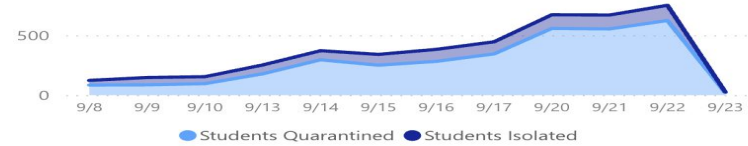
12

Classes Quarantined

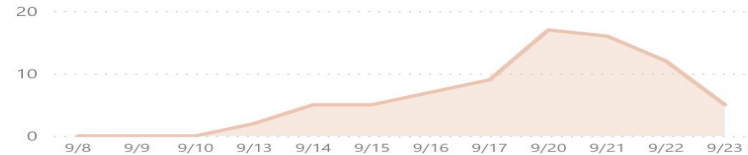
7

Staff Isolated

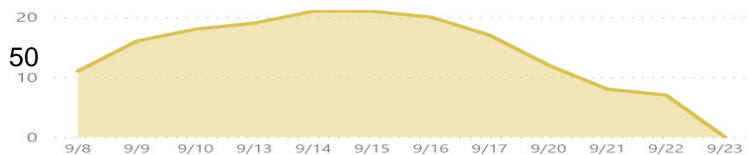
Students Quarantined & Isolated



Classes Quarantined



Staff Isolated



COVID-19 Weekly Screening Program

- Partnership with OHSU
- Will begin at elementary and K-8 schools
- Student enrollment September 27-October 7
- 10/18/21 program start date
- Tests will be sent home and returned the following day
- Families will be notified via email and phone of a positive
- More testing will most likely lead to more positive tests and as a result more quarantine

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

SITUATION:

Beaverton School District received \$13,225,141 in summer school funding and the district provided a 25% summer school match of \$3,820,749. Through the use of these funds the District was able to offer a variety of summer programming during the summer of 2021. Summer programming included:

- Elementary Summer School, Enrichment, and Childcare Programming
- Middle School Summer School and Enrichment Programming
- High School Summer School
- MLD Sponsored Programming
- Special Education Extended School Year (ESY) and Recovery Services

RECOMMENDATION:

It is recommended that the school board review the summer programming summary.

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.

2021
BSD Summer School

School Board Meeting
September 27, 2021

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Elementary Summer School, Enrichment, & Child Care



What was offered?

- **20 sites served students from all 34 elementary schools and FLEX**
- **Four hour in-person school day, 15 days total from July 6 to July 29**
 - At least 50% of day spent in enrichment activities
 - Curriculum materials included:
 - Teacher's College Reading and Writing Project Summer Curriculum
 - Math Resources developed by district Math TOSA's
 - Social Emotional lessons and support
 - STEM kits at some sites
 - Meals provided
 - Supplies Provided for all students
- **Dual Language Program in two schools**
 - Barnes (at William Walker) and Aloha Huber Park
- **Kinder Academy opportunities at various sites throughout August**

What was offered?

Enrichment Opportunities:

- **Arts** (Art World School; Lovejoy Art Studio; Live, Laugh, Love Art Studio; Young Audiences Performing Arts)
- **Physical Activities** (Legarza Sports; Play, Fit Fun; Rose City Basketball; Yoga Playground; Tualatin Hills Park and Recreation Nature Mobile and Recreation Mobile,
- **Other:** Chess Wizards , Beaverton City Library

After School Daycare:

- 10 Title I sites were able to provide after school daycare services, free of charge to families on Camp Achieve school days.
- Four sites (McKinley, Raleigh Hills, Vose, and William Walker) were able to provide additional daycare on Friday.
- 256 students were served through daycare programs (200 general education students, 56 students receiving special education services)

Who participated?

Total Students Served: 2554

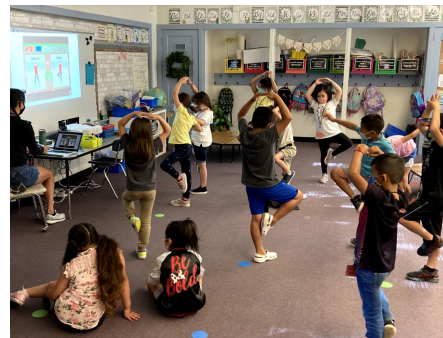
- Female - 1181; Male - 1370; NonBinary - 3
 - American Indian/Alaskan Native - 9
 - Asian - 413
 - Black/African American - 86
 - Native Hawaiian / Other Pacific Islander - 21
 - White - 968
 - Multiracial - 197
 - Hispanic - 860

Student Services:

504	SPED	EL&L	DL	TAG
32	507	745	138	35

Highlights

“This is the camp that BSD should offer our students every Summer.” - BSD Staff



"I don't want summer school to end!! Sad! I also don't want art to end." - BSD Student

“Camp Achieve was a breath of fresh air after such a long 1.5 school years! My boys enjoyed every moment of physical playtime with their friends. Lots of memories were made!” - BSD Parent



"It was so fun. I want to come back next year. I loved my teachers." - BSD Student

Lessons Learned

- This was what our community wanted and needed. Just in our elementary application process, we had over 5000 applications submitted by families.
- Local businesses want to support BSD. We utilized local businesses to support enrichment opportunities, establishing connections for future work between organizations and our BSD community.
-



Middle School Summer School & Enrichment



What was offered?

Overall aim of the Middle Level Summer Experience:

- Enrichment Focused
- Active Student Engagement
- Integrated Academics (math, science, reading, writing)
- Focus on Social and Emotional wellbeing of students

Two week and four week courses included:

History of Flight, Forensics and Health Sciences, Civil Rights through Film, Stop Motion Animation, Fitness and Games, Gardening, Mindfulness, Rockets and Drones, Strategy Games, Culinary Arts, Clothing Design, Materials Processing and Design

Who participated?

Total Students Served: 1251

- Female - 618; Male - 632; NonBinary - 1
 - American Indian/Alaskan Native - 6
 - Asian - 303
 - Black/African American - 26
 - Native Hawaiian / Other Pacific Islander - 9
 - White - 498
 - Multiracial - 100
 - Hispanic - 309

Student Services:

504	SPED	EL&L	DL	TAG
55	223	161	77	269

Highlights

Staff:

“I feel confident that the head start we got on relationship building with the students over the summer have paid off. Their comfort level at Five Oaks as new 6th graders and those new to the schools has been invaluable as we kicked off the school year. Our curriculum actively engaged each child.”

- Five Oaks Teacher

Students:

- “What has been meaningful to me this summer has been able to see real people, not on zoom, and do really fun activities!”
 - Mt. View Student
- “Being here in general has been so meaningful to me. The excitement and the learning in culinary class has helped me to help my family.”
 - Mt. View Student
- “Please tell me that we get to have summer school again this summer!”
 - Whitford Student

64

Lessons Learned

- Classes across all comprehensive programs were full and the capacity of programs could not meet the demand from the community. Our community demonstrated clearly they want this experience for their students.
- Centering courses around active/project based curriculum created joyful learning experiences that engaged middle level students.



High School Summer School



What was offered?

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

Guiding Lights

- ★ Anti-bias, Anti-Racist and Equitable
- ★ Behavioral Health and Wellness
- ★ Trauma Informed Practices

67
"We will **create the conditions** for students to **show up** and be their **most empowered selves**"

What was offered?

Programs

- 8.5 & 9.5_ Summer transition Experience
- C.R.E.D(it) - [Credit acquisition experiences](#)
- CDL Credit acquisition/recovery

Conditions

- All 6 comprehensive sites
- New more teacher/student friendly calendar
- FREE!
- Transportation available for all programs

- Counselors and social workers, and bilingual facilitators at each site
- Class experiences capped at 15 students
- Integrated ELD programming
- Robust support staff (paras and grad mentors)

Who participated?

- **Total Students Served 1355**
 - 665 Females/682 Males/8 Non-Binary
 - 646 Hispanic
 - 12 American Indian Alaska Native
 - 93 Asian
 - 43 Black African American
 - 15 Hawaiian /Pacific Islander
 - 462 White
 - 84 More than one

504	SPED	ELL	AVID	DL	TAG
80	256	181	168	103	104

Highlights

1714 half credits

857 Total Credits Earned!

- **Credits, credits, and more credits!!**

- 827 High School Students earned .5 credits
- 442 High School Students earned 1 full credit
- 1 High School Student earned 1.5 credits

- Meaningful, inspired, and highly engaging teaching and learning experiences, driven by equitable and innovative teaching and assessment practices

- Students and teachers created, reconnected, engaged, and discovered

- *"This is the only time I've liked being in a Science class. [My Teacher] is so good at connecting with us and you can tell she's super understanding, and really helpful. We didn't expect this to be so cool!" Student*
- *"I just have to tell you - a veteran teacher was just in tears (like practically bawling) because a student who has never been successful just wrote a 1200 word essay and she is so proud of him! Huge impact on both her & him. He is beaming! I am also welling up writing you this!" Site Coordinator*
- *"He just told me this am before he left for school and it was the first time in... ever? Well, since kindergarten anyways, that he had a hopeful gleam in his eye when talking about school. I truly almost broke into tears!!!! Thank you!" Parent*



Lessons Learned

“If you build it, they will come!”

Students deserve and want the opportunity to learn in an environment that allows for them to thrive. Beaverton School District Teachers are amazing and with the right resources they built incredible learning opportunities for our students.

- Summer school should remain free to all students
- We need more time to develop year round programming for our students and families
- Summer school should be available to all students
- HR, IT, Transportation, Facilities, Risk Management, T & L - Herculean Effort!
- ***We need to take a hard look at how we support and properly compensate our classified employees***



MLD Sponsored Summer Programs

What was offered?

The MLD supported the development and implementation of the district's summer programs and offered these supplemental programs:

Program	Description
MLD Migrant Pre-K	Offered to students in the Migrant Education Program. Aligned to BSD standards using Playful Inquiry and Habits of Mind.
MLD Online Migrant Elementary Summer School	Offered to students in the Migrant Education Program that did not participate in the district's school-based Camp Achieve program. Focus on literacy and math. Backpacks with supplies, packets and extra activities to foster engagement were brought to students' homes.
MLD Migrant Stride Academy	Offered to students in the Migrant Education Program. Online academic remediation and acceleration program.
MLD High School Afternoon Online Summer School	Offered to students in the Migrant Education Program and/or the English Learner program. Learning recovery focused on learning targets they previously missed. Additional original credit opportunities in Health and Game Design.
American Indian/Alaska Native Lifeways Summer Camp	Offered to students in the AI/AN program. Activities designed to explore AI/AN culture and history, and to maximize student interaction. Field trip to Tryon Creek Park to study ecology.

Who participated?

Program	Students
MLD Migrant Pre-K	23
MLD Online Migrant Elementary Summer School	13
MLD Migrant Stride Academy	49
MLD High School Afternoon Online Summer School	41
American Indian/Alaska Native Lifeways Summer Camp	15

In a typical summer, the MLD serves 500-1,000 students. In 2021, due to the significant increase in school-based summer programs, our strategy was to support those programs and recruit students from the English Learner, Migrant Education and AI/AN programs to participate in them.

Highlights

- **1,204 students in the English Learner program** in at least one summer program.
- **261 students in the Migrant Education program** in at least one summer program.
- 105 elementary students in **Camp Achieve's Dual Language strand**, allowing them to continue their Dual Language learning.
- **High school learning recovery**: Instead of repeating an entire course, students focused on the learning targets they previously missed, allowing them to accrue multiple credits in all four core subject areas. Students earned 27 credits, equivalent to 54 semester courses.
- **Partnership with PSU**: 20 PSU students interested in public service volunteered in the middle and high school programs to support students and to explore careers in education.
- **Partnership with THPRD**: Created a unique registration event to promote and enroll students. We will expand this to non-summer months.

Lessons Learned

- **Summer is an important opportunity** to engage students. MLD has been providing summer school for years - it was great to see more opportunities in summer 2021.
- **Coordination and collaboration is crucial.** Collaborating with all three levels allowed MLD to enhance their programs, provide them support, help recruit students, and prevent duplication of programs.
- We (the entire district) **need to begin planning summer programs as early as possible** (November?) so that programs can be coordinated. MLD offers supplemental programs, so until the district develops a plan, MLD cannot design its programs.
- **Staff shortage:** With so many summer programs, it was challenging to find staff to fill all the positions.
- Summer school helps, but cannot recover all missed learning from previous school year (or years). We **must improve our support for students during the school year** so that summer is a time for acceleration, not remediation.



Special Education ESY & Recovery Program

What was offered?

- **Extended School Year (ESY) program at Sexton Mountain:**
July 6th-22nd - 3 hours/day
 - For students who regressed on IEP goals and did not recoup skills over breaks
- **Recovery Services program at Sexton Mountain:**
July 6th-22nd - 3 hours/day
 - For students who did not make progress on one or more IEP goals during Comprehensive Distance Learning
- **Recovery Services support** through ES Camp Achieve and MS camp programs: July 6th-29th - 4 hours/day
 - For students who did not make progress on one or more IEP goals during Comprehensive Distance Learning

Who participated?

- **97** students K-21 attended the ESY program
- **86** students K-21 attended the Recovery Services program at Sexton Mountain
- **107** students K-8 received Recovery Services support through Camp Achieve and MS camp programs during the month of July.

Highlights

- Students really enjoyed being at their programs and having the opportunity for social interaction.
- Transportation was very accommodating of multiple programs at our site each day.
- Staff did an incredible job despite the stress of a pandemic and the additional requirements to run multiple summer programs.
- At Sexton Mountain, staff set up an outdoor garden area and different businesses (restaurant, vet office, etc.) for kids to practice skill areas on their IEP in a more engaging setting.



Lessons Learned

- Students are resilient and connection with staff and other students was an important component of the program .
- Most students were able to wear and keep masks on.
- There is a high level of collaboration among departments and staff in order to run multiple summer programs at the same site while other programs are occurring across the district.



CREDIT RECOVER UPDATE September 27, 2021

POLICY ISSUE/SITUATION:

The Beaverton School District has a long-standing practice of continuing to support students who are yet to earn credit in courses that are required for graduation. Colloquially, this process has been referred to as “credit recovery”. Practically, it includes numerous systems and structures that offer similar support for students. The recent removal of the “F” mark from secondary reporting practices has heightened the awareness and need to continually improve these programs.

BSD staff will present the current practices as they align to state law and board policy as well as a vision for the future.

Resources:

[Relevant Division 22 Language](#)

[Board Policy IKF \(and IKF-AR\)](#)

[Summary of Current Site Based Practices that are specifically aligned to Target Based Recovery](#)

RECOMMENDATION:

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



BSD Approaches to Credit Recovery

Vocabulary



(I) Incomplete

(N) No Grade

(P) Pass

(HS) High School

(LT) Learning Target

(ELA) English Language Arts

(MA) Math

(SS) Social Science

(Sci) Science

(WL) World Language

(ELD) English Language Development

(APEX) Asynchronous Online Credit
Recovery Curriculum

A practice grounded in Law and Policy

OAR 581-022-2025 - Credit Options

- Allows diploma credit to be earned through five different methods including both in class and out of class experiences.
- No longer includes a carnegie unit (“hours per credit”)

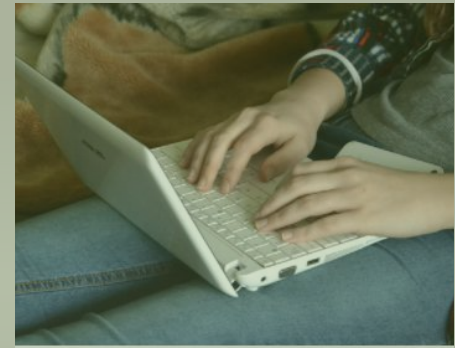
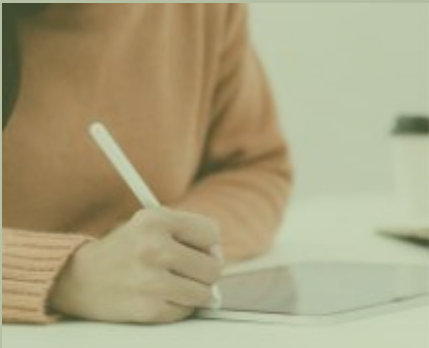


BSD Policy (and AR)IKF/IKFA/IKH-AR - Graduation Requirements

- Allows for credit to be awarded based on evidence presented in both in class and out of class experiences

Learning Target Recovery

- Students who receive Incompletes (I) will be afforded opportunities for Learning Target Recovery.
- Students who receive No Grades (N) will need to re-take the course.
- Schools have created and are continuously working on systems that provide learning target recovery.



Aloha High

Multiple approaches to credit recovery:

- Current evening academy program working with seniors on credit recovery - program has been pretty successful so far, so we will not only continue this approach, we will expand it.
- For other grades, we will be offering a credit recovery “wheel”, where students will work in an intense 9-week course with a teacher, then rotate at the end of 9 weeks to the next course. Core classes will all be represented (ELA/Sci/MA/PE/SS), and we are encouraging teachers to be really creative and develop new creative learning opportunities, building off of summer school options. This will allow a student who failed to earn previous credit, earn an additional 0.5 credit each semester.
- Students needing additional work around specific targets will also have a Grad Mentor assigned for targeted support around replacing the Incomplete (I) with a credit bearing mark.

Beaverton High

- Ten sections of in-building credit recovery for students to complete APEX credit recovery or to work on target-related completion based on a Department Target, “Task + Resources” agreements spreadsheet generated by our teachers.
- Grad mentors provide support during these periods for students on their caseloads.
- Four .2 release periods for Target Monitors placed during our Beaver Lodge period - one each for SS/LA/MA/SC.
- Six courses for 9th grade students who need extra support in Math: AGS Prep / AGS 1 course with the goal of earning HS math credit by the end of 9th grade. Additional support for Juniors and Seniors.
- Beaver Lodge teachers will support target-based recovery for students with Incompletes, in conjunction with and guidance from credit recovery teachers. Credit by proficiency to provide adjacent credits rather than Incomplete remediation - such as Read/Write Lab and Math Lab credits - based on external assessments and/or completion of work samples.

Southridge

- Asynchronous credit recovery options out of the regular schedule. Content area teachers created learning target recovery projects, grad mentors then work to support students in finishing projects. Teachers of record assess the project, activity, lessons to address the learning targets needed to recover.
- Learning target focused recovery in ELA, Math, and World Language classrooms: identified students in ELA and Math who have incompletes have been placed in learning target recovery seminars.
- 1.0 ESSER defined position working with students with Incomplete marks. This .7 ELA position and .3 Math position is working collaboratively to identify students to rectify Incompletes. We have allocated .4 in science to help address the Incomplete marks in physics, chemistry and biology.
- All seniors have already been identified by the BH&W team and counselors and have a graduation⁸⁹ plan put in place to recover all credit.

ACMA

- Teacher of record to provide targets to complete.
- Coordinator assigned to track completion and facilitate communication between students and teachers.

BASE

- Built in-building credit recovery classes for this year.
- Students assigned to areas of need with teacher's endorsement until targets ⁹⁰ are met.

BSD FLEX

- Teachers use target information and an initial assessment to drive how to recover targets for a pass.
- No conversion of Incompletes yet.

FLEX Online

- Students remain with their teacher for next semester and work on targets they hadn't shown mastery for.
- In the fall, we will assess where students are and develop a plan.

ISB

- IB Seminar classes to work on LT completion/ mastery. This work is monitored by our Grad Mentor. For students with N/I, Credit Completion forms will be used.
- Students with LT needs in LA will be encouraged to take summer school.
- Creating ISB APEX classes with specific LTs. Students would self enroll over the summer to build a foundation.

Merlo

- Teachers are inputting on a master spreadsheet what a student needs to do to move from an (I) to a passing grade. This year students have a study hall class staffed with Math/ ELA teachers to recover I's.
- Students will be scheduled into study halls that need to make up learning targets.

Mountainside

- Teacher of record creates an I-contract and works with students to complete the I.
- School Support Specialist will coordinate the I-completion process with the teacher of record by supporting students as they demonstrate proficiency on enough learning targets to replace the I with a P.

Multilingual Dept.

- Using our funds to support tutoring, mentoring, and learning recovery for students in Migrant and ELD⁹³ programs.

Sunset

- Teacher of record for credit recovery courses will provide opportunities to meet targets through projects.
- Career Center counselor and admin track progress and facilitate communication.

Westview

- Learning target recovery for students who had a D or N (F in the past) with at least 50% of the learning targets at a 2 or higher. Acceleration courses - AGSII/AGSI targets simultaneously looking at others. Repeat our success of Acceleration through AGSI in one semester.
 - Credit by Proficiency system, when needed
 - Exploring how targets from other contents can show up across the core.
 - Sharing target scores between teachers. (Expedition/SINQ target model)
- WHS plans to award Pass grade marks for all I marks from 2020-21 and years moving forward with our target tracking and renewal plan.

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- [Minicons](#) by Webalys
- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)



September 2021 Performance Report

Presented to Beaverton School District

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Performance Report

Introduction

Arco Iris Spanish Immersion Charter School began its 12th year of operation on September 9, 2021. In accordance with the charter agreement between Arco Iris and Beaverton School District, this Performance Report will provide a summary of student academic progress, school operations, and staff professional development.

Arco Iris currently employs 25 certified or charter registered teachers, 10 classified employees, 3 BSD staff members, 2 subcontractors and 2 administrators. Parents are actively involved through the PTO, the volunteer program and the Board. There are 330 students enrolled in kindergarten through fifth grade and 76 students in middle school (404 total). This is down from 450 students during the 2020-2021 school year.

Arco Iris families speak several different languages, with English being the predominant language, followed by Spanish. Approximately 15% of students are ELL, less than 4% are identified as students with disabilities, and 14% receive meal benefits. Our White population is 39% and our Hispanic population is 46%. The remaining demographic groups include 11% Multiracial, 3% Asian, 1% Black-African American, 1% Native Hawaiian and 1% American Indian/Alaskan Native.

Summary of Student Achievement

Approximately 50% of our 3rd - 8th grade students took the Oregon State Assessments during the 20-21 school year. Because of the low participation rate, it is difficult for us to accurately assess student achievement gains or losses. We know that many families struggled with distance learning. Our focus during the year was to make connections with families and provide targeted support to help them engage with our school to the greatest extent possible. We know that many of our students will start the 21-22 school year with learning gaps and our staff is prepared to meet them where they are to address their individual needs.

The following changes have been implemented for the current school year to support improved student achievement and to address learning gaps:

- Adding an Assistant Director to provide teacher mentoring and student achievement support
- Adding additional instructional assistants to provide more adult time and attention in all elementary classrooms.
- Adding additional staff time for intervention support in English, Spanish and Math.
- Creating a middle school schedule that includes embedded intervention time each week.

Assessment Approach

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

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

Assessment Tools

For internal academic assessment and progress monitoring, we use EasyCBM for English and Math in grades K-8, as well as for Spanish in grades K-2. We are still searching for an affordable, reliable norm referenced tool to assess academic progress in Spanish Language Arts. We've received support from the BSD multilingual department, but have not found an assessment tool that fits our needs and our budget.

The chart below shows the most recent comprehensive state assessment data. We do not have accurate data from the 20-21 school year, so those results are not included.

Three Year Oregon Statewide Assessment Overview

MATHEMATICS

	AVERAGE SCORE (4 is highest)		
	2017 Math	2018 Math	2019 Math
3rd Grade	3.13	3.43	2.56
4th Grade	2.64	2.89	3.20
5th Grade	2.21	2.76	2.81
6th Grade	2.75	2.68	3.21
7th Grade	2.27	2.76	3.25
8th Grade	2.82	2.8	3.35
Schoolwide Average	2.64	2.89	3.06

	PERCENT PASSING		
	2017 Math	2018 Math	2019 Math
3rd Grade	78.72%	83.67%	54%
4th Grade	61.70%	61.36%	80%
5th Grade	30.77%	59.18%	57%
6th Grade	62.50%	53.85%	79%
7th Grade	46.70%	57.10%	75%
8th Grade	54.55%	66.70%	82%
Schoolwide Average	56%	64%	71%

ENGLISH LANGUAGE ARTS

	AVERAGE SCORE (4 is highest)		
	2017 ELA	2018 ELA	2019 ELA
3rd Grade	2.96	3.71	2.69
4th Grade	2.93	3.53	3.65
5th Grade	3.07	3.23	3.45
6th Grade	3.04	3.07	3.32
7th Grade	2.87	3.38	3.35
8th Grade	3.55	2.87	3.59
Schoolwide Average	3.07	3.30	3.34

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

SCIENCE

8th Grade

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

5th Grade

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

Financial Notes and Projections

2020-2021 Financial Update

The Arco Iris Balance Sheet and Profit and Loss statement for the fiscal year July 1, 2020 - June 20, 2021 are included as attachments at the end of the report. The Arco Iris audit is still being prepared by our auditors and will be submitted to the Beaverton School District upon receipt.

The COVID pandemic had a financial impact on our operations during the 20-21 school year, but thanks to state and federal relief funds, we were able to retain all of our staff members and make necessary safety adjustments to our procedures and our facility.

2021-2022 Budget Projection

The Arco Iris School Board approved a balanced budget for the current school year in June, 2021. True Blue Accounting continues as the school's licensed bookkeeper. They have significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management. Arco Iris has an active finance committee that meets monthly to engage in the budget process, discuss insurance options and risk, and other relevant business trends that could impact our revenue.

The Arco Iris Academic Program and Summary of Classes

Summary of Classes

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

- Our K-5 math program is Singapore Math, which provides differentiated materials and allows students to work at their level. In grades K-5, math is taught in Spanish but the curriculum materials are printed in English. In grades 6-8, we use the Big Ideas math curriculum and instruction is delivered in English. We adopted Big Ideas as a middle school program because it aligns well with both Singapore Math and with the entry requirements for our local high schools.
- English Language Arts is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills. ELA teachers work with students in two to three grade levels and the ELA team collaborates frequently to monitor student progress. We

also have an intervention specialist who provides remedial instruction to English Language Learners and students who are below level in reading.

- During Spanish Language Arts, teachers use a combination of whole group, small group and individual instruction. Classroom activities include reading practice and questionnaires, thematic writing, vocabulary development, singing, student to the teacher speaking, and peer to peer speaking exercises. We use the Descubre program for grades K-3, Yabisi for grades 4 & 5, and Santillana for grades 6-8.
- Science and Social Studies are key subjects for teaching the Spanish language through content. We are using the Fusion Ciencias science curriculum materials with kits to support hands-on learning for all grade levels.
- Physical Education includes many games and other fitness activities. We offered synchronous and asynchronous PE instruction during the 20-21 school year. This year, we have fully implemented the State of Oregon requirement for minutes of PE instruction. Elementary students get 150 minutes per week and middle school students get 225 minutes per week. We added a .5 PE position to provide these additional instructional minutes.
- We do not have a dedicated Art teacher. During the 20-21 school year, we received a grant from Far West recycling to offer art workshops and a multicultural music presentation to all students. Our guest artists were all native Spanish speakers.

Counseling Program

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

Summary of Class Changes for 2021-2022

Kindergarten

We had planned to offer 3 sections of kindergarten this year, but we had to drop a section due to an extreme shortage of qualified bilingual teachers. We plan to add an additional section of 1st grade next year so that we can bring these families back to our school. Parent interest in early immersion continues to be strong, and our kindergarten and first grade classes have a robust waitlist.

Comprehensive Distance Learning

In order to accommodate families who have safety concerns about returning to in-person instruction, we are offering a CDL option to our K-5 students in partnership with Proximity Learning. We will re-evaluate this partnership at the end of the first semester. Many of the families who chose CDL for the Fall have indicated that they will return to in-person instruction once their children are eligible for vaccination.

Current Enrollment and Waitlist

As of September 17, 2021 **406 students** were enrolled. The open enrollment dates for the 2022-2023 school year have not been finalized but will likely begin in January and end in mid to late February. The lottery will be held in the Spring of 2023.

Currently, we have two kindergarten, three 1st and 2nd grade classes, two 3rd and 4th grade classes and one class per grade for 5th - 8th grades. The K – 5 classes have 22 - 27 students each and the middle school class size range is 23-28 students.

Grade	Enrolled	Waitlist Totals
-------	----------	-----------------

Kinder	58	28
1	79	22
2	78	0
3	47	2
4	39	0
5	29	0
6	27	0
7	23	1
8	26	4
Total	406	57

Grade in 21/22	# of returning	Transfer In District	Transfer Out of District	Total not returning	Retention	% not returning
K	1	0	0	0	n/a	n/a
1	66	5	10	15	81%	19%
2	71	6	6	12	86%	14%
3	45	5	4	9	83%	17%
4	35	5	10	15	70%	30%
5	29	11	7	18	62%	38%
6	23	17	3	20	53%	47%
7	22	0	1	1	96%	4%
8	26	2	7	9	74%	26%
Total	318	51	48	99		

Summary of Professional Development

Teachers and staff participated in virtual professional development, including external workshops, training through the BSD TeacherSource system, and staff-led training. Major areas of focus for 2020-2021 were online teaching strategies and equity and inclusion work. Staff members participated in an Equity Summit through BSD, and had 3 additional days of Equity training led by Arco Iris staff. Additional training included:

- Health and Safety protocols (ESS Absence Management Services)
- Cultivating Genius with Dr. Gholdy Muhammed
- OABE workshops featuring Dr. Jose Medina
- Staff book study of White Fragility

- SEL strategies with the Arco Iris school counselor

BSD Support

We receive support for special education and speech language services. We've appreciated the collaborative relationship we have with the BSD teachers who work with Arco Iris students and families. During the 2020-2021 school year, our counselor and reading intervention teacher worked closely with the BSD special education staff to ensure that Arco Iris students receive the intervention services needed to allow them to be accurately assessed for potential learning needs.

Our BSD Liaison, Jon Bridges, has been a fantastic support person for Arco Iris for many years. He is always available to answer questions and provide guidance. During the 20-21 school year, he did a wonderful job of keeping us connected to the ever changing guidance about distance learning and hybrid instruction. He also helped us stay connected to the BSD principals' group, which proved to be tremendously helpful.

Goals for Improvement 2021 - 2022

The 2021-2022 Continuous Improvement Plan is currently being developed and will include input from various stakeholder groups. Arco Iris will share the final version of the plan with BSD in October. Without reliable student data, from the past two years, the academic targets will not be as targeted as they have in years past. Our overall academic goal is to assess and remediate unfinished learning due to the pandemic. Additional goals will include:

1. Improving community engagement
2. Improving teacher retention
3. Increasing the effectiveness and consistency of our schoolwide SEL program
4. Ensuring an equitable and inclusive educational experience for all families

Summary of Staff and Qualifications

Michelle Herron, Executive Director

Salary: \$120,000

Background check: 7/31/2019

Licenses/Endorsements/Certifications: Professional Administrator License, 1/13/2024

Education/Qualifications:

Administrative Credential Program, Lewis and Clark College, Portland OR

Master of Education, Oregon State University, Corvallis, OR

Bachelor of Science, Oregon State University, Corvallis, OR

Chris Brodniak, Assistant Director

Salary: \$80,000

Background check: 2021-06-18

Licenses/Endorsements/Certifications: Professional Teaching, 1/16/2023

Education/Qualifications:

Administrator Program (in Education), Portland State University, OR, 2019

Bilingual Teacher Pathways, Portland State University, OR, 2017

Master of Arts in Criminal Justice, Western Oregon University,

Bachelor of Arts in Business Management, University of Phoenix, OR, 2002

Ralph Springer, Counselor

Salary: \$60,700

Background check: 2021-03-16

Licenses/Endorsements/Certifications: Preliminary School Counselor, 3/7/2025

Education/Qualifications:

Master of Science in Education, Brooklyn College, NY, 1999

Bachelor of Arts in Sociology, University of Puget Sound, Tacoma, WA, 1990

Cynthia Beach, Office Manager

Salary: \$43,600.00

Background check: 2/21/2018

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

Education/Qualifications:

No degree, Business, Bellevue Community College, 1988

Perla Murphy, Office Manager & Tech Support

Salary: \$47,000

Background check: 9/3/2017

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

Education/Qualifications:

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

No degree, Computer Science, Portland Community College, 2009

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

Angeles Tirado Villegas, Kindergarten

Pay rate: \$48,000

Background check: 2021-08-27

Licenses/Endorsements/Certifications:

Charter Registry, awaiting evaluation

Puerto Rico lifetime teaching license, Elementary Education 1995

Education/Qualifications:

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

Daniel Stott, Kindergarten

Salary: \$47,900

Background check: 8/24/2021

Licenses/Endorsements/Certifications: Professional Teaching, awaiting eval

Education/Qualifications:

Master of Arts in Teaching, Concordia

Bachelor of Arts in Spanish, Portland State University

Deirdre Ruiz-Torres, 1st grade

Salary: \$45,500

Background check: 8/14/2020

Licenses/Endorsements/Certifications: Restricted Teaching, 6/30/2022

Education/Qualifications:

BA Biology, Universidad Nacional Autonoma de Mexico, 2007

MA in Teaching, Oregon State University, 2020

Britt Prince, 1st grade

Salary: \$54,700

Background check: 2021-03-11

Licenses/Endorsements/Certifications: Preliminary Teaching, 12/14/2024

Education/Qualifications:

Master's in Education, George Fox University, OR, 2007
Bachelor of Arts, Sociology, University of Oregon, OR, 1996

Elizabeth Wiley (Formerly Herrera) , 1st grade

Salary: \$55,900

Background check: 2/26/2021

Licenses/Endorsements/Certifications: Reciprocal Teaching, 3/22/2022

Education/Qualifications:

AA General Arts, Louisburg College, 2006

BS Elementary Education, University of North Carolina, 2009

MA Elementary Education, University of North Carolina, 2019

Daniela Amistadi, 2nd grade

Salary: \$48,000

Background check: 9/9/2021

Licenses/Endorsements/Certifications: Charter Registry, awaiting evaluation

Education/Qualifications:

Human Resources Management Certificate, eCornell University, 2021

Certificate in Teaching Spanish as a Second Language, International House Argentina, 2013

Bachelor of Arts, English Teaching, Pontificia Universidad Catolica Argentina, 2011

Bachelor of Arts, Certified Legal Translation English to Spanish, Pontificia Universidad Catolica Argentina, 2008

Tania Alonso Garrido, 2nd grade

Salary: \$59,500

Background check: Performed by Cordell Hub for Visiting Teacher Program.

Licenses/Endorsements/Certifications: Visiting Teacher License, In Process

Education/Qualifications:

Bachelor of Science in Elementary Education, English Language Teaching and learning, 2015

Applied linguistics of Teaching Spanish as a Foreign Language, 2012

BA Elementary Education + English Language Teaching and Learning, 2004

Bachelor and Master of Science in General Law, 2001

Nelly Moraima Parra Contreras, 2nd grade

Salary: \$46,700

Background check: 2021-08-12

Licenses/Endorsements/Certifications: Reciprocal Teaching, evaluation in progress

Education/Qualifications:

Master's Degree in Education Management, National Experimental University of Tachira, Venezuela

Bachelor's Degree in Education, English concentration, University of the Andes, Venezuela

Lizirma Falcon, 3rd grade

Salary: \$44,400

Background check: 7/29/2019

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

Education/Qualifications:

BA Physical Education, University of Puerto Rico, 1996

Barbara Bueno Pascual, 3rd grade

Salary: \$54,700

Background check: Performed by Cordell Hub for Visiting Teacher Program.

Licenses/Endorsements/Certifications: Visiting Teacher License, In Process

Education/Qualifications:

Bachelor of Arts in Elementary Education, 2010

Encarnación Pozo Jimenez, 4th grade

Salary: \$44,400

Background check: Performed by Cordell Hub for Visiting Teacher Program.

Licenses/Endorsements/Certifications: Visiting Teacher License, In Process

Education/Qualifications:

Bachelor of Arts in Elementary Education, 2012

Madelaine Fagliano, Elementary Teacher

Salary: \$36,000

Background check: 8/24/2018

Licenses/Endorsements/Certifications: Charter Registry,

Education/Qualifications:

Bachelor in Science, Early Childhood/ Elementary Education, Warner Pacific University, OR

Ruth Viera, 5th grade teacher

Salary: \$57,100

Background check: 2021-06-25

Licenses/Endorsements/Certifications: Preliminary Teaching, 11-13-2021

Education/Qualifications:

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

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

Juan Antonio Martin Blanco, Middle School Humanities

Salary: \$60,700

Background check: Performed by Cordell Hub for Visiting Teacher Program.

Licenses/Endorsements/Certifications: Visiting Teacher License, In Process

Education/Qualifications:

BA and MA in Pedagogy and Psychology Education, 1997

BA, Basic General Education Teacher, 1995

Leticia Segador Callejas, Middle School Science

Salary: \$49,900

Background check: Performed by Cordell Hub for Visiting Teacher Program.

Licenses/Endorsements/Certifications: Visiting Teacher License, In Process

Education/Qualifications:

BA and MA in Environmental Science, 2002

Pratima Sharma, Middle School Mathematics

Salary: \$51,100

Background check: 2021-01-20

Licenses/Endorsements/Certifications: Preliminary Teaching, 4/29/2024

Education/Qualifications:

Masters in Business Administration, Portland State University, 1999

Bachelor of Education, Annamalai University, India, 1993

Master of Arts in English Literature, Kumaun University, India, 1992

Bachelor of Arts in English Literature, Kumaun University, India, 1990

Betty Evans, Interventions

Salary: \$51,100

Background check: 6/19/2019

Licenses/Endorsements/Certifications: Preliminary Teaching, 6/11/2022
Pre-K through Grade 12 English to Speakers of Other Languages, Pre-K through Grade 12. Reading Intervention.

Education/Qualifications:

BS Home Economics Journalism, Iowa State University, 1979.
MA Education, Portland State University, 2003

Kimberly Stoecker, Middle School English Language Arts

Salary: \$58,300

Background check: 3/7/2020

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

Education/Qualifications:

BS Speech Communication, Minor Sociology, Oregon State University, Corvallis
Post baccalaureate coursework Speech Language Pathology, Portland State University
MA Education, Concordia University

Pamela Humbird, Elementary English Language Arts

Salary: \$44,000

Background Check: 2021-02-26

Licenses/Endorsements/Certifications: Preliminary Teaching, 4/15/2024

Education/Qualifications:

AA General Education, Peninsula College, 2002
BA Interdisciplinary Child Development, Western Washington University, 2005

Jacqueline Walter (TSPC Name Jaqueline Ann Nadir), Elementary English Language Arts

Salary: \$57,100

Background Check: 9/13/2019

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

Education/Qualifications:

BS Speech Language and Hearing Science, Portland State University, 1997
M.Ed Elementary Education Portland State University, 1998

Jared Clarke, Physical Education

Salary: \$40,800

Background check: 7/29/2020

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

Education/Qualifications:

AAS Fitness Technology, Portland Community College

Kate Dillon, Physical Education (.6 FTE)

Salary: \$32,800

Background check: 2021-05-21

Licenses/Endorsements/Certifications: Reciprocal Teaching, 6/22/2022

Education/Qualifications:

Cal State TEACH (via CSU Fresno) — Multiple Subject Credential Coursework, 2020
City College of New York — M.S. Special Education, 2012 Bilingual Education Extension,
B.A. Peace and Conflict Studies, 2008 Concentration in Gender & Women's Studies; Minor in Ethnic Studies
School for International Training (Cochabamba, Bolivia) — Study Abroad 2007

Rosa Rodriguez Torres (Millie Rodriguez), Instructional Assistant

Salary: \$18.50/hr

Background check: 2/21/2018

Licenses/Endorsements/Certifications: Food Handler's Card₁₀₇

Education/Qualifications:

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

Hannah Blenman - Cross, Instructional Assistant & Lunch Program

Salary: \$16.00/hr

Background check: 9/19/2018

Licenses/Endorsements/Certifications:

Food Handler's Card

First Aid & CPR

Education/Qualifications: N/A

Yamilet Alas, Before/After School Coordinator / Instructional Assistant

Salary: \$17.00/hr

Background check: 8/13/2020

Licenses/Endorsements/Certifications:

Education/Qualifications:

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

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

Zhenia Brannan, Instructional Assistant

Salary: \$17.00/hr

Background check: 5/28/2021

Licenses/Endorsements/Certifications: Food Handler's Card

Education/Qualifications:

English Diploma, Fundación Universidad de Carabobo, Valencia, Venezuela, 1997

Ruth Arrazattee, Instructional Assistant

Salary: \$17.00/hr

Background check: 3/4/2021

Licenses/Endorsements/Certifications: Food Handler's Card

Education/Qualifications:

Business Administration, CUCEA Universidad de Guadalajara, Zapopan, Jalisco, MX, 2007

Camila Salazar, Instructional Assistant

Salary: \$17.00/hr

Background check: 8/27/2021

Licenses/Endorsements/Certifications:

Education/Qualifications:

Portland Community College, Present

Portland State University, Present

Jennifer Aparicio Marquez, Instructional Assistant

Salary: \$17.00/hr

Background check: 8/24/2021

Licenses/Endorsements/Certifications: First Aid/CPR - 3/18/2023, Food Handler's - 1/6/2024

Education/Qualifications:

Brenda Tirado-Ramirez, Instructional Assistant

Salary: \$17.00/hr

Background check: In Process

Licenses/Endorsements/Certifications:

Education/Qualifications:

Portland State University, Present

Rosalba Lorena Noriega Adame, Instructional Assistant

Salary: \$17.00/hr

Background check: In Process

Licenses/Endorsements/Certifications:

Education/Qualifications:

Bachelor in International Trade, Universidad Tec Milenio, Monterrey MX

Professional Technical Assistant Manager, Colegio Nacional de Educacion Profesional Tecnica, Monterrey, MX

Attachments

- Balance Sheet
- Profit and Loss Statement

Arco Iris Spanish Immersion Charter School

Balance Sheet As of June 30, 2021

	TOTAL	
	AS OF JUN 30, 2021	AS OF JUN 30, 2020 (PY)
ASSETS		
Current Assets		
Bank Accounts		
100 Bond Reserve - 6003	920,000.00	920,000.00
104 Heritage Checking	380,216.34	132,617.94
105 Heritage Savings	1,435,282.07	1,498,328.36
106 Capitalized Interest Reserve 6002	60,197.58	4.82
107 Bond Interest Fund 6000	210,367.22	22,198.07
1072 Bill.com Money Out Clearing	0.00	
108 Reserve Fund - 6011	12,080.23	1.73
109 Construction Contingency 6006	48.47	48.47
110 Project Fund - 6010	7,422.73	4,500.82
113 Repair/Replacement Fund 6005	100,041.70	50,037.84
114 US Bank 6001	25,380.53	3,713.85
Total Bank Accounts	\$3,151,036.87	\$2,631,451.90
Accounts Receivable		
158 Accounts Receivable (A/R)	27,017.12	1,375.04
159 Receivable Admw- BSD	0.00	0.00
Total Accounts Receivable	\$27,017.12	\$1,375.04
Other Current Assets		
157 Recievable- Day care	0.00	0.00
181d Prepaid Expenses	5,041.15	2,517.70
Credit Card Receivables	0.00	0.00
Undeposited Funds	0.00	0.00
Total Other Current Assets	\$5,041.15	\$2,517.70
Total Current Assets	\$3,183,095.14	\$2,635,344.64

Arco Iris Spanish Immersion Charter School

Balance Sheet As of June 30, 2021

	TOTAL	
	AS OF JUN 30, 2021	AS OF JUN 30, 2020 (PY)
Fixed Assets		
231 Furniture and Equipment	0.00	0.00
232 Computers	89,726.01	89,726.01
233 Data & Phones	12,637.65	12,637.65
234 Desks & Furniture	70,017.43	70,017.43
235 Leasehold Improvements	0.00	0.00
Total 231 Furniture and Equipment	172,381.09	172,381.09
262 Accum Depreciation	-347,395.54	-347,395.54
290 Buildings-Construction Costs	7,634,648.91	7,634,648.91
290a Land	1,250,000.00	1,250,000.00
290b Land Improvements - Parking	250,000.00	250,000.00
290c Landscaping	50,000.00	50,000.00
290d HVAC System	421,000.00	421,000.00
290e ROOF	285,000.00	285,000.00
290f A/V Security, Data, Phone	173,515.00	173,515.00
290g Solar Panels	56,400.00	56,400.00
290h Equipment for Building	6,495.00	6,495.00
290i IT Equipment	20,474.00	20,474.00
Total 290 Buildings-Construction Costs	10,147,532.91	10,147,532.91
291 Bond Issue Discount	0.00	0.00
292 Bond Issue Costs	5,416.67	0.00
263 Bond Issue Amortization	0.00	0.00
Total 292 Bond Issue Costs	5,416.67	0.00
Total Fixed Assets	\$9,977,935.13	\$9,972,518.46
Other Assets		
144 Bonds Payable	243,713.85	243,713.85
390 Payroll Suspense	213.95	0.00
Security Deposits Asset	0.00	0.00
Total Other Assets	\$243,927.80	\$243,713.85
TOTAL ASSETS	\$13,404,958.07	\$12,851,576.95

Arco Iris Spanish Immersion Charter School

Balance Sheet As of June 30, 2021

	TOTAL	
	AS OF JUN 30, 2021	AS OF JUN 30, 2020 (PY)
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
421 Accounts Payable and Accrued Ex	47,027.68	
421a Accounts Payable	0.00	6,353.49
Total Accounts Payable	\$47,027.68	\$6,353.49
Credit Cards		
454 Heritage Bank 1578	0.00	0.00
455 Heritage CC 9183	0.00	1,154.75
458 Heritage Card 4166	0.00	0.00
460 Heritage Bank #1586	0.00	0.00
Total Credit Cards	\$0.00	\$1,154.75
Other Current Liabilities		
470 Deferred Summer Wages	0.00	0.00
471 Payroll Liabilities	43,624.94	39,275.65
472 PERS Payable	78,023.60	68,955.29
473 Payroll Deductions	1,525.31	1,455.42
481 Deferred Revenue	0.00	0.00
490 PPP Loan	0.00	427,512.00
Total Other Current Liabilities	\$123,173.85	\$537,198.36
Total Current Liabilities	\$170,201.53	\$544,706.60
Long-Term Liabilities		
495 US Bank Loan	12,163,298.43	12,103,713.85
Total Long-Term Liabilities	\$12,163,298.43	\$12,103,713.85
Total Liabilities	\$12,333,499.96	\$12,648,420.45
Equity		
32000 Unrestricted Net Assets	203,156.50	533,037.70
Net Income	868,301.61	-329,881.20
Total Equity	\$1,071,458.11	\$203,156.50
TOTAL LIABILITIES AND EQUITY	\$13,404,958.07	\$12,851,576.95

Arco Iris Spanish Immersion Charter School

Profit and Loss

June 2021

	TOTAL	
	JUN 2021	JUL 2020 - JUN 2021 (YTD)
Income		
1510 Interest and Dividends income	30.97	2,850.11
1610 Food Services		
1612 Lunches	742.50	15,343.84
Total 1610 Food Services	742.50	15,343.84
1700 Extracurricular Activities Rev.		
1740 School Fees	150.00	10,120.80
1790b AfterSchool Care	-1,436.50	-1,586.00
1790d Activity Fees/Field Trips	-4,579.10	81,105.90
1790f Extracc Activities	-200.00	-200.00
Total 1700 Extracurricular Activities Rev.	-6,065.60	89,440.70
1920 Contributions Income		
1920d Auction Fundraiser	29,484.20	60,651.49
1920e Fun Run Fundraiser		26,816.33
1920f Corporate Contributions	194.34	37,606.36
1920g Personal Contributions		225.00
1920h Project Fundraisers	-2,248.84	8,141.84
Total 1920 Contributions Income	27,429.70	133,441.02
1921 Restricted Contributions	10,000.00	10,000.00
3101 SSF - General Support	285,644.00	3,395,293.00
4101 Reimbursed Expenses		6,960.00
4110 Grants		793,004.87
Total Income	\$317,781.57	\$4,446,333.54
GROSS PROFIT	\$317,781.57	\$4,446,333.54
Expenses		
1111000 Primary (K-5)		
1111111 K-5 Salaries - Licensed	160,278.88	888,518.63
1111112 K-5 Salaries Classified	16,652.43	146,667.75
1111200 K-5 Associated Payroll Costs		
1111210 K-5 PERS Employer	56,974.00	311,602.56
1111220 K-5 Social Security	13,191.52	76,173.81
1111231 K-5 Workers Comp	333.83	3,363.69
1111232 K-5 Unemployment	2,135.46	15,992.95
1111240 K-5 Employee Benefits	15,116.36	163,471.49
Total 1111200 K-5 Associated Payroll Costs	87,751.17	570,604.50

Arco Iris Spanish Immersion Charter School

Profit and Loss

June 2021

	TOTAL	
	JUN 2021	JUL 2020 - JUN 2021 (YTD)
1111300 K-5 Purchased Services		
1111311 K-5 Contract Services	5,169.60	26,583.06
1111319 K-5 Other Instruction Services		614.40
1111341 K-5 Travel Costs in District	83.40	83.40
1111355 K-5 Printing Costs	207.50	896.15
Total 1111300 K-5 Purchased Services	5,460.50	28,177.01
1111400 K-5 Supplies/Materials		
1111410 K-5 Consumable Materials	-12.36	2,497.22
1111420 K-5 Textbooks/Curriculum	8.99	76,475.08
1111430 K-5 Library/Periodicals		1,273.74
1111460 K-5 Non-Consumable Items		4,808.82
Total 1111400 K-5 Supplies/Materials	-3.37	85,054.86
Total 1111000 Primary (K-5)	270,139.61	1,719,022.75
1113000 Elementary Extracurricular		
1113112 Extraccurr - Salaries Classified		0.00
1113200 Extraccurr - Associated Payroll Costs		
1113220 Extraccurr - Social Security		0.00
1113231 Extraccurr - Worker's Comp		0.00
1113232 Extraccurr - Unemployment		0.00
1113240 Employee Benefits		
Total 1113200 Extraccurr - Associated Payroll Costs		0.00
1113319 Elementary Other Instructional Services	19.99	2,821.46
1113410 Extraccurr Consumables	375.95	553.51
1113460 Extraccurr Non Consumables	202.98	202.98
Total 1113000 Elementary Extracurricular	598.92	3,577.95
1121000 Middle/Jr High		
1121111 MS Salaries - Licensed	35,488.25	206,299.27
1121200 MS Associated Payroll Costs		
1121210 MS PERS	12,071.66	69,848.68
1121220 MS Social Security	3,005.54	17,366.68
1121231 MS Workman's Compensation	121.60	1,092.68
1121232 MS Unemployment Expense	405.26	2,665.20
1121240 MS Employee Benefits	1,806.37	27,883.09
Total 1121200 MS Associated Payroll Costs	17,410.43	118,856.33
1121300 MS Purchased Services		
1121311 MS Contracted Instruction	206.00	1,057.94
Total 1121300 MS Purchased Services	206.00	1,057.94

Arco Iris Spanish Immersion Charter School

Profit and Loss

June 2021

	TOTAL	
	JUN 2021	JUL 2020 - JUN 2021 (YTD)
1121400 MS Supplies & Materials		
1121410 MS Consumables	7.99	595.63
1121420 MS Textbooks/Curriculum	47.92	7,449.43
Total 1121400 MS Supplies & Materials	55.91	8,045.06
Total 1121000 Middle/Jr High	53,160.59	334,258.60
1122000 Extracurricular Middle School		
1122319 MS Other Instruction Service	16,530.00	16,530.00
1122410 MS Consumable Supplies	796.98	823.96
Total 1122000 Extracurricular Middle School	17,326.98	17,353.96
2115000 Student Safety		
2115319 Safety Services	55.00	2,794.69
2115460 Safety Non Consumables		1,513.99
2115461 COVID Related Expenses		3,614.34
Total 2115000 Student Safety	55.00	7,923.02
2240300 InstructStaff-Develop-Purchased		
2240312 Staff Development	40.00	3,471.50
Total 2240300 InstructStaff-Develop-Purchased	40.00	3,471.50
2300000 General Administration		
2310300 Board Purchased Services		2,057.00
2310324 Board - Rentals	1,982.00	18,823.00
2310342 Board - Travel out District		400.00
2310351 Board - Telephone/Internet	1,175.87	14,155.13
2310354 Board - Advertising	360.27	1,173.86
2310381 Board - Audit Expenses		11,000.00
2310382 Board - Legal Costs		3,948.00
2310383 Board - Accounting Fees	4,746.25	50,456.17
2310389 Board - Other Non Instr. Fees	361.00	20,677.50
Total 2310300 Board Purchased Services	8,625.39	122,690.66
2310312 Board Training		81.20
2310600 Board - Other		
2310640 Board - Dues/Subscriptions	75.00	817.87
2310651 Board - Insurance		26,318.00
2310670 Board - Taxes/Licenses		700.00
Total 2310600 Board - Other	75.00	27,835.87
Total 2300000 General Administration	8,700.39	150,607.73
2400000 School Admin		
2410112 Admin - Salaries Classified	7,353.03	94,366.80
2410113 Admin - Salaries Administrative	18,520.83	163,562.46

Arco Iris Spanish Immersion Charter School

Profit and Loss

June 2021

	TOTAL	
	JUN 2021	JUL 2020 - JUN 2021 (YTD)
2410200 Admin - Associated Payroll Costs		
2410210 Admin - PERS	8,952.00	96,634.49
2410220 Admin - Soc Sec	1,972.21	19,086.04
2410231 Admin - Workmans Compensation	163.99	1,443.83
2410232 Admin - Unemployment Expense	194.58	2,782.52
2410240 Admin - Employee Benefits	3,277.49	24,193.33
Total 2410200 Admin - Associated Payroll Costs	14,560.27	144,140.21
2410300 Admin - Purchased Services		17.99
2410321 Admin -- Contracted Services		1,888.00
2410353 Admin - Postage Expense	34.53	1,514.38
Total 2410300 Admin - Purchased Services	34.53	3,420.37
2410400 Admin - Supplies & Materials		729.00
2410410 Admin - Consumable Supplies	104.32	2,365.93
2410411 Health Room Supplies	140.00	299.78
2410460 Admin - Non Consumable Supplies	364.99	424.98
Total 2410400 Admin - Supplies & Materials	609.31	3,819.69
Total 2400000 School Admin	41,077.97	409,309.53
2500000 Support Services		
2525391 Bank Charges	60.84	14,249.34
Total 2500000 Support Services	60.84	14,249.34
2540000 Bus-Operation/Maint Plant		
2542321 Bldg - Cleaning Services	1,619.95	3,339.95
2542322 Bldg - Repairs/Maintenance	11,818.00	78,149.77
2542325 Bldg - Utilities	2,712.24	28,653.17
2542389 Facility Other Professional Fees	1,604.45	5,875.45
2542410 Bldg - Consumable Supplies	97.42	3,436.96
2542411 Facilities - COVID Expenses		1,982.76
Total 2542410 Bldg - Consumable Supplies	97.42	5,419.72
2542460 Bldg - Non Consumables		394.27
2542461 COVID Related Non Cons		1,318.11
Total 2540000 Bus-Operation/Maint Plant	17,852.06	123,150.44
2660000 Technology Services		1,437.50
2660389 Technology - Contracted Services	1,000.00	15,800.00
2660410 Technology - Consumables	15.74	1,665.29
2660460 Technology - Nonconsumables	1,009.17	27,083.52
2660470 Technology Licensing	416.99	10,665.86
2660540 Depreciable Technology	8,837.60	115,037.50
Total 2660000 Technology Services	11,279.50	171,689.67

Arco Iris Spanish Immersion Charter School

Profit and Loss

June 2021

	TOTAL	
	JUN 2021	JUL 2020 - JUN 2021 (YTD)
3120000 Nutrition Costs		
3120410 Office/General Administrative Expenses		213.78
3120450 Nutrition Services	1,440.00	34,935.60
3120460 Lunch Non Consumable Supplies		2,621.52
Total 3120000 Nutrition Costs	1,440.00	37,770.90
5110621 Loan Interest		536,891.41
5110623 Trust Fees - Bond Issue Expense		48,755.13
Total 5110621 Loan Interest		585,646.54
Total Expenses	\$421,731.86	\$3,578,031.93
NET OPERATING INCOME	\$ -103,950.29	\$868,301.61
NET INCOME	\$ -103,950.29	\$868,301.61



2021-2022 September
BSD Board Report

Presented to Beaverton School District

September 27, 2021

This is my first year as Principal of Hope Chinese Charter School. I am so excited to be a part of HOPE and look forward to watching our students grow this school year. As with all schools, we have had a rough couple years. However, our teachers have worked very hard to maintain our educational program for our students throughout this time.

My experience has been with the Department of Defense Schools for 21 years as teacher/administrator and 8 years as an administrator here in Oregon. Upon reading about HCCS and what they do for their students, I decided to continue my career here at HOPE.

First, let me share that I sincerely appreciate the support that has been provided by the Beaverton School District. Mr. Jon Bridges has provided amazing support as he answered all of my questions and keeps me abreast of what is going on. I was invited to attend the DEI leadership training at the beginning of the year and hope to participate in more of these. Additionally, BSD special education support has been very responsive. We also appreciated the flexibility BSD has shown as we navigated through the permit process for the portables we purchased last school year. We have finally moved them!

The start of our school year has been extremely successful. We began our year with 40 staff members supporting our K-8 program and 10 staff members working in our pre school program. Our “safe start” plan is in place, and we have had zero cases of COVID 19 so far. We continue to take steps to ensure that our students and staff stay safe.

Last year, due to the pandemic and different learning models, accurate student assessment data was difficult to gather and analyze. Many students did not participate. However, from the assessment that was completed it appears that our students maintained their educational growth. We are currently pre assessing students to determine any gaps where we need to provide support for our students. We are also making it a priority to review all our assessments and ensure that they align with our goals and state standards. We want to have a variety of assessments to inform our instruction and monitor student progress.

We have been very appreciative of the grant money we have received to be able to hire additional intervention staff to support our students. We have also been able to hire a full-time counselor to support our social emotional learning as we return full time, face to face.

We have reviewed our pre assessment data and received feedback from parents and teachers on academic areas we need to focus on for this school year. We will be editing our school improvement goals for this year.

Mission

Educating for Global Fluency by developing Chinese & English dual-language skills, nurturing cultural adaptability and inspiring excellence in our students for a positive impact in our world.

Vision

We believe passionately that in order to have a positive impact on our world, students must become globally fluent, learn a second language, and be able to adapt to different cultures.

Continuous Improvement Goals for 21-22

K-8 Academic- HCCS will increase the number of students scoring a 3 or 4 proficiency level on Reading/Writing/Math/Chinese assessment to 80% as compared to the pre assessment.

K-8 There will be an increase in the understanding of Diversity, Equity, and Inclusion in our school and an increase in DEI Strategies utilized in our classrooms.

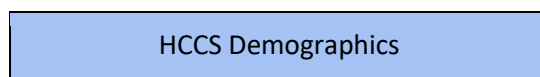
In addition to these goals, my focus will be on maximizing instruction time, building trust and relationships, and developing a collaborative culture.

2021-22 Enrollment

We have only lost three students due to the pandemic. They elected to attend a virtual program.

Grade	2021-22 Enrollment	2021-22 Waitlist
Kindergarten	51	52
1st grade	51	26
2nd grade	51	26
3rd grade	52	1
4th grade	50	0
5th grade	24	1
6th grade	29	0
7th grade	14	0
8 th grade	8	0
Total	330	106

Student Demographics



Asian	139	42%
Black	3	1%
Hispanic	19	6%
Two or more	100	30%
White	71	22%

HCCS Demographics, cont.	
	Number of Students
ELD Instruction	12
Students on IEPs	1
Free or Reduced Lunch	10
In District Residence	298
Out of District Residence	31

2021-22 Assessment Tools

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

Assessment	Purpose	Use	Frequency
Chinese Language Reading Assessments- Leveled Chinese	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year beginning with 2nd grade - 4th grade	End of the year summative assessment
Chinese Language Writing Assessments- Leveled Chinese	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
STAMP4se - Chinese Language Speaking, Listening, Reading and Writing Assessment	Assesses middle school students' level of proficiency with spoken and written Chinese language	Tracks students' progress from beginning of middle school to exiting middle school.	End of the year summative assessment

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension for students in K-3 rd	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development Reading Assessments (DRAs) and Qualitative Reading Inventory (QRI)	Assesses English reading fluency and comprehension for students in K-6th grade.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year
RAZ Kids Reading Assessment	Assess reading behaviors, high frequency words, phonological awareness, fluency, Comprehension	Monitor student progress on a monthly basis and inform teacher of strengths and weaknesses	Monthly
English Writing Assessments - On Demand samples through Lucy Calkins Units of Study	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle, and end of year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and track ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.
Progress Reports	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.
Smarter Balanced Assessment	Summative Assessment: Assesses student achievement in grades 3-6th in English Language Arts and math.	Measures student's continued progress toward college and career readiness.	End of the year

Community Involvement

To help build a sense of community, HCCS families make a commitment to volunteer at least 30 hours per year.

There are a wide range of volunteer opportunities, giving everyone a chance to find a task that fits with their interests and skills. Families help organize community events like our Chinese cultural events (Mid-Autumn Festival, Chinese New Year, etc.), school dances, or school activities the Back-to-School Social picnic. They can also join committees to help the school with planning events like the Xi Wang Gala, our biggest fundraiser of the year.

Due to the pandemic, we don't offer any face to face after school activities. However, in the past our parents have led academic and enrichment activities such as Junior Achievement, Math Club, Chess Club, Running Club, and Art Literacy. Besides our own parent community, we also partner with our local faith-based community, universities, and businesses.

We look forward to offering more volunteer-led after school activities when possible.

In closing, let me again thank the Beaverton School District for its support. Our students are your students and together we will provide them the best quality education. If there is anything I can answer or anything I can do to support the BSD team, please let me know.

With High Expectations,

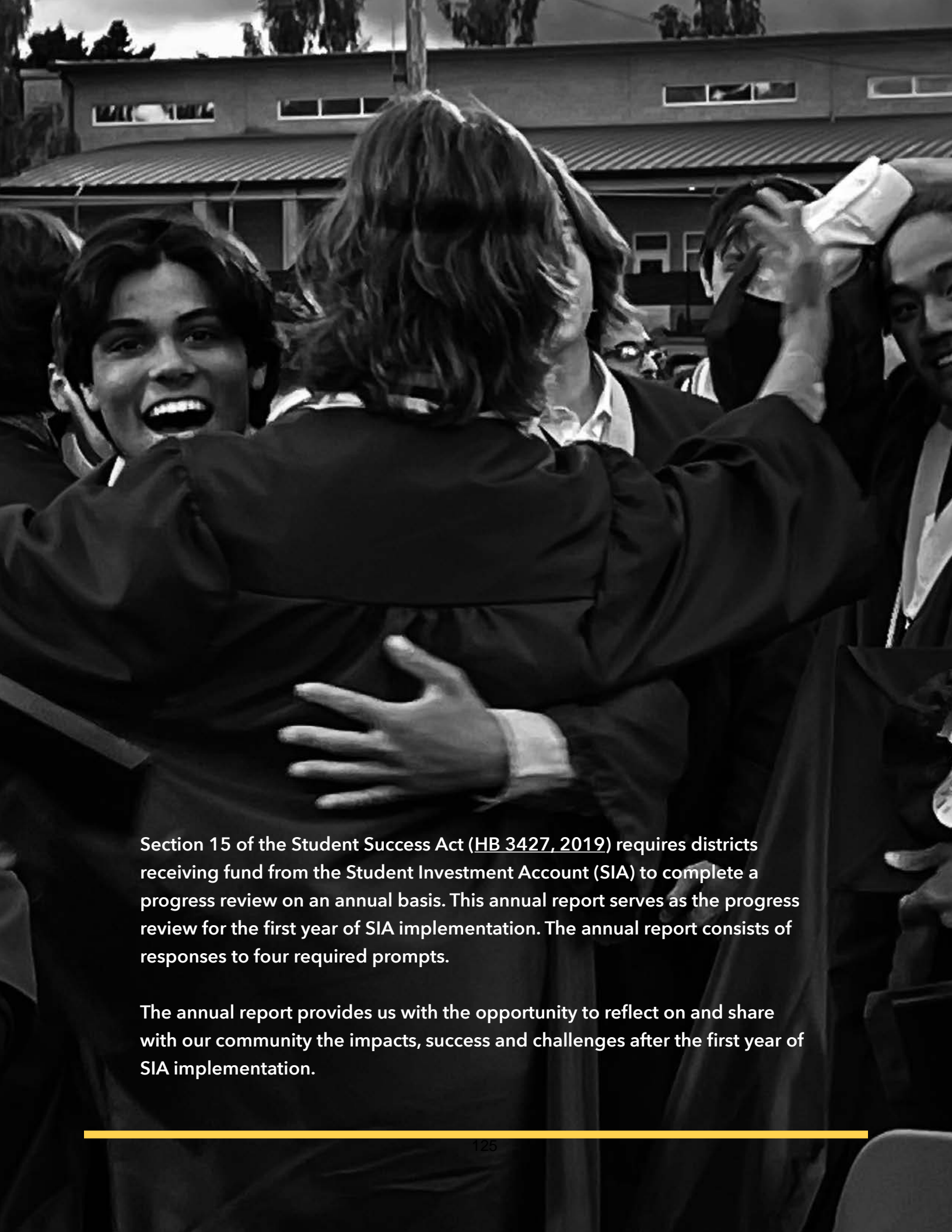
Kevin Olds (He, His, Him)
Principal
HOPE Chinese Charter School



STUDENT INVESTMENT ACCOUNT

ANNUAL REPORT

2020-21



Section 15 of the Student Success Act ([HB 3427, 2019](#)) requires districts receiving fund from the Student Investment Account (SIA) to complete a progress review on an annual basis. This annual report serves as the progress review for the first year of SIA implementation. The annual report consists of responses to four required prompts.

The annual report provides us with the opportunity to reflect on and share with our community the impacts, success and challenges after the first year of SIA implementation.

There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes?

Class size reduction impact - SIA funding allowed the District to hire 60.5 additional classroom teachers K-12. Twenty-one of these teachers were specifically allocated to K-2 class sizes. Class sizes were reduced at the elementary level an average of 1.25 and 0.5 at the secondary level.

Behavioral Health & Wellness (BH&W) Teams impact - 67% of students in BSD were able to have their needs met within the classroom setting or through Tier I supports 12,218 students or 33% of BSD students were referred to the school based Behavioral Health and Wellness teams during the 2020-21 school year and received Tier 2 and Tier 3 supports. BSD BH&W staff conducted 250 suicide screenings, 50 Student Threat Assessments (STAT) and 11 Sexual Incident Responses (SIRP).

What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of?

Reduced funding impact on:

Class size reduction - With reduced funding, the District was forced to find a onetime source for 21 teachers (\$3M) in ESSER grant funds, in order to maintain class size commitments. If the one-time funds were not available, the reduction in SIA funding would have removed 21 teachers from the District and increased class size by 1.7 at elementary and 0.66 at secondary.

BH&W Teams - With reduced funding, the District was forced to rely on High School Success monies to fund social workers. 39.5 social workers were budgeted for through SIA; however, only 8.8 social worker positions were hired through SIA. As a result we were not able to reach as many students and families as we would have anticipated.

SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement?

Engagement during the COVID-19 pandemic was a challenge in Beaverton. With schools closed to in-person gatherings, we were limited to virtual engagement work. In many ways, the lessons of the prior year were not fully applicable to the work this year. Yet, the focus on specific and targeted outreach remained a necessity. For this year, we engaged with our community organizations earlier in the process and will work to strengthen those partnerships going forward. By combining the lessons learned in 2020 with the lessons learned in 2021, the district continues to iterate and improve its community engagement work, adjusting to a community-based policymaking mindset that has already been used in other areas of the district's work, such as board policy.

While virtual engagement allowed for more convenient access for the public it seemed to lack an authenticity that you get with in-person engagement. It is clear that something is lost when microphones are on mute. There is no opportunity for sidebar chatter, small talk, and other informal practices that serve to build authentic relationships. Virtual meetings have an air of formality and rigidity that is difficult to overcome. That said, the convenience of the virtual space, and the ability to more directly target engagement are strengths that need examining and the format needs refinement as it will prove a useful tool for getting feedback as part of a holistic engagement program going forward.

Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation?

During the first year of implementation the district focused on investments in direct support to students. A cornerstone of the district's original application as a nearly \$7 million investment in equity-based class size support. While most of the district's investment strategies in other areas were eliminated entirely, this investment was trimmed to \$4.4 million but retained so as to ensure robust teacher support for students who need that support the most. In addition, \$3.5 million in proposed investments in behavioral health and wellness teams was retained to provide mental health support for students during challenging times. As the SIA was reduced along with overall State School Fund support, the district needed to navigate a shifting funding base so as to provide adequate support through the pandemic and position the district for recovery in a robust manner.

A key strategy for the district in navigating the current and coming years is to ensure continuity of services through a braiding of one-time or limited duration

federal funds (ESSER, ARP), recovering Student Investment Account funds, and basic support from the State School Fund. Considering these three as cascading funding sources, such that, as federal funds are reduced or eliminated in the coming years the district is not forced to eliminate critical programs. This requires discipline in understanding programmatic prioritization and placing the highest priority items for long-term support into the general fund, down to the lowest priority and limited duration programs into the federal funding bucket.

Overall, the key learning from the first year of SIA implementation, coupled with the challenge of navigating a global pandemic, is that equity investments in classroom support and robust strategic investments in student behavioral and mental health and wellness remain the top priority for SIA funding.







SIA Annual Report

SITUATION:

On March 9th, 2020 the Board approved the District's Student Investment Account (SIA) plan. The plan was developed through extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise. It was the result of more than six months of work both internally and externally and is reflective of the needs of the District's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities.

Each year, all SIA grant recipients are required to:

- Respond to four *required* annual report questions,
- Post the annual report on their website, and provide the URL to ODE, and
- Present the annual report to the School Board at an open meeting with the opportunity for public comment.

RECOMMENDATION:

It is recommended that the School Board receive and discuss the Student Investment Account Annual Report for 2020-21.



ANTIRACIST VISION STATEMENT

POLICY ISSUE/SITUATION:

The Equitable Policies Task Force has recommended that the Board of Directors adopt an antiracist vision statement as part of a package of actions. This was recommended and received by the board at the June 21, 2021 regular board meeting. The draft vision statement was referred by the board to the policy committee which reviewed and modified the draft statement for consideration.

RECOMMENDATION:

It is recommended by the board ad hoc policy committee that the Board of Directors adopt the draft antiracist vision statement as modified.

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.



Antiracist Vision Statement

Every student and employee has the right to learn and work in a safe and inclusive school environment that honors their race, color, religion, gender identity, sexual orientation, disability, and national origin.

Beaverton School District owns that our student outcomes currently point to our part in perpetuating institutional racism, and we commit to actions that address the current culture that is leading to these outcomes. Schools are critical in providing safe and creative opportunities for people to learn about different cultural and racial identities, have conversations about pressing issues, and correct injustice wherever it exists. We commit to eliminating the structures, policies, and practices that perpetuate inequities in our schools and in our community.

Beaverton School District will authentically engage each student, family, and staff member to build connection, uplift understanding, and truly value the diversity of our school communities. We will work to dismantle policies and systems that perpetuate institutional racism and barriers to education and other school-related activities. Students and families of color will see themselves represented in curriculum, materials, instruction, classrooms, and all school activities in our district. Our district will honor, respect, represent, engage with, and be accessible to students and adults from all communities.

Eliminating racism and all forms of bias is fundamental to our work—not just a part of our work. We commit to removing racism, white supremacy, hate speech, and all forms of bigotry from our schools and communities.

Our district will:

- Seek and incorporate student, family, educator, and administrator input in decision-making processes.
- Provide ongoing anti-bias and antiracist education to every staff member.
- Enforce Every Student Belongs procedures to prevent, interrupt, and stop racist and biased incidents among students and between staff and students or community members.
- Create an inclusive learning community that honors, respects, represents, engages, and is accessible to learners from all communities.
- Create permanent district funding and resources to promote equitable policies, structures, and practices for BIPOC students and other marginalized groups.
- Implement policies, procedures, and professional development to confront and eliminate conscious and unconscious racism and review these policies and procedures regularly to ensure we are meeting our commitments.

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

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FIRST READING OF SCHOOL BOARD POLICY ACB

POLICY ISSUE

Attached is the first reading of the revised School Board policy:

- ACB – All Students Belong

BACKGROUND INFORMATION

On September 17, 2020, the Oregon State Board of Education adopted temporary Oregon Administrative Rule (OAR) [581-022-2312](#) - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others. As an OAR Chapter 581 Division 22 requirement, districts, ESDs and public charter schools will be required to verify that they are in compliance. The current version was approved by the School Board at the December 14, 2020 board meeting.

RECOMMENDATION

It is recommended that the School Board approve this revised policy.

Current Policy 9/16/21 as posted

ACB – ALL STUDENTS BELONG

Code: **ACB**

Adopted: 12/14/20

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

The district prohibits the use or display of any symbols of hate on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag^[1], and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The superintendent or designee is directed to develop procedures for addressing reports or complaints of bias incidents.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

END OF POLICY

[1] While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

Legal Reference(s)

Legal Reference(s):

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Cross Reference(s):

AC - Nondiscrimination

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JBB – Educational Equity

KEY:

Adopted language from 12/14: Plain Text

Recommendations of Task Force: Underlined or ~~Strikethrough~~

Additional Staff Recommendations: Underlined Italics or Underlined Strikethrough

ACB - ~~ALL STUDENTS BELONG~~ EVERY STUDENT BELONGS

Code:ACB

Adopted: 12/14/2020

Revisions: 9/27/2021

All students are entitled to a high-quality and safe educational experience, that is free from discrimination or harassment based on an individual's actual or perceived race, color, religion, sex, gender identity, sexual orientation, gender identity, gender expression, disability or national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes.

All adults and visitors ~~employees~~ are entitled to work or participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental, sexual orientation, or physical disability or national origin. pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

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"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to in-person, hybrid, or distance learning environments.

"Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, mental or physical disability or

national or ethnic origin orientation *origin*, including, but, not limited to, the noose, swastika, or confederate flag^[1], and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The superintendent or designee is directed to develop procedures for addressing reports or complaints of bias incidents. These procedures must: Procedures developed shall prioritize immediate safety of complainants, communications to all parties involved, restorative practices, and non-disciplinary remedial action for accountability whenever appropriate.

The superintendent shall ensure that policy ACB and accompanying procedures are communicated widely and accessible.

- ~~Define persons impacted broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident;~~
- ~~Require responding staff to prioritize the safety and well-being of all persons impacted;~~
- ~~Require responding staff to recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against persons impacted from taking place;~~
- ~~Include in any redirection procedures educational components that address the history and impact of hate as well as procedural components to ensure the safety, healing, and agency of individual(s) impacted by the bias incident; accountability and transformation for the individual(s) who caused harm; and transformation of the conditions that perpetuated the harm;~~
- ~~Include communication protocols that provide all persons impacted with information relating to the investigation including
 - ~~Information provided to the persons at whom the behavior was directed and the person who committed the behavior must include that an investigation has been initiated, actions taken to prevent recurrences, findings of the investigation and the final determination based on those findings, to the extent allowed under state and federal law, the actions taken with respect to the person who committed the behavior to remedy the situation and, when applicable, a citation to the law prohibiting release of information and an explanation of how that law applies to the current situation.~~~~

- ~~Information provided to students in the community likely to be impacted by the incident must include that an investigation has been initiated and actions taken to prevent recurrences.~~
- ~~Direct administrators and school personnel to consider whether the behavior also implicates other civil rights laws and, if so, to respond accordingly. The nature of the conduct must determine the process used, the rights and protections available to persons impacted, and the right to appeal to the Oregon Department of Education or the United States Department of Education Office of Civil Rights; and~~
- ~~Require administrators to develop and implement instructional materials to make this policy and related practices including reporting procedures, educational processes, and possible consequences known to all school employees and students.~~

~~“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.~~

END OF POLICY

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[OAR 581-022-2370](#)

Cross Reference(s):

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GBA - Equal Employment Opportunity

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Beaverton School District 48J

ACB - EVERY STUDENT BELONGS

Code:ACB

Adopted: 12/14/2020

Revisions: 9/27/2021

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OSBA LEGISLATIVE POLICY COMMITTEE ELECTION

OSBA Legislative Policy Committee Position Election

The Legislative Policy Committee consists of the voting members of the OSBA Board of Directors and 19 representatives from 14 regions throughout the state. In odd-numbered years, an election is held for the OSBA Legislative Policy Committee.

Board members are asked to vote on the position listed below:

1. *OSBA Legislative Policy Committee Position 16* – Becky Tymchuk from Beaverton School District

RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Board Association; no, therefore, BE IT RESOLVED that the Beaverton School District elects Becky Tymchuck for OSBA Legislative Policy Committee Position Election.

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

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OSBA BOARD OF DIRECTORS POSITION #15 ELECTION

OSBA Board of Directors Election

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 21 elected representatives established to support member participation and representation. Each director is elected on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region.

Board members are asked to vote on the position listed below:

1. *OSBA Board Position 15* – Susan Greenberg from Beaverton School District

RECOMMENDATION:

WHEREAS, the Beaverton School District is a member of the Oregon School Board Association; no, therefore, BE IT RESOLVED that the Beaverton School District elects Susan Greenberg for OSBA Board of Director Position #15.

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

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

Board Members Present Zoom Meeting:

Tom Collet, Chair

Ugonna Enyinannya

Susan Greenberg

Eric Simpson

Sunita Garg

Karen Perez

Becky Tymchuk, Vice Chair

Staff Present:

Don Grotting

Ginny Hansmann

Carl Mead

Mike Schofield

Susan Rodriguez

Josh Gamez

Steve Langford

Shellie Bailey-Shah

David Williams

Danielle Hudson

Pat McCreery

Toshiko Maurizio

Jon Franco

Ken Struckmeier

Steven Sparks

Aaron Boyle

Brian Sica

Camellia Osterink

Paul Ottum

Superintendent

Deputy Superintendent of Teaching and Learning

Deputy Superintendent of Operations

Associate Superintendent for Business Services

Chief Human Resources Officer

Chief Facilities Officer

Chief Information Officer

Public Communications Officer

Executive Administrator for Strategic Relations

Executive Administrator for Student Services

Administrator for Equity and Inclusion

Administrator for Multilingual Programs

Executive Administrator for High Schools & Option Programs

Executive Administrator for Middle Schools

Executive Administrator for Long Range Planning

Administrator for Facilities Development

Administrator for Curriculum, Instruction & Assessment

District Legal Counsel

Principal – FLEX Program Principal

CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett

School Board Chair Tom Colett called the meeting to order at 6:17 p.m. Chair Colett asked for changes to the agenda: Remove Board Goals and Committees to be pulled for the Board agenda for edits.

BEA Comments – Sara Schmitt – President

Attached in BoardBook

OSEA Comments – Kyrsti Sackman – President

Introduced herself, welcomed back OSEA members, thanked the board and Don for tireless efforts, looking forward to coming back to school safely and working alongside BEA to bargain the impacts of the mandate.

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

Public Comments - Board Chair Colett stated there were 118 comments received, see Public Comments attachment for a full listing of public comments submitted.

The September 27th Board meeting oral comments will be taken via ZOOM. More information will be shared about how you can participate. On September 30th there will be a Board listening session.

REPORTS

A. **Superintendent Comments** – Don Grotting

Report attached in BoardBook

In addition to the posted comments Superintendent Grotting shared that currently the District is down about 750 students, mostly in elementary school with a slight increase at secondary school. We are worried about some class sizes but do not want to address them until we actually see what our classes look like in person. Currently we have a migration to our FLEX online program, and adjusting class sizes will require us to move teachers. We know that is incredibly disruptive and don't want to do that unless absolutely necessary. We are looking at the long-range economic forecast for the district and want to be sure we are not being shortsighted. We will address class sizes that are way over, but not before we see where everyone ends up after school begins.

The ACMA opening was wonderful and I want to commend our Operations team for bringing in another project on time and under budget. It is a great facility and I want to express my thanks.

Our summer school program was a great success. This is something that we would like to carry on. We are working hard to have that happen.

Questions/Comments: None

B. **Return to School Update** – Ginny Hansmann, Danielle Hudson, Brian Sica, Paul Ottum

Report and presentation attached in BoardBook

Questions/Comments:

So appreciate the information – In terms of vaccinations, are we opening up vaccination clinics on a campus? There is not a plan to open additional vaccine clinics at this point. There are multiple sites in the district that are already doing the vaccinations. We are ready to gear up as soon as possible if needed. The rapid tests are not as accurate, if someone gets a positive are, we encouraging students to go get a PCS test to confirm COVID? *We offer diagnostic tests onsite; we would not administer the test unless they are symptomatic.* What about those that have no symptoms? *We are working with OHSU on a weekly screening tool for staff, this is for unvaccinated non-symptomatic staff. We are looking at this for students as well. This would be done at home.* How many students are really going to be at FLEX? *We are under what we had last year and project to be on our projections.*

What curriculum is FLEX using and resources available and how is this different from CDL last year? *Time lag, we can't access families until they are registered. Resources for learning coaches, help with setting up learning spaces, help with setting up schedules, resources will be on our website as soon as we can get it up. There is a transition that takes a couple of weeks.* Who do parents reach out to if they have not decided? *Our phone lines are being manned and we are getting back to folks as soon as possible.*

Contract tracing – 3 feet rule in classes but if someone in the class tests positive, do all of the class get a notification to all others in the room? *Last year when we had a positive case, we sent a message to all in the school and then a follow up to those in close contact. We will not do that this year as per the*

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

Washington County Health department guidelines. Parents may use the dashboard for cases in the school, they can access that information on the website. Where is the dashboard located? It is on the Back to School FAQ page.

Thank you for the information – so much of what is coming is about FLEX. I understand we cannot have students dual enrolled but why is the option school's enrollment spot is not held if students move to FLEX and want to go back to the option school? *Because they have capped enrollment with wait lists and as a student leaves, we offer that open spot from the waiting list. They have limited capacities and waiting lists at each option school. It is a lottery system to attend any option school, if they leave, a spot is not held for them. They would have to enter the lottery again for the next school year.*

Is there a way to support the families that their student is too young for a vaccine, can we hold their spots? *They have limited capacities and waiting lists at each option school.*

Pediatric cases are higher for certain ethnic groups, we are not discriminating against certain groups of students due to this information. Lunch safety, can we get that information out for each site? We have large class sizes in some of our schools. I'd love to see those changes as that happens. *We are reviewing those weekly with our Staffing Allocation Models on Thursdays. Once we see who is coming in to seats, we'll be able to make adjustments as needed. Thank you to all of our staff.*

I think you are doing a great job of pulling in all the information from many entities. Kudos on the information going out quickly and easy to understand. I appreciate the option of FLEX. If students get sick, how do we keep them engaged if they have a long haul case? *We do have experience with students that have medical needs. We have Home instruction that can assist with if they are out for a long period of time, as we have experience with this.*

Grateful that the district is putting measures into place. The families in my communities that are on free and reduced programs have some questions. There will be screening testing, is this accessible to minority communities? *We have put the testing forms in our Parent Square that have been translated into other languages. Once we get the info from OHSU we will have the Multilingual staff translate this and send it out, it will be free to families or the student.* How do we support families that do not have internet? *The district will work on internet for students are in quarantine.* Is there any help if there is a shut down, mental health specifically? *Our Behavioral Health teams will be working to see what engagement students that are quarantined have and assist with keeping them engaged. We are fully staffed in our BH&W teams.*

Communication, people feel like they are not getting information and is not consistent. How do we fix that? *We will take that into account, and we'll look into it. They can access the district wide FAQ.*

Did you say students will not get devices this year? *It is the wi-fi connects that we had last year, we will not have the same level we had last year. We have a program through T-Mobile that we can make available to secondary students and hot spot devices that can be checked out.*

Preventing transmission inside our schools – Why haven't we made the choice to move meals outside for the first 6 weeks? *Certain middle schools may use the outside spaces for meal periods. We have not sent guidance to schools to require all classes to eat outside at all times due to the options at we have at sites. It depends on the number of students in a space with filters in place and we feel that the MERV 13 filters and moved up the air changes will keep up. The air changes will happen whether they are masked or not.* I hope we will look at the outdoor spaces more. Additional safety risks for moving kids outside, we would have to look at tents, not just canopies, and allergic reactions.

DISCUSSION ITEMS (Items A and B were taken out of order from the published agenda by mistake)

- A. Budget Committee Member Selection Process – Mike Schofield**
Report attached in BoardBook with amendments included for Zone 7 today. 5 positions open.

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Questions/Comments:

Having a resume may be difficult for people that may want to apply. What can we use for criteria? *Board pleasure – we will take your direction.*

Has there been diversity of experiences? *We really do reach out and want a diverse perspective as they represent the zones they live in. It was not so much a resume as filling out the application. They need to want to need to learn the budget and commit to the time.*

What are we looking for as a budget committee member? Willingness to learn and read, ask questions and speak up. *We need folks that are willing to learn and commit the time needed. It becomes a 14 member committee.*

B. School Board Goals – Tom Colett

Report attached in BoardBook with amendments included.

Questions/Comments: Amendments to the publicized list are as follows

Subcommittees and Committee of the Whole number 1, line 2 add the word staff to the Address student and [staff](#) mental and emotional health.

Subcommittees and Board Assignments – to Bond and Planning Committee Add [Sunita Garg](#) who will do ½ the time with Ugonna Enyinnaya. They will each do a part. Ugonna first part and Sunita the second.

Having only 3 members at a time on the committee.

Committee of the Whole number 2, line 3 edit the word "support" to [review and develop key action steps for the] recruitment and retention of BIPOC staff

Subcommittees and Committee of the Whole number 2, review district policies to identify and address School Board Goals #2 [add: disproportionate outcomes] and institutional racism.

C. Future Capital Bond – Carl Mead, Steven Sparks, Josh Gamez, Aaron Boyle

Report attached in BoardBook

Questions/Comments:

This is a time when we are doing a very difficult dance. I commend the staff for all the work they have done. This is not something you do on the spur of the moment, it takes a great deal of planning.

Thank you for creating a very detailed presentation to help us come up to speed. I appreciate it, it was very informative.

I want to thank the whole facilities team for all of the work that has lead up to get us where we are right now.

D. First Reading of School Board Policy BFA – Mike Schofield

Report attached in BoardBook

Questions/Comments:

I don't believe there have been changes to this policy in a really long time. *That is correct but it is good to look at a policy from year to year.* Do we have to bring it back every year in September, do we need to vote on it? It is read and then put in the consent agenda for September. We may need a glossary for this. This is the policy to ensure we are investing our funds safely and wisely.

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ACTION ITEMS

- A. **Proposed Change to Secondary Grading and Reporting** – Jon Franco, Kenneth Struckmeier, Brian Sica
Report attached in BoardBook

BE IT RESOLVED that the Beaverton School District will no longer use the F (Failure) mark in reporting student progress. Rather, a student who has yet to demonstrate sufficient evidence of proficiency toward BSD Learning Targets will receive an I (Incomplete) or an N (No Grade).

Susan Greenberg made the motion to accept by the School Board as submitted at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 6 to 1 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions/Comments:

Appreciate the staff for answering questions. If we have the ability for I's and N's before, why could we not have implemented this instead of getting an F? *The I and N was not used as much until the pandemic. It was there but truly wasn't a mark that was used. It is a more accurate way of knowing what a student knows. This gives more autonomy to teachers on how to give the correct mark. We are not changing our policy; we are more changing our practice. We are in the education business; a student still needs a certain number of credits to graduate. How do we support them to move forward? We can do more with an "I" after, we are not leaving you behind. We will get you to the path to success. I want to see how the changes will affect the teachers and students.*

I support this completely agree with this policy change.

Do they have to take the same class over or can they take another class to pass? If they get an incomplete, it means they passed at least one of the learning targets and will not have to re-pass the targets they already passed. It can be in a different class if they passed some of the learning targets already. The "N" they would have to take the entire class again but would not affect their GPA.

- B. **Approval of School Board Goals and Committees** - Tom Colett

BE IT RESOLVED that the School Board approve the School Board goals for 2021–2022 as amended during the meeting, as listed: **Changes in bold and underlined**

1. Provide input and support for district return to school efforts.
 - Ensure student and staff safety
 - Address student **and staff** mental and emotional health
2. Key equity efforts: review district policies to identify and address **disproportionate outcomes and** institutional racism; **review and develop** a recruitment and retention **plan** of staff of color; support dual language programming.
3. Support bond planning and potential bond campaign
 - Make bond referral decision
 - If bond is referred, support a successful bond campaign

Tom Colett made the motion to accept by the School Board as submitted at this meeting. Susan Greenberg seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

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C. **Consent Agenda – Tom Colett**

1. **Personnel**

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

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

BE IT RESOLVED that the minutes of the August 9, 2021 Work Session are hereby approved.

3. **Grant Report**

BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

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 Superintendent Goals**

BE IT RESOLVED that the School Board approve the Superintendent goals for 2021–2022.

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

BE IT RESOLVED that the School Board approve the School Board/Superintendent Operating Agreements for the 2021 – 2022 school year.

7. **Approval of Revised Board Policy JHCD/JHCDA**

BE IT RESOLVED that the School Board approve the revisions to Board Policy JHCD/JHCDA.

8. **Budget Committee Selection Process**

BE IT RESOLVED that the School Board approve the Budget Committee Selection Process as presented.

Susan Greenberg made the motion to accept by the School Board as submitted at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions/Comments: None

BOARD COMMUNICATION – Board Members

A. **Individual School Board Member Comments**

Questions/Comments: Speaking with Matt Hiefield he told me that he is in the process of starting a scholarship for students in Verna Bailey's name. She was the first African American principal in Beaverton.

We appreciate the comments and chats with community members. We care what is best for our kids and our staff is doing the best they can for our kids. We are going to do our best to have a safe 5 days a week teaching and welcome back our students.

I want to thank our staff that is preparing the buildings to keep our students safe, we have the Beaverton resource center and Clothes for Kids for our families to use as resources.

The ACMA campus is amazing and I'm excited for the students there. Thursday we will dedicate Tumwater middle school and invite you to attend. Thank you to the community for the vote for dollars.

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ADJOURNMENT

Chair Colett adjourned the meeting at 9:15 p.m.

Submitted by Dianna Hess

Tom Colett, School Board Chair

INFORMATION ITEM –

Draft Administrative Regulation ACB-AR

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
ESEA Title Funds	Oregon Dept. of Education	\$9,113,439	15 Nov 2021	15 Dec 2021	Permission to apply
Title IA – Improving Basic Programs (\$6,267,966) Title IC – Education of Migratory Children (\$705,504) Title IC (Preschool)– Preschool Education of Migratory Children (\$33,833) Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$997,704) Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$655,223) Title IVA - Student Support and Academic Enrichment (\$453,209)					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	30 Jun 2021	10 Aug 2021
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.				
Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021
Community stewardship and restoration grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.				

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	
Mountainside High School Field Turf Remediation	Aaron Boyle	Invitation to Bid 21-0006	Benchmark Contracting, Inc.	\$587,300.00	10/2021	9/2022	Authorization to Award Contract



PROJECT NAME: Mountainside High School

PROJECTTIMELINE: 5/2014 – 2/2022

PROJECT BUDGET: \$184,135,294.00

PROJECT SCOPE: New High School

CONTRACT NAME: Mountainside High School Field Turf Remediation

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 21-0006

CONTRACTTIMELINE: 9/2021–2/2022

CONTRACT AMOUNT: \$587,300.00

CONTRACT SCOPE: Remove bentonite and replace with CDF and fill materials in field trenches on Varsity Softball Turf Field and a small portion on the Soccer Turf Field.

RECOMMENDATION: Authorization to Award Contract to Benchmark Contracting, Inc.

FUNDING SOURCE: 2014 Bond; New Capacity, New High School; Mountainside High School



SECOND READING OF SCHOOL BOARD POLICY DFA

POLICY ISSUE

Attached is the second reading of School Board policy DFA – Investment of Funds for re-adoption.

BACKGROUND INFORMATION

This policy requires annual review by the administration and school board.

The primary objectives for this investment policy, in priority order, shall be preservation of capital, maintenance of a liquid position and maximum yield. The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the board for re-adoption. There are no changes since the re-adoption on May 15, 2017.

RECOMMENDATION

It is recommended that the School Board adopt this policy.

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Code: DFA
Readopted: 5/15/17
Orig. Code(s): DFA

Investment of Funds

1. Scope and Pooling of Funds

This policy applies to the investment of short-term operating funds and capital project funds (including bond proceeds and bond reserve funds) held by the district. Investments of employees' retirement funds, deferred compensation plans, and funds held and invested by trustees, escrow agents or fiscal agents are not covered by this policy. This policy does not apply to the district's checking account.

Except where legally required to hold separate funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds monthly based on their respective cash balances.

2. General Objectives

The primary objectives for this investment policy, in priority order, shall be: preservation of capital; maintenance of a liquid position; and maximum yield.

a. Safety

Safety of principal is the foremost objective of the investment program. Investment decisions shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

- (1) Credit Risk: The district will minimize credit risk, the risk of loss due to the financial failure of the security issuer or backer, by:
 - (a) Limiting exposure to poor credits and concentrating the investments in the safest types of securities.
 - (b) Diversifying the investment portfolio so that potential losses on individual securities will be minimized.
 - (c) Monitoring the investment portfolio holdings for rating changes, changing economic/market conditions, etc.
- (2) Interest Rate Risk: The district will minimize the price risk, due to changes in general market interest rates, associated with the sale of securities prior to maturity, by:
 - (a) Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
 - (b) Investing operating funds primarily in shorter-term securities or local government investment pool.

- b. **Liquidity**
The investment portfolio shall remain sufficiently liquid to meet all operating, capital and construction requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with anticipated cash needs. In addition, a portion of the portfolio should also be placed in the Oregon Local Government Investment Pool (LGIP), or a similar investment vehicle, to provide immediately available funds.
- c. **Yield**
The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of lesser importance compared to the safety and liquidity objectives described above. The portfolio investments are limited to highly rated/low risk securities in anticipation of earning a fair return relative to the risk being assumed.

Securities shall not be sold prior to maturity with the following exceptions:

- (1) A security with declining credit may be sold early to minimize loss of principal.
- (2) A security swap that would improve the quality, yield, or target duration in the portfolio.
- (3) Liquidity needs of the portfolio require that the security be sold.
- (4) To liquidate a security purchased in error that violates state law or this policy.

3. Standards of Care

- a. **Prudence**
The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported to the School Board in a timely fashion, and the liquidation and/or sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
- b. **Ethics and Conflicts of Interest**
Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees, officers and their families shall not undertake personal investment transactions with the same individual with whom business is conducted on behalf of the district. Officers and employees shall, at all times, comply with the state of Oregon Government Ethics Commission set forth in Oregon Revised Statute (ORS) Chapter 244.
- c. **Delegation of Authority**
The chief finance officer (CFO) shall manage the district’s investment program and ensure compliance with the investment policy, designate eligible investment institutions, review periodic investment reports and monitor investment transactions.

The CFO will designate the cash manager under his/her supervision to administer the policy, place investments, maintain accounting records and prepare investment reports.

4. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security broker/dealers selected by credit worthiness and other factors considered relevant by the district. These may include primary dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

Regional brokers and dealers must have an office in Pacific Northwest in order to be considered for doing business with the district. The district will limit all security purchases to institutions on the approved lists.

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following, as appropriate:

- a. Audited financial statements;
- b. Proof of National Association of Securities Dealers (NASD) certification;
- c. Proof of state registration;
- d. Completed broker/dealer questionnaire;
- e. Certification of having read and understood the district's investment policy;
- f. References from other Oregon local government clients.

A review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the CFO at least every five years. Additions and deletions to the list may be made at the discretion of the CFO.

5. Internal Controls

The CFO, in cooperation with the Financial Reporting staff and the external auditor, will establish and maintain an adequate internal control structure designed to reasonably protect the investments of the district from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by the CFO.

The district shall establish a process for an annual independent review by an external auditor to assure adequate internal controls, as well as compliance with policies and procedures. In addition, the internal controls may be tested by an external auditor upon any extraordinary event, such as turnover of key personnel.

6. Accounting Method

The district shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

7. Delivery, Safekeeping and Collateral

a. Delivery and Safekeeping

Prior to sending funds to a broker/dealer for an investment purchase, the cash manager will require a trade ticket listing the details of the transaction. Securities may be held by the broker/dealer in the district's name in the broker/dealer's account or they may be held by a third-party safekeeping agent.

The purchase and sale of securities, repurchase agreement and guaranteed investment contract transactions shall be settled on a delivery versus payment basis in accordance with Oregon Revised Statute (ORS) 294.145(4) and (5). It is the intent of the district that all purchased securities shall be perfected in the name of the district.

Sufficient evidence to title shall be consistent with modern investment and commercial practices.

b. Collateral

Cash management tools, defined as bank deposits, time deposits, certificates of deposit and savings accounts, shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board.

On March 12, 1996, the OSTF Board adopted the following margins:

- (1) U.S. Treasury securities: 102%;
- (2) U.S. Agency discount and coupon securities: 102%;
- (3) Mortgage backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

A signed Master Repurchase Agreement must be in place between the district and the securities dealer, prior to entering into any repurchase agreement with that dealer.

At the minimum, the district will monitor the collateral requirements weekly for guaranteed investment contracts.

8. Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.052 and 294.810:

- a. U.S. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government;
- b. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions;
- c. Time deposit open accounts, certificates of deposit, bank deposit, and savings accounts;
- d. Bankers acceptances;
- e. Corporate indebtedness;

- f. Repurchase agreements;
- g. Oregon Short-Term Fund (OSTF) (also known as the Local Government Investment Pool – LGIP);
- h. For investment of bond proceeds only and with Board approval: various investment agreements that meet the requirements of ORS 294.052 and the collateral requirements; and restrictions of this policy.

9. Investment Parameters

- a. Diversification

The investments shall be diversified by:

- (1) Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- (2) Investing in securities that have high credit quality;
- (3) Limiting investments in high interest rate risk, such as variable rate securities;
- (4) Investing in securities with varying maturities; and
- (5) Continuously investing a portion of the portfolio in readily available funds such as the Oregon Short-Term Fund (or LGIP).

Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the district’s bond sales. All bond fund reserve requirements will be considered to be capital project funds. The district may designate (upon approval by the Board) other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Security	Maximum % of total Portfolio	Maximum Maturity
U.S. Treasury Bills, Notes and Bonds and obligations secured by the U.S. Treasury	100 percent	18 months for operating funds, and 3 years for capital project funds
U.S. Government Agencies and Instrumentalities, including Government Sponsored Enterprises	100 percent	18 months for operating funds, and 3 years for capital project funds
State and Local Government Securities	30 percent	18 months for operating funds, and 3 years for capital project funds
Time Certificates of Deposit	50 percent	18 months
Repurchase Agreements	25 percent	30 days
Banker’s Acceptances	25 percent	6 months

Corporate Indebtedness (commercial paper and bonds)	35 percent	18 months
OSTF - Local Government Investment Pool	Statutory Limit	N/A
Time Deposit Open Accounts, Bank Deposit and Savings Accounts	10 percent	N/A

In addition to the above, the district may invest up to 100 percent of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- (6) There shall be a limit of 35 percent of the portfolio held in securities issued by any single US government agency.
- (7) Time certificates of deposit and banker’s acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10 percent for overall holdings of one institution.

In addition to this policy, ORS 294.035 limits investment in a single corporate entity to no more than 5 percent of total surplus funds.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio, but consideration should be given to this matter when future liquidations are made or when reinvestment occurs. Portfolio percentage limits are in place to ensure diversification in the investment portfolio; a small, temporary imbalance will not significantly impair that strategy.

b. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as the OSTF or overnight repurchase agreements, or held in bank balances to ensure that appropriate liquidity is maintained to meet on-going obligations.

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term funds. All funds will be considered short-term except those reserved for capital projects. Except for special situations, as directed by the investment officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio – Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10 percent
Under 90 days	25 percent
Under 180 days	50 percent
Under 360 days	90 percent
Under 18 months	100 percent

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. Future investments must not be made to longer maturity dates until the limits will be met, however.

Long-term portfolio – Instruments and diversification for the long-term portfolio shall be as for the short-term portfolio. Long-term portfolio is defined as “maturities over 18 months and maximum of 36 months”. Maturity scheduling shall be timed according to anticipated need. For example, investment of capital project funds shall be timed to meet projected contractor payments.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the most restrictive parameters of this policy and the applicable bond covenants and tax laws.

This investment policy has been submitted for review by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

- c. **Credit Ratings**
The minimum credit rating levels for the permissible investments are set out in ORS 294.035. These credit rating levels apply to the security at the transaction settlement date. If the credit rating of a security is subsequently downgraded below the minimum rating level for a new investment of that security, the CFO shall evaluate the downgrade on a case-by-case basis in order to determine if the security should be held or sold. The CFO will notify the School Board about the credit rating downgrade and whether the decision was made to sell or hold the security.
- d. **Securities Lending and Reverse Repurchase Agreements**
The district will not lend securities nor directly participate in a securities lending or reverse repurchase program.
- e. **Competitively Priced Securities**
Before any security purchase or sale is initiated, the cash manager shall gather information about current market interest rate levels from various sources, including investment dealers, internet financial websites, financial publications and other sources. Each security purchase shall be made at competitive market interest rate levels. The cash manager shall use their discretion in determining whether to seek competitive bids or offers.

10. Reporting

a. Methods

The cash manager shall prepare an investment report monthly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the previous month. The report will be submitted to the CFO for review. This management summary will be prepared in a manner that will allow the CFO to ascertain whether investment activities during the reporting period have conformed to the investment policy. In addition, the cash manager will prepare a regular monthly board report. At a minimum, this report will include the following:

- (1) Listing of individual securities held at the end of the reporting period;
- (2) Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s);
- (3) Listing of investments by maturity date, call date, cost and current fair value;
- (4) Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.

b. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The appropriate benchmark will be the monthly yield for the LGIP. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in an interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

c. Marking to Market

The market value of the portfolio shall be calculated at least annually and a statement of the market value of the portfolio shall be issued at fiscal year-end.

11. Policy Adoption and Re-Adoption

The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Board. The Board will approve all revisions to the policy.

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)



CAPITAL BOND CALENDAR

POLICY ISSUE / SITUATION:

A new capital bond program is needed to continue with the facility improvements currently being funded by the 2014 Capital Bond program. A new capital bond will require Board action to refer a property tax increase measure to the voters of the Beaverton School District. The Board is being requested to approve the staff prepared work plan for a future capital bond program.

BACKGROUND INFORMATION:

The 2014 Capital Bond program is nearing completion and the Board adopted the 2021 Long Range Facilities Plan (LRFP) in June 2021. The LRFP identified substantial need to improve and modernize existing district facilities. The LRFP recommends that a new capital bond measure be developed to fund the needed facility improvements.

A draft capital bond work plan was reviewed by the Board at its August 30, 2021 Board meeting. The work plan proposed for adoption assumes the Board will refer a to-be-defined capital bond to the Beaverton School District voters for the November 2022 General Election. Using November 2022 as an end date, the work plan identifies major tasks for staff and the Board to complete during the next 14 months.

The capital bond measure will require the voters of the Beaverton School District to approve a property tax increase. The amount of that increase will be a future decision point for the Board. The Board will be kept informed and be involved throughout the process with regular updates and public meetings.

RECOMMENDATION

Recommend the Board adopt the capital bond work program and direct staff to provide regular updates on progress for the capital bond program.

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 with in these protected classes."



Legal Settlement

POLICY ISSUE/SITUATION

To resolve a lawsuit filed against the District.

BACKGROUND INFORMATION:

Board policy DJ requires the School Board to approve expenditures of funds over \$150,000.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution:

BE IT RESOLVED that the authority to pay a total of \$230,000 is granted to settle claims in a lawsuit brought on behalf of IM. The settlement agreement will be in a form approved by the General Counsel.

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

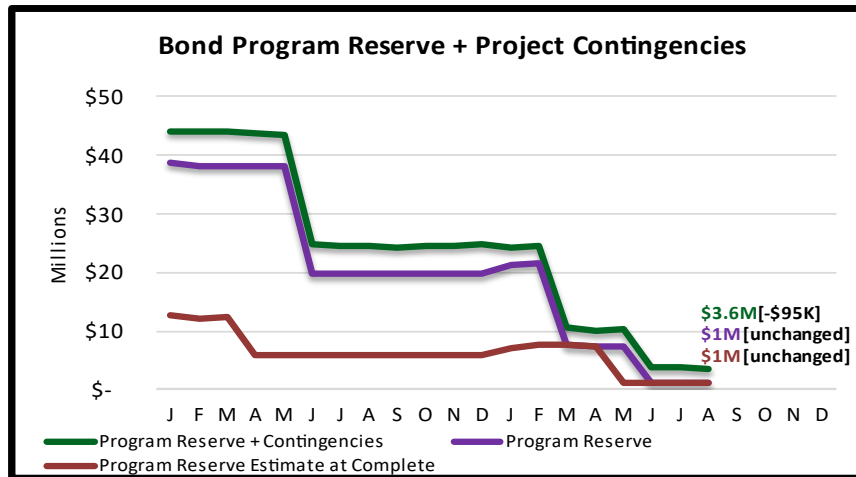
The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender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

Bond Program Status Report

Through August 2021

2014 Bond Program Executive Summary

August 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	- \$	806,550,089
Bond Program Reserve	\$	1,019,112
Bond Program Reserve	\$	1,019,112
Net Contingency Balance	+ \$	2,621,252
Bond Program Reserve + Contingencies	\$	3,640,364
Bond Program Funding Total	\$	807,569,201
Program Estimate at Complete (EAC)	- \$	806,550,089
Projected Program Reserve Estimate at Complete	\$	1,019,112

Budget Perspective

This month the overall Program Reserve remained unchanged and the Reserve + Project Contingencies decreased by \$95K. All projects remain within their current approved budgets. Primary cost events were:

- Tumwater's current contingency decreased by \$100K due to continued FF&E purchases for outfitting the middle school. The Tumwater project remains in closeout while final FF&E purchases are completed and the school gets ready to open as a middle school.
- The Vose classroom addition is out to bid right now. We will have bid results in October.
- The Beaverton School District will be entering mediation to seek remedy for damages associated with the roofing project at West TV in 2019. The mediation is tentatively scheduled to take place in February 2022.

Schedule Perspective

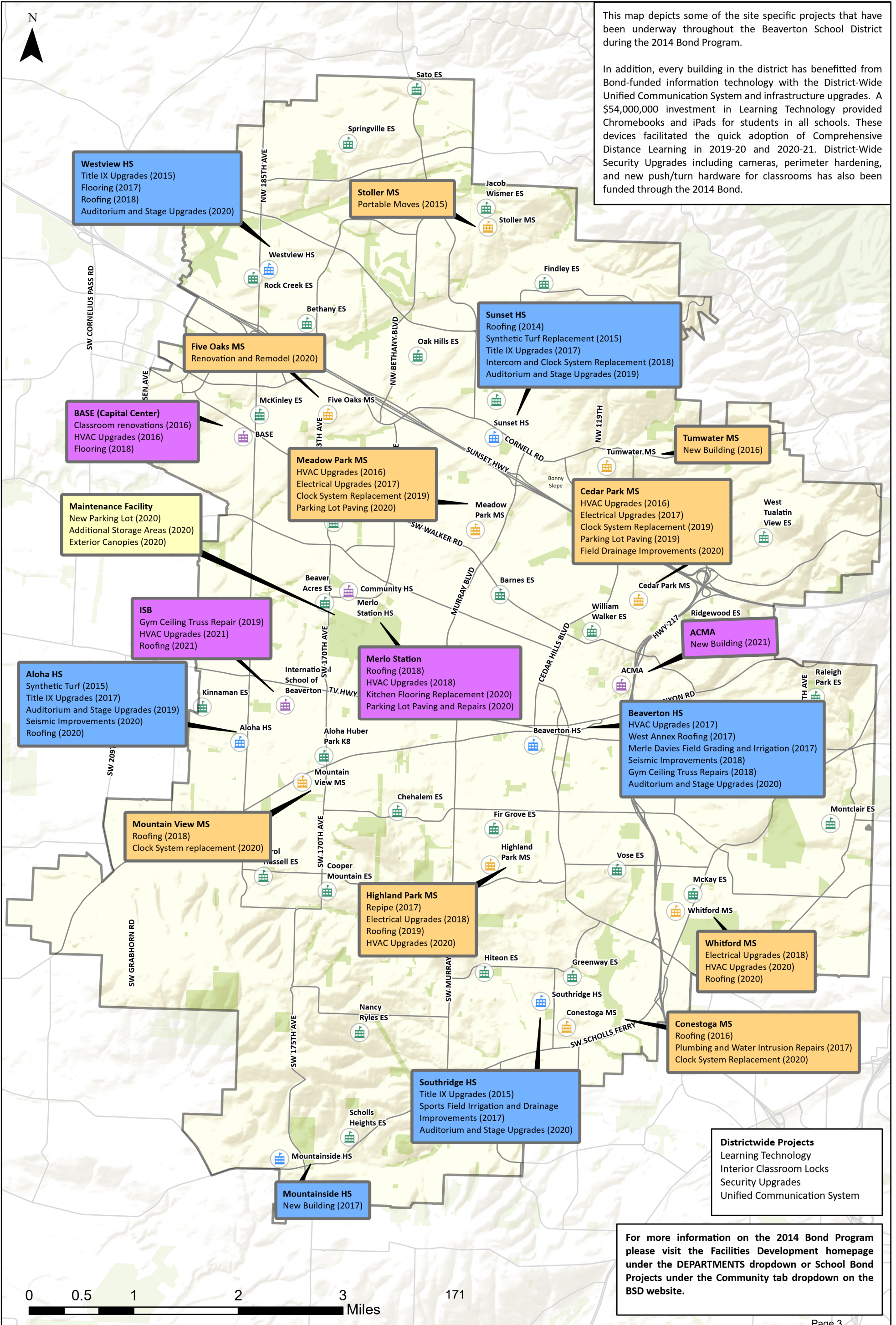
- All of the summer projects were completed on time and in great shape. This was quite a feat considering the numerous supply chain issues we encountered.
- ACMA and Tumwater are both 100% complete and ready for the start of school.
- We are beginning design of many projects for summer 2021: Vose Classroom Addition, Bethany Roof/Seismic, Security Cameras: Elementary/Middle/Options, Roof Projects: Fir Grove/Greenway/Nancy Ryles/McKinley/Findley, Re-pipe Projects: McKinley/Chehalem/Elmonica, Classroom Walls: Greenway/Elmonica/Errol Hassel, Multiple Seismic: West TV/Sunset Auditorium/Rock Creek, HVAC Projects: Errol Hassel/Kinnaman/McKinley.

Challenges and Opportunities

- Supply chain issues: As we turn our attention towards 2022 projects, we are being very mindful of potential supply chain issues. As an example, we are being told that the insulation we typically use for roofing projects has a 6-8 month lead time. A typical lead time would be approximately 1-2 months, so this will be a significant impact.
- Similar to the supply chain issue noted above, we have many concerns about labor availability into the future. We are seeing regulations change frequently and this is not conducive to efficient operations. For us to be able to accurately estimate project costs and schedules, there needs to be a relatively predictable availability of labor and materials.

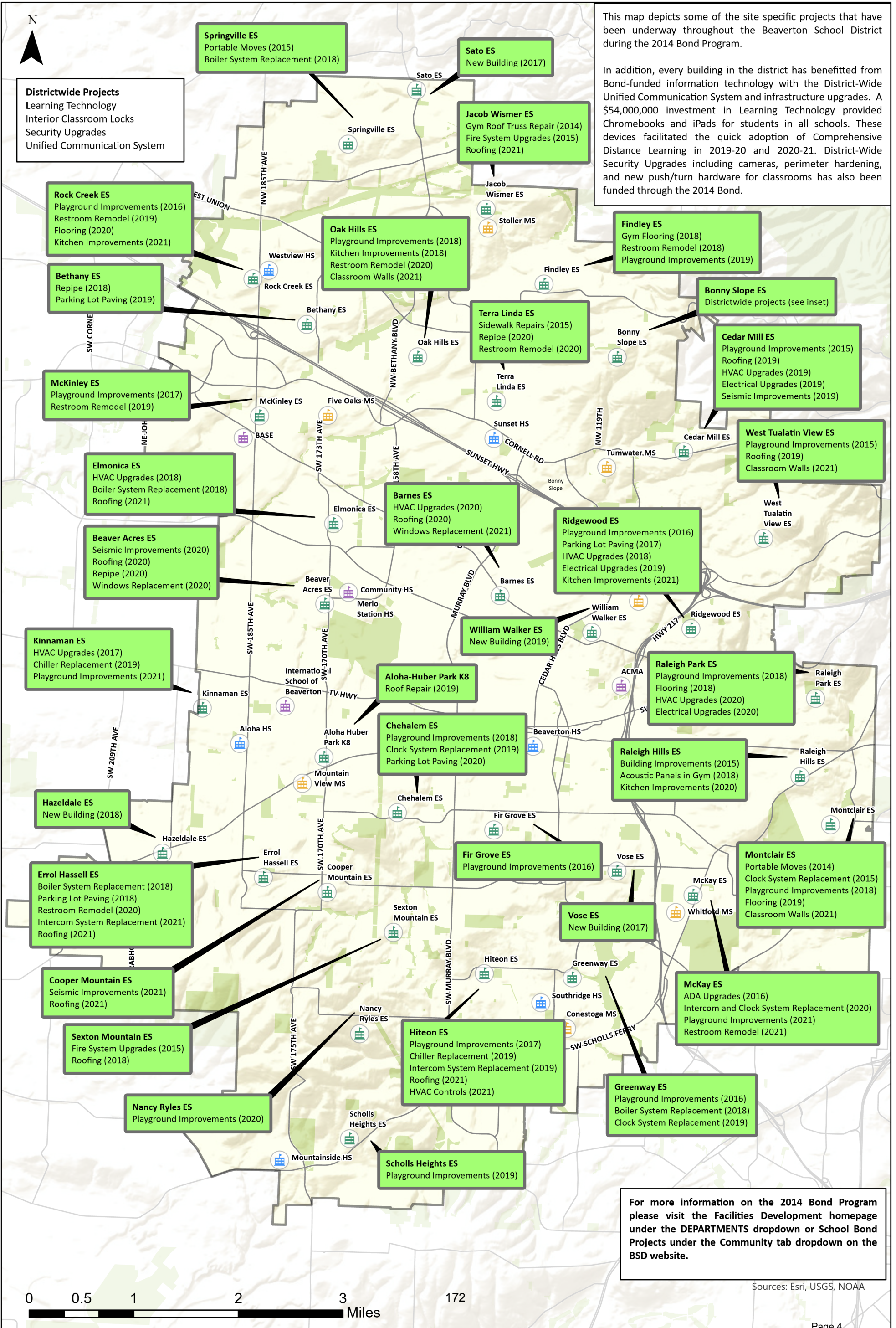
2014 Bond Program Middle School, High School & Options

September 8, 2021



2014 Bond Program Elementary Schools

September 8, 2021



2014 Bond Program Scorecard
August 2021

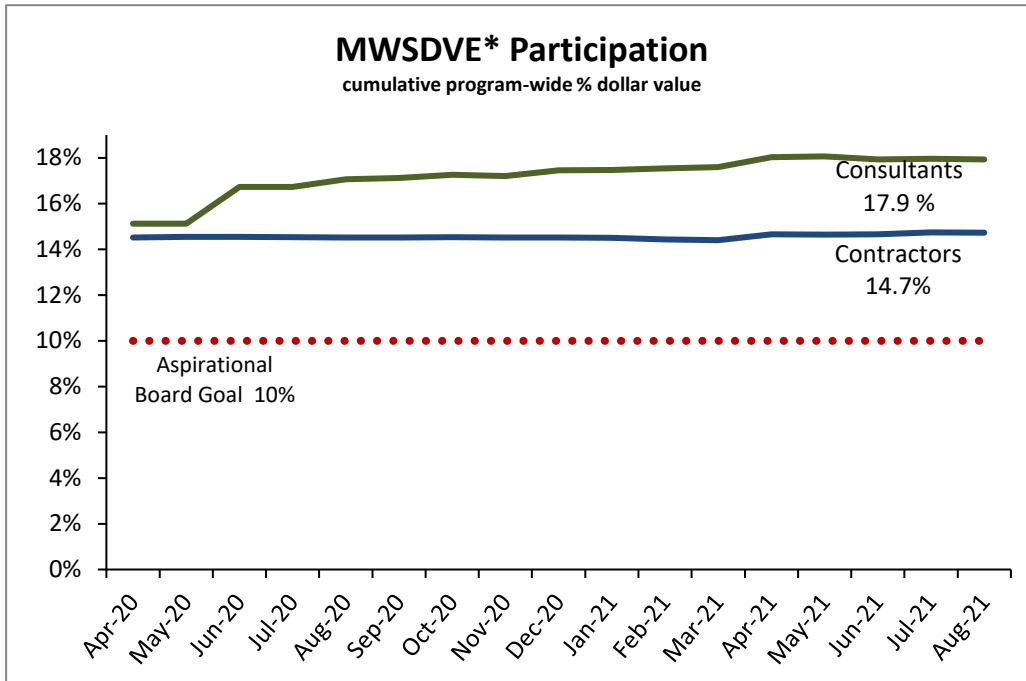
Data as of August 31, 2021

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

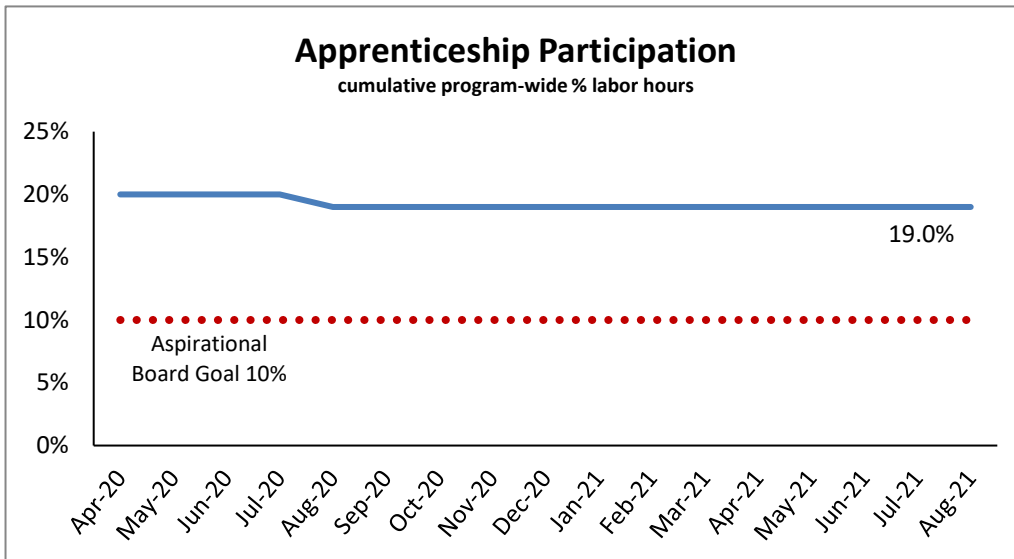
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	95.00%	84.00%	10.00%	1.00%	8.00%	9.00%	10.00%	5.00%
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								
	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	(6-2021)	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)	(6-2021)	(6-2021)	(6-2021)	(6-2021)	(6-2021)
Construction - Finish	3-2021	(10-2021)	(8-2021)	(8-2021)	(8-2022)	(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)	(8-2022)	(9-2021)	(8-2021)	(8-2022)
Project Complete (Month - Year)	(8-2021)	(10-2021)	(9-2021)	(8-2021)	(8-2022)	(9-2021)	(8-2021)	(8-2022)
Equity Goals								
Participation	Target %	Current %	Change %					
MWSDVE - Consultants	10.0%	18.1%	0.10%					
MWSDVE - Contractors	10.0%	14.7%	No change					
Apprenticeship	10.0%	19.0%	No change					

2014 Construction Bond Program

Equity Performance August 2021 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of August 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	July-21 Est @ Comp	August-21 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,417,388	3.9%	
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	\$ 1,523,777	\$ 1,523,777			
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	\$ 120,559,959	\$ 120,559,959	\$ 120,559,959			
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>					
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 290,929	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	\$ 69,683	0.6%	
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	\$ 657,844		
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	\$ 61,691,096	\$ 61,691,096	\$ 85,408		Contingency decreased by \$100K due to FFE purchases
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	\$ 18,458,530	\$ 18,458,530			
Seismic Upgrades	\$ 4,200,000	\$ 25,984,138	\$ 25,984,138	\$ 25,984,138			

2014 Bond Program Financial Status Report
Financial Summary

Data as of August 31, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	July-21 Est @ Comp	August-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	\$ -	\$ 12,945,300	\$ 12,945,300	\$ 12,945,300		
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	\$ 726,550,089	\$ 726,550,089	\$ 726,550,089	\$ 2,621,252	
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	\$ 806,550,089	\$ 806,550,089	\$ 806,550,089	\$ 2,621,252	Contingency Balance change of (\$95K)
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 remained unchanged
Program Reserve		\$ 1,019,111	\$ 1,019,111	\$ 1,019,111		Program Reserve remained unchanged
Program Reserve + Project Contingencies					\$ 3,640,363	Change of (\$90K)

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

Data as of August 31, 2021

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,792,005	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,495,131	District-wide Repairs	\$ 1,409,585	
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

Data as of August 31, 2021

Added Projects

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	July-21 Est @ Comp	August-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
Seclusion Rooms Alterations	Safety Comm 5/19/14	\$ 99,368	\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost	
Portable Relocations 2014	Sr LT 5/20/14	\$ 591,685	\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost	
Portable Relocations 2015	Sr LT 3/2015	\$ 294,257	\$ 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	\$ 1,030,697	\$ -	Completed; Final Cost	
Classroom Door Locks	SB 6/18/18		\$ 2,179,293	\$ 2,179,293	\$ 2,179,293	\$ -	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
Elmonica Repipe			\$ 500,000	\$ 500,000	\$ 500,000			Pending School Board approval
Security Upgrades: Site Fencing			\$ 1,700,000	\$ 1,700,000	\$ 1,700,000			Pending School Board approval
Vose Classroom Additions			\$ 4,050,000	\$ 4,050,000	\$ 4,050,000			Pending School Board approval
Added Projects Total		\$ -	\$ 12,945,300	\$ 12,945,300	\$ 12,945,300			

2014 Bond Program Financial Status Report

Data as of August 31, 2021

District-Wide Repair Projects "The \$98M"

Project	Initial Budget	Revised Approved Current Budget	July-21 Est @ Comp	August-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 26,653,905	\$ 53,583,091	\$ 53,583,091	\$ 53,583,091		Completed; Final Cost
Projects in Close-out	\$ 7,543,538	\$ 27,637,800	\$ 27,637,800	\$ 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	\$ 396,700 9.0%	
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	0.0%	
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	\$ 375,000	\$ 375,000	\$ 375,000	\$ 2,750 0.7%	Scheduled to begin 2021
BHS Track Repair	\$ -	\$ 239,646	\$ 239,646	\$ 239,646	\$ 7,000 3.0%	
BHS Dugout Repair	\$ -	\$ 219,018	\$ 219,018	\$ 219,018	\$ 3,200 1.5%	
ISB HVAC & Roof	\$ 864,000	\$ 2,040,319	\$ 2,040,319	\$ 2,040,319	\$ 136,707 7.2%	
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*	\$ 8,520,957	\$ 9,034,311	\$ 9,019,810	\$ 9,034,311		
Repair Projects Total	\$ 47,623,400	\$ 103,096,854	\$ 100,608,233	\$ 103,096,854		
Repair Program Balance Available	\$ 50,376,600	\$ 17,463,106	\$ 19,951,727	\$ 17,463,106		
Repair Program EAC Balance	\$ -	\$ -				
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 120,559,959	\$ 120,559,959	\$ 120,559,959		
*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 Transferred from Domestic Fire/ Line Separation	\$ 977,120					
Funds transferred to Seismic- Bethany ES	\$ (2,230,000)					
Funds transferred to Added Projects	\$ (179,293)					
Balance	\$ 120,559,959					

2014 Bond Program Financial Status Report

Data as of August 31, 2021

Seismic Projects

Seismic Projects	Original Budget	Revised Approved Current Budget	July-21 Est @ Comp	August-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	\$ 18,840,863	\$ 18,840,863	\$ 18,840,863	\$ 773,246	4.3%	
Beaver Acres ES	\$ 1,714,444	\$ 6,029,836	\$ 6,029,836	\$ 6,029,836	\$ 42,255	0.7%	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program) (Budget Moved to Facility Repairs)</i>				Scope completed via BHS Gym Ceiling project	
Cedar Mill ES	\$ 144,771						
Cooper Mt. ES	\$ 361,703	\$ 3,160,175	\$ 3,160,175	\$ 3,160,175	\$ 440,275	16.2%	
Seismic Funding Hold	\$ -	\$ 160,300	\$ 160,300	\$ 160,300			
Bethany ES	\$ -	\$ 4,930,811	\$ 4,930,811	\$ 4,930,811	\$ 281,078	6.0%	
(Projects Financially Complete)							
Seismic Projects Total	\$ 4,200,000	\$ 33,344,043	\$ 33,344,043	\$ 33,344,043			
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	\$ 25,984,138	\$ 25,984,138	\$ 25,984,138			
Seismic Program Less Transfers In/Out	\$ 25,984,138						
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						
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000						
Balance	\$ 25,984,138						

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

Data as of August 31, 2021

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 8/31/21	Annual Description of Expenditures
Networking Upgrades	\$ 11,522,448	56%	\$ 6,433,059	\$ 5,161,842	\$ 72,453	Maintaining current wired and wireless networking capacity and addressing areas of need. Data Center server hardware expanded and replaced. New staff and departmental storage implemented. Replacement of school switch project started at elementary schools.
Digital Curriculum Development	\$ 5,286,785	88%	\$ 4,646,652	\$ 698,711	\$ 58,578	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	\$ 29,496,360	99%	\$ 29,314,592	\$ 202,361	\$ 20,593	Two rounds of student devices were purchased from the bond. Monies remaining in the Future Ready budget are partially funding hardware repair staff focused on repairing our fleet of over 50,000 iPad and Chromebook devices.
Technology Modernization	\$ 2,929,901	80%	\$ 2,357,909	\$ 580,260	\$ 8,268	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	88%	\$ 49,516,717	\$ 6,643,174	\$ 159,892	

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

Data as of August 31, 2021

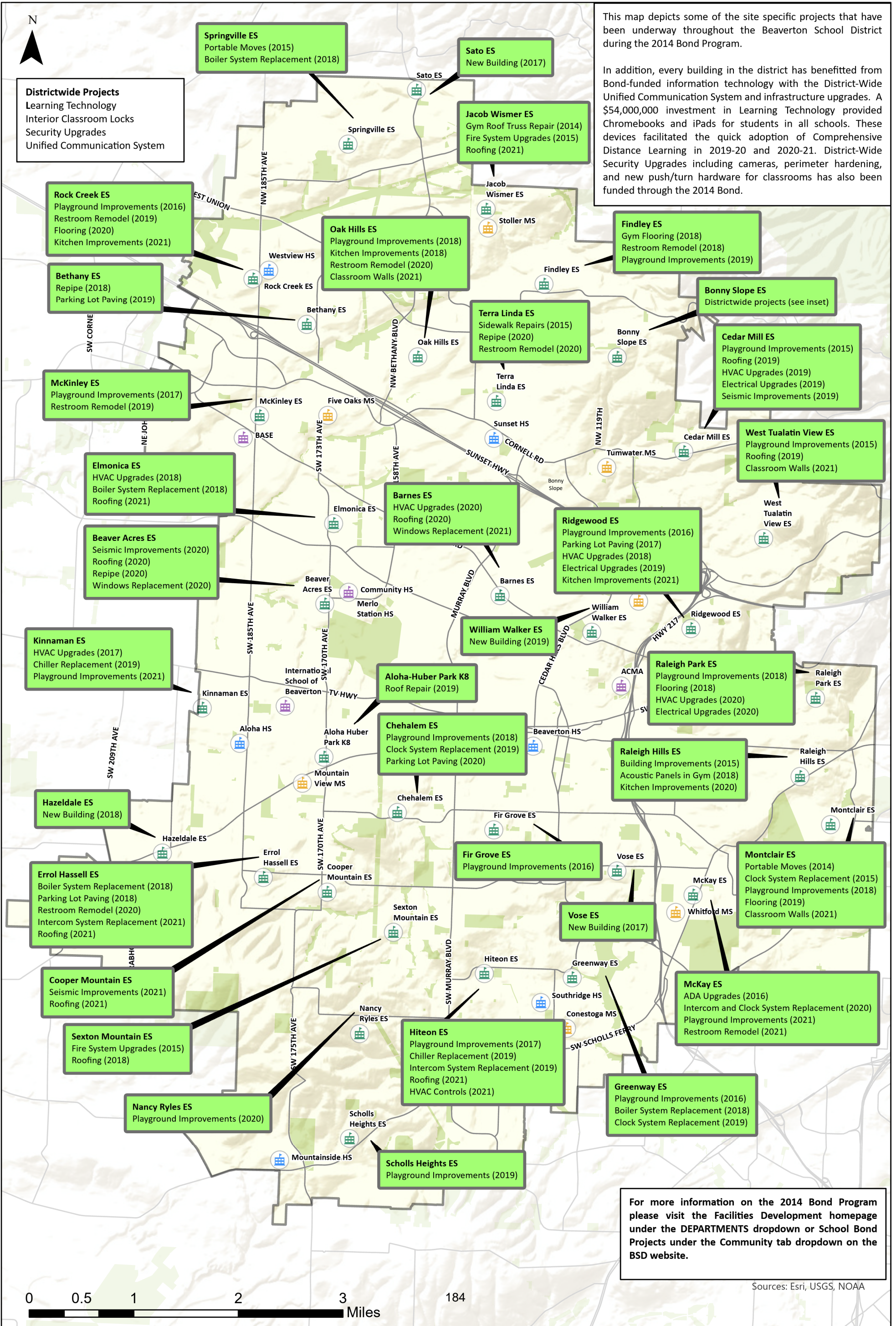
Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 8/31/21	Annual Description of Expenditures
Copiers	\$ 1,945,124	86%	\$ 1,668,284	\$ 300,000	\$ 23,159	Approximately \$300,000/year over eight years.
Athletic Equipment	\$ 1,021,736	73%	\$ 742,757	\$ 278,981	-	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	63%	\$ 1,446,911	\$ 843,784	\$ 1,476	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	\$ 15,366	61%	\$ 9,366	\$ 6,000	-	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 18,318,463	100%	\$ 18,318,463	-	-	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. The District purchased \$16M in buses over the first 7 years of the bond. All are included in this line.
Critical Equipment Total	\$ 23,589,908	94%	\$ 22,185,781	\$ 1,428,765	\$ 24,635	
Grand Total	\$ 79,589,908	90%	\$ 71,702,498	\$ 8,071,939	\$ 184,527	
Total Bond Funds Remaining	\$ 7,887,410					

BOND PROGRAM CASH FLOW



2014 Bond Program Elementary Schools

September 8, 2021



2014 Bond Program Middle School, High School & Options

September 8, 2021

