



 AGENDA

I. CALL MEETING TO ORDER	6:00 - 6:00 p.m.	
Tom Colett		
II. BEA/OSEA COMMENTS	6:00 - 6:05 p.m.	2
Sara Schmitt/ Krysti Sackman		
III. BSAC REPRESENTATIVE REPORT	6:05 - 6:10 p.m.	
IV. PUBLIC COMMENTS	6:10 - 6:50 p.m.	4
V. REPORTS	6:50 - 8:00 p.m.	
A. Superintendent Comments		10
Don Grotting		
B. School Reports - McKay Elementary		12
Barnes Elementary		
Erin Kollings, Paul Marietta		
C. Financial Update		28
Mike Schofield		
D. District COVID Update		37
Ginny Hansmann, Josh Gamez, Danielle Hudson, Brian Sica		
E. Bond Accountability Committee Report		46
Brad Wright		
F. Arco Iris Charter Amendment -Bond Financing		49
Christa Billings, David Robertson		
VI. ACTION ITEMS	8:00 - 8:10 p.m.	
A. OSBA Board of Directors Position 15 Election		65
B. OSBA LPC Position 16 Election		66
C. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		67
c. Public Contracts		74
d. Grants		79
e. Arco Iris Charter Amendment		80
f. Arco Iris Charter Amendment - Bond Financing		82
g. Behavioral Health and Wellness Project Team Charge		98
VII. BOARD COMMUNICATION	8:10 - 8:20 p.m.	
VIII. CLOSING COMMENTS/ADJOURNMENT	8:20-8:30 p.m.	
Don Grotting, Tom Colett		
IX. INFORMATION ITEM -		99
Future Bond Status Update Report		
Vaccination Location Update		
X. EXECUTIVE SESSION - ORS 192.660(2)(d).	8:30-9:00p.m.	
Negotiation Updates		

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

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BEA School Board Comments
November 15, 2021

Good evening Chair Colett, Superintendent Grotting and members of the School Board,

Last month, I shared with you that while educators have been relieved to be back in buildings fulltime with our students, the challenges of this school year, on top of our regular responsibilities, have educators more stressed and overwhelmed than ever before. After having an unprecedented number of phone calls from members wanting to know how to resign their position, and severe staffing shortages that are resulting in staff members working way outside their area of expertise just to keep our schools up and running, we sent out a survey to BEA members in October to gather some data about the impact of workload and staffing shortages in our schools. The survey results are deeply concerning. [See the survey results here.](#)

To frontline educators, this is THE fundamental issue facing public education right now. We have to make these jobs manageable for the dedicated educators who want to serve our students. Having a wellness day during Thanksgiving week is a wonderful acknowledgement of the need to relieve the pressure for students, staff and families. AND we also need on-going meaningful workload relief.

We know that there are no easy answers, but easy answers aren't what we are looking for. Our students deserve the best shot at education that we can provide them, and educators are working as hard as they can to provide a quality education for our students - they deserve more than an easy answer. I hope you will all join one of our upcoming listening sessions to hear directly from educators about what they are experiencing this year, the immediate solutions to implement to make this year manageable and long-term solutions we can work toward together to make sure a career as an educator can be fulfilling and sustainable.

Thank you for the time and energy that you dedicate to our school district and our community.

November 15, 2021

Hello Superintendent Grotting, Board & Community members.

Thank you for being here tonight.

As classified staff I want to say a giant thank you to the district for the week off of work next week, having this break will be so beneficial to all of our mental health.

I know that this is a much-needed break, so many of our staff are working so hard to do their usual job duties, do the added duties given this year and continuously stepping up to support their coworkers and their buildings.

There are so many people working together as a team to support our students and this speaks such volumes to who we are as a community.

That being said, what we are doing is too much and it being only day 44 of the year, I fear for what this workload will bring to our community as a whole in the long run. I fear we will continue to struggle to retain our wonderful staff

We as a board are working hard to represent and support all of our classified staff who are working tirelessly in our community each day.

We are focusing a lot of energy around preparing for our contract bargaining. We want to remind all members to be mindful of our monthly newsletters and to please share your ideas and opinions with us so we can do our best to represent all staff.

We want to remind all community members to say thank you to all of our hard working classified staff who continue to show up and do great things for our community.

Kyrsti Sackman

Pronouns: she/her/hers

OSEA Ch. 48 President



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 November 15, 2021 will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Friday, November 12, 2021 through 12:00 p.m. on Monday, November 15, 2021 to be randomly selected to speak on the zoom link for the Board meeting Monday November 15, 2021 at 6:10 p.m.

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

Brian Gardner	BSD Parent	Bond Accountability Committee Report
Mark Reschke	BSD Parent	District COVID Update
Jeff Myers	BSD Parent	Public Contracts
Mitch Kirschner	BSD Parent	District COVID Update
Makiko Hoff	BSD Parent	District COVID Update
Nancy Noriega	BSD Parent	School Report - McKay
M Henrie	BSD Parent	Behavioral Health and Wellness Project Team Charge

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PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for November 15, 2021 will be conducted online. Written Public Comments were accepted by online form submission from 12:00 p.m. on Friday, November 12, 2021 through 12:00 p.m. on Monday, November 15, 2021. The following comments followed all of the posted guidelines on the form and were submitted by Monday, November 15, 2021 at 12:00 p.m.

Megan T	BSD Parent	I'm deeply concerned about the state of our district. Not only have our kids lost countless learning opportunities but now there are behavior issues so out of control there seems to be no improvement coming. My son is not being challenged in any way in his education and I'm beginning to deeply fear his safety in the school building due to the behaviors of other students. What is the districts plan to move forward? The teachers are doing the best they can but there is no way they can teach under these conditions.
District Parent	BSD Parent	I want to bring to your attention the problems with EES-Superintendent Priority Feedback survey. The survey raises serious concerns about the professional qualification of the person(s) who created it as well as those who approved it to present to the public. The language of the survey is deliberately confusing and difficult to understand. Proposed answers do not make sense in the contexts of the questions. This is not just my opinion, there are many similar complaints on the district's Facebook page. Translation to other languages is also very far from acceptable. Confusion is amplified tenfold. Additionally, recently there are questions about the way the district informs the public about the school board meetings. Announcements, agendas, and requests for comments are late and incomplete. The public is losing trust in the transparency of the way the board operates and makes decisions.
Tiffany Culligan	BSD Parent	I am a parent of a child with dyslexia in the district. Prepandemic, only 62% of 3rd graders in BSD were reading at grade level. For our BIPOC community and students with disabilities, those numbers are even more concerning, with African Americans/Blacks at 34%, Hispanics/Latinos at 36%, Ever English Learners at 33%, and Students with Disabilities at 37%. How can we be a district that prioritizes equity and social justice, yet doesn't address this issue? Students who struggle to read need explicit, systematic instruction in reading. Unfortunately that is not happening in our schools, leaving families like ours to seek private tutoring for appropriate instruction. Literacy improvement must be priority for our new superintendent. We need a new superintendent who is going to be a leader in change, bring new ideas to the district, and understand the science of reading, so that we can reach all that struggle to read.
Sarah Smith	BSD Parent	Please research the opportunity to use ESS, a substitute system that successfully provides substitutes for every district in the area and in many states. They saved Hillsboro over \$300,000 the first year they switched over. They provide training, licensing, payroll, insurance options, pay the state required salary and will not only save BSD money, but resolve your lack of substitutes. There is no excuse that makes since for you to keep costing BSD money to hold

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		<p>onto this responsibility yourself. All your current subs would be able to switch over and continue to work in BSD, but also open you up to save money, district resources and give you more substitutes to work with. I have emailed you about this before and am sorry to see that you have not included this change to be discussed when the issue is now, classified and licensed staff need this and the budget needs this.</p>
Jenne Elston-Khorvash	BSD Parent, BSD Staff Member	<p>Please reconsider the AGS1 for all 8th graders model that is in place at the middle schools. I am a highschool AGS 1 teacher. Think about it, next year all of my students will be students who failed AGS1 previously at the middle school, or passed with a D or C but teachers still forecasted them for AGS 1 because they didn't feel they would be successful in AGS 2 yet, or failed AGS 1 again in highschool. I am strongly suggesting that you change the policy of AGS 1 for all 8th graders. Think for a moment what forcing a student to take a math class that they were not ready for in middle school will do to their confidence. What will it do to their self esteem? Were classroom math teachers consulted before this decision was made? This problem is only compounded by the fact that every AGS 1 class must use the same curriculum. It does not make sense to force a student to repeat the SAME curriculum. Please do something about this. Thank you.</p>
Erin Herrick	BSD Community Member	<p>The science is clear. Children should not be in masks. Children should not be mandated to take the vaccine. VAERS Vaccine data: 22,782 total adverse events, including 1,400 rated as serious and 29 reported deaths. 59 reports of anaphylaxis among 12- to 17-year-olds where the reaction was life-threatening, required treatment or resulted in death — with 96% of cases attributed to Pfizer's vaccine. 547 reports of myocarditis and pericarditis (heart inflammation) with 539 cases attributed to Pfizer's vaccine. 126 reports of blood clotting disorders, with all cases attributed to Pfizer. Tens of thousands of reports have been submitted to the Vaccine Adverse Event Reporting System for children ages 0 to 18, and that 60 children have died — 23 of them were under 2 years old.</p>
Jeanette Schade	BSD Community Member	<p>It is absolutely despicable what the board is allowing into our schools. You are to be the shield between rogue administrators/teachers/staff and the students/community. However, you all have been complicit and allowing the sexualization of our children to happen like at Southridge and Mt View Middle School. You are allowing the teaching of biased, sexual, and racist material. Anything that happens to these precious children will be squarely on your heads and any other person in this district knows about it from the superintendent on down. This district is crumbling. I urge all parents to take your kids out now. I took my son out March 2020, 1 week before the pandemic hit because the district didn't care for him, his 504 needs, nor his mental, physical, and emotional safety. After the article that came out about Southridge last night, I am glad I pulled him. https://northwestobserver.com/index.php?ArticleId=1840&fbclid=IwAR2D716-GNXzme7KEjkKj4-gz_sOF1c3N9ucAmMxr9eFLEfJE0C1EgDIR3A</p>
Lexie Barth	BSD Staff Member	<p>Please invest in educators; educators physically in the classroom working directly with students. We are in need of mental health and academic support that classroom teachers cannot provide on our own. The district continues to invest in professional development, new curriculum, TOSA positions and administrative roles, but those investments are not impacting the classroom. Classroom teachers are stretched thin already with distancing and mask guidelines, making it difficult to provide small group instruction and intervention. Responding to high needs behaviors also pulls from academic instruction. We need certified and classified staff, with small class sizes.</p>

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Sara Davidson	BSD Community Member	I am concerned about the ongoing violence within the Beaverton school district. Why weren't parents told about the inappropriate clothing girls were wearing to school in a ridiculous sexualization "protest"? This eventually did lead to violence on campus and police were called in. They should have been reprimanded not given an audience. This is a clear distraction from education. Protests should not be allowed on campus during school hours, period.
Ryan Frei	BSD Parent	I write to encourage the Board to require COVID-19 vaccination for schoolchildren in the District. Vaccination has been the single most potent strategy for combating disease for over a century. It is one of the pillars that allows our society to function without constant fear of plague. Thankfully, most parents in our district already understand this and have gotten their children vaccinated promptly. But it is becoming clear that without a requirement to vaccinate, we will likely not reach the immunity threshold required to reap vaccination's most salient benefits for a long time, if ever. Let's not be intimidated by a tiny minority into abandoning science and common sense, no matter how obnoxious they may be. Our District already requires vaccination for about a dozen different diseases, and it is time for us to add one more vaccine to that list. Please require COVID-19 vaccination in our District.
Suzanne Jensen	BSD Community Member	BSD should remove all the Covid restrictions and no vaccine mandate should be considered for students, staff, or visitors. Covid 19 is virtually harmless for young people. BSD focuses on the vaccination rates or case rates to cause fear in parents and students. The rates of serious reactions to Covid in people under 20 is EXTREMELY low. According to the CDC, only .018% of deaths in people ages 5-17 in 2020-21 were from Covid. Only 5 children from 0-19 have died in OR from Covid since it's been tracked. While every death is tragic, BSD should not be demanding medical procedures, masking or distancing to stop 5 deaths over 2 years in a state with over 1.2 million children(from census data). Since there is a vaccine available for staff members or students who are high-risk which helps them avoid a serious reaction, there is no need to impose a vaccine on anyone. Particularly since there is evidence from the AP that vaccinated people pass Covid as much as non-vaccinated.
Sara	BSD Parent	Parents have the right to choose what is right for our kids! I believe now is the time to take off the masks and move on, masks should be optional! The schools should not mandate this vaccine, kids are not spreaders, if they get sick- it's nothing but a cold. If parents want to they can vaccinate their kids but don't force this. I am all for choice!! Listen to the parents!!
Carrie O'Brien	BSD Community Member	I am writing on behalf of Adam Saeteurn. He has been assaulted and bullied repeatedly by a classmate and the school has failed to take actions to protect him. Instead, they have protected the student who has attacked him. It is the school's responsibility to identify the perpetrator and protect the victim by removing the offender from the classroom and to prevent contact with the victim while at school. Please act immediately to protect Adam from further harm while he's at school. Thank you.
Tara Delarosa	BSD Parent, BSD Community Member	A school district is a group organization that has the power and duty to put into action, and carry out, various plans designed to meet the district's educational objectives. What then are the educational objectives of a lesson in November to a group of 8 year olds about anal and oral sex. While sitting at the tennis club Friday night with a large group of people, a grandma said her grandson came home and said his teacher taught him about anal and oral sex. These kids then joke at the dismissed kids " you missed the anal sex lesson". YUK. I quickly searched and found a book you like to use called "It's Perfectly Normal". the first chapter shows drawing of two boys in bed together(children on top of one another), two girls in bed together(children) and a boy and a girl in bed together. HOW IS THIS ABSTINENCE? The result of the hyper-sexulization of children is

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		now being acted out at South Ridge. I am sure other parents are commenting at tonight's meeting on this.
Elizabeth Saeteurn	BSD Parent	Per the BSD Policy, The Board is committed to providing a safe, positive and productive learning environment. Hazing, harassment, intimidation, menacing, bullying, and cyberbullying by students is strictly prohibited and shall not be tolerated in the district. This is not occurring for my son, Adam who attends Kinnaman Elementary. Of note my child is disabled and of protected class. The leadership has failed to provide an adequate response to help provide my son a free public education free of harm. My son has letters from physicians showing his need for an attendant given his medical/personal needs and inability to physically protect himself against the repeated attacks that he has endured. Please encourage leadership to do the right thing! He deserves to go to school and not live-in fear! He has never stopped fighting to get where he is & we will NEVER stop fighting for him: https://vimeo.com/645901663
Carrie Matsuo	BSD Staff Member	I'm writing to express my disappointment with the content of the Superintendent Search Community Survey. The nature of the questions was vague and often overlapped a previous question. I am hoping the Search Committee can share who vetted the wording and process for this survey. The nuances required, social knowledge, and length make it difficult to yield necessary information from the community about BSD Future Leadership.
Gina Hampton	BSD Parent	I want a superintendent who will look at the studies on reading instruction that are driving the shift to structured literacy instruction in this country with an open mind. I had a private speech-language pathologist, educational psychologist and an eye doctor each tell me that my child needed reading instruction based in structured literacy methods. BSD only believes in balanced literacy programs, despite scientific studies showing a minimum of 10-20% of struggling readers for whom this does not work. I had to do it myself. It worked! What happens to those who cannot afford private help? Continuing to insist on balanced literacy is wrong. Learning to read is a civil right, and structured literacy practices address socioeconomic inequalities and social - emotional issues at their root cause. ALL children deserve to learn to read properly!
Nancy K Robinson	BSD Parent	Regarding the recent and on-going sexualization protest, I do not believe we should be fighting sexual exploitation with immodesty. Although most girls are dressed appropriately for this protest, some are not. I am hoping and expecting that the district maintains a modest dress code to not only protect these girls, but to ensure that others at the school are able to attend without having to be exposed to sexually inappropriate behavior or dress.
Marisa Henrie	BSD Parent	Explore rationalground.com . Use reason, common sense, and scientific data when creating Covid policy. No agenda, just facts about covid and vaccines. "11.11.21: UK CoV2 infection rates among the fully vaxxed remain higher than their unvaxxed counterparts in most age cohorts. Both vaxxed & unvaxxed of all ages get infected & spread – and in most age groups, the vaxxed moreso – rendering vaccine passports & mandates pointless. The same report shows apparent vaxx effectiveness in reducing hospitalization & death risk. However, the mortality risk following a CoV2+ test for anyone <50 remains extremely low, and the risk to those <30 is effectively zero. So, vaxx mandates are still unwarranted." As of 11/5/21, The CDC admits in writing it cannot document a single instance of someone with natural immunity who is UNVACCINATED passing Covid onto someone else— here's proof that this unconstitutional attempt at a vaccine mandate is about power and control. PLEASE STAND FOR MEDICAL FREEDOM BSD!
Saralyn Dougall	BSD Parent	Regarding School age children vaccinations, I request the opportunity for families and individuals to have the option to choose. Life is about choices, The families you serve are intelligent and have become frustrated by mandates.

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		Please support the families and children with the opportunity to make the choice regarding vaccination for themselves.
Jeff Myers	BSD Parent	<p>2 years ago BSD changed course. The reason was to focus on student group disparities (grad & disciplinary rates) with racism as the sole cause and Antiracism (aka CRT) the sole solution.</p> <p>When asked for evidence of racism, BSD points back to the grad rate & disciplinary data.</p> <p>When asked how racism is the root cause, those asking are called racists & are ignored.</p> <p>When asked if BSD is using CRT the answer is "It's not in the curriculum". This is wrong & misleading. BSD's website has an official post on June 2 2021 that says they use the lens of CRT.</p> <p>When asked for evidence that CRT will address the inequities mentioned at the start, BSD refuses to answer. One board member did state they don't have evidence because they hadn't tried it yet.</p> <p>When asked why BSD is taking such a divisive approach (CRT), we are told those asking this question are the problem - you are either are an antiracist or you are a racist.</p> <p>Stop this approach, seek common ground, & do the work.</p>
Micah Henrie	BSD Parent	<p>Hello--We are currently above 75% vaccination rates for middle/high school. School sports do not require masks. Can we please give kids/teachers a break and let them take masks off outside?</p>

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SUPERINTENDENT REPORT

Comprehensive Distance Learning/Limited In-Person Instruction/ COVID 19 Guidance: I once again want to thank our students, families, staff, and school board for your efforts and flexibility during COVID 19.

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. In a meeting with the Oregon Department of Education last week, we were notified that our state could be seeing an increase in COVID 19 cases beginning in late November and going into January. The Oregon Health Authority is in the process of reviewing recommendations and requirements for school districts.

Vaccinations/Testing: The district is in the process of working with multiple stakeholders to deliver opportunities for our students 5-11 years old to receive COVID 19 vaccinations. In addition, these sites will also be able to serve other eligible student age groups. Under the direction of Deputy Superintendent Carl Mead, we are working with our health partners to provide multiple sites and opportunities for families choosing to vaccinate their children. We are also moving forward with the opportunity for students and staff to be tested for COVID 19. Under the direction of Danielle Hudson and her partnership with health providers, we are also making progress in expanding testing opportunities.

Children's Institute/Early Childhood Education: As you are aware, we are a grant recipient from the Children's Institute to expand and enhance our efforts in Early Childhood Education. Last week we received another \$80,000 dollar check to provide professional development and services to our students and families. The district continues to expand our sites at elementary schools and we are prioritizing our Title 1 sites and those students and families 200% and below the poverty level. I want to especially thank Kayla Bell and all our Early Childhood Educators and Principals for changing the lives of our students and families early in their lives. It is the best long-term investment we can make in our children and families.

Washington County Universal Pre-school for All: Multiple stakeholders throughout Washington County are working together in an effort to provide Universal pre-school for all children. Megan Irwin, and early childhood expert and consultant has been selected to lead this effort. David Williams, board member, Karen Perez, and I are on the task force representing the school district as we design the instructional model and prepare to look at various funding models. Our county commissioners, other school districts, private and other public early childhood education providers are also involved in the process. In the next 2-4 months, the committee will begin the process of engaging school boards and other public and

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private entities to provide information and next steps. We will keep you informed of the process and opportunity.

As we prepare for the Thanksgiving and Winter break, I want to acknowledge the work of our students, families, and staff. As you are aware, we have provided a wellness day for staff before Thanksgiving. I acknowledge the disruption this has caused to some families and did not make this decision without considering this inconvenience, however, I believe our staff will be able to come back stronger to serve our students better and with more energy. I wish everyone quality time to spend with family and friends over the upcoming break.

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SCHOOL REPORT

 School: **McKay Elementary**

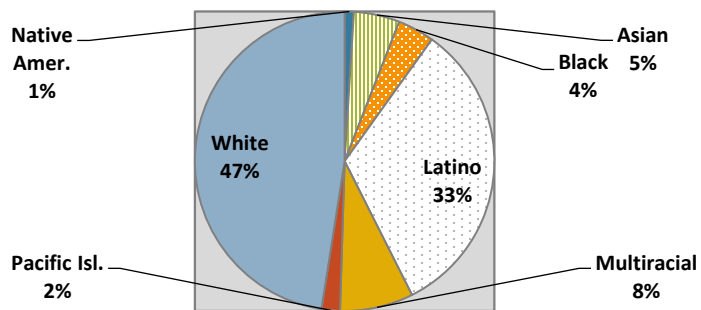
 Principal: **Erin Kollings**

 Years as School Principal: **6**
6

 Years in BSD: **6**

School Demographics 2020-21

Enrollment: **291**
Economically Disadvantaged: **50%**
Students with Disabilities: **26%**
Ever English Language Learner: **30%**
Different Languages Spoken: **18**



School Metrics

Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	28.7	25.1		All Students	11.0	10.2	
Economically Disadvantaged	19.7			Economically Disadvantaged	9.7		
English Language Learners	10.9			English Language Learners	6.2		
Students with Disabilities	15.5			Students with Disabilities	8.8		
Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino	12.7	11.9		Hispanic/Latino	8.8	7.8	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	33.7	29.9		White	12.1	11.3	
Female	26.4	28.0		Female	11.0	10.6	
Male	30.5	21.3		Male	11.0	9.7	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	8.6	7.8		All Students	3.9	3.3	
Economically Disadvantaged	3.8			Economically Disadvantaged	3.7		
English Language Learners	2.5			English Language Learners	3.3		
Students with Disabilities	2.2			Students with Disabilities	3.2		

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Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino	2.5	1.2		Hispanic/Latino	3.5	2.9	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	11.6	10.0		White	4.2	3.5	
Female	7.9	8.9		Female	4.2	3.5	
Male	9.1	6.4		Male	3.7	3.1	
Non-Binary				Non-Binary			

* Combined results for uppercase and lowercase letter assessments.

Data not reported when there are fewer than 10 students in the denominator.

College Readiness

Grade 3 English Language Arts	18-19	19-20	20-21	Grade 3 Mathematics	18-19	19-20	20-21
All Students	43%			All Students	40%		
Economically Disadvantaged	41%			Economically Disadvantaged	31%		
English Language Learners	24%			English Language Learners	24%		
Ever English Language Learners	24%			Ever English Language Learners	24%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	46%			Students with Disabilities	39%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	31%			Hispanic/Latino	31%		
White	46%			White	41%		
Multi-racial				Multi-racial			
Male	28%			Male	46%		
Female	58%			Female	35%		
Non-binary				Non-binary			

Grade 5 English Language Arts	18-19	19-20	20-21	Grade 5 Mathematics	18-19	19-20	20-21
All Students	35%			All Students	22%		
Economically Disadvantaged	33%			Economically Disadvantaged	19%		
English Language Learners	14%			English Language Learners	10%		
Ever English Language Learners	18%			Ever English Language Learners	14%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	21%			Students with Disabilities	7%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	24%			Hispanic/Latino	12%		
White	48%			White	33%		

Multi-racial				Multi-racial			
Male	35%			Male	28%		
Female	33%			Female	11%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	38%			All Students	30%		
Economically Disadvantaged	39%			Economically Disadvantaged	30%		
English Language Learners	39%			English Language Learners	32%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	53%			Students with Disabilities	37%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	50%			Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black	50%		
Hispanic/Latino	39%			Hispanic/Latino	26%		
White	40%			White	34%		
Multi-racial				Multi-racial			
Male	36%			Male	31%		
Female	42%			Female	29%		
Non-binary				Non-binary			

Data not reported when there are fewer than 10 students in the denominator.

2020-21 Participation Rates

Smarter Balanced ELA: **12.9%**

Smarter Balanced Math: **12.9%**

Student Survey: **75%**

Absence and Exclusion Measures	18-19	19-20	20-21	Annual Survey Responses	18-19	19-20	20-21
Students missing fewer than 10 days of school	63%	74%	67%	Students reporting that at least one adult cares about them	81%		84%
Students missing class due to suspensions or expulsion	3	4	0	Parents reporting they feel informed and valued as active partners in their child's education	92%		98%
Number of class days missed due to suspensions or expulsion	2.0	4.5	0.0	Teachers and staff reporting they contribute to school decision making			94%

Data not reported when there are fewer than 20 students, parents, or staff in the denominator.

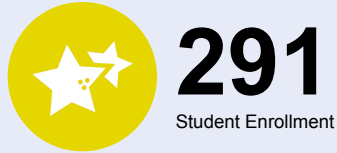


OREGON AT-A-GLANCE SCHOOL PROFILE McKay Elementary School

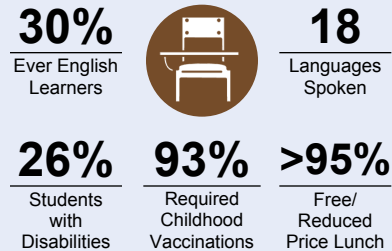
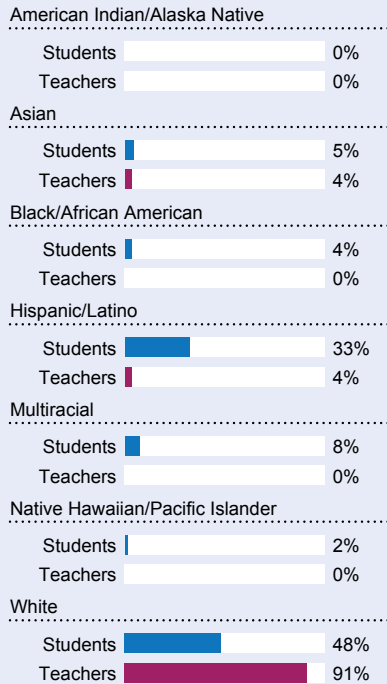
PRINCIPAL: Erin Kollings | GRADES: K-5 | 7485 SW Scholls Ferry Rd, Beaverton 97008 | 503-356-2170



Students We Serve



DEMOGRAPHICS



*<10 students or data unavailable

Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect...

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

Academic Progress

INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Goals

WE empower all students to achieve post-high school success. Measures for this goal include proficiency on state tests of English Language Arts, mathematics, and science and missing fewer than 10 days of school.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

WE are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families. Students in grades 4 - 5 reporting: Feeling safe, welcomed, and accepted at school: 99% At least one adult at school really cares about them: 84%



Outcomes

Our Staff (rounded FTE)



21

Teachers



10

Educational assistants



1

Counselors/
Psychologists



82%

Average teacher retention rate



90%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
Multiracial			
Native Hawaiian/Pacific Islander			
White			
Free/Reduced Price Lunch			
Ever English Learner			
Students with Disabilities			
Migrant			
Homeless			
Talented and Gifted			
Female			
Male			
Non-Binary			

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Maintaining a safe school environment is a priority of the Beaverton School District. We collaborate with community partners to review and enhance our safety practices, emergency readiness and response.

Students in grades 4 - 5 reporting not being bullied online: 68%

Anti-bullying curriculum, Positive Behavioral Interventions and Supports (PBIS)

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

98% of parents report they are valued as active participants in their child's education. Parents are their child's first and most important teacher. We encourage you to stay engaged as your student progresses through their K-12 education. You can help by setting high expectations for your child's success.

Here are some ways you can ensure your child's success:

- Attending school is essential to learning
- Volunteer at school, in the classroom or at home
- Make sure to follow your child's academic progress
- Provide a quiet place to read or study
- Ensure your child gets enough sleep
- Encourage your child to try diverse extracurricular activities

COMMUNITY ENGAGEMENT

WE are very fortunate to have strong community support. We collaborate with parents, community members, faith partners, businesses and non-profits to bring additional resources to support students' success. We seek diverse community and staff input.

88% of parents report that the school encourages feedback from parents and the community.



SCHOOL REPORT

School: Barnes Elementary

Principal: Paul Marietta

Years as School Principal: 5

5

Years in BSD: 5

School Demographics 2020-21

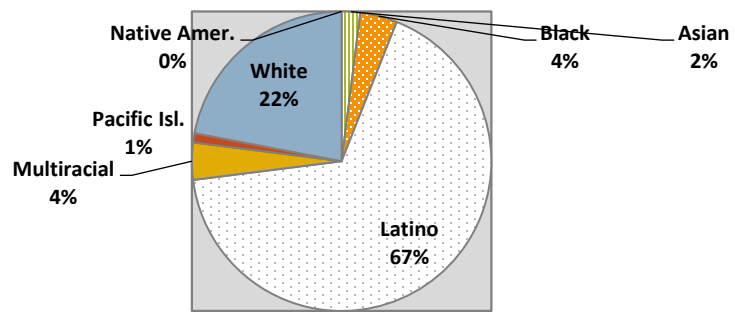
Enrollment: 516

Economically Disadvantaged: 62%

Students with Disabilities: 15%

Ever English Language Learner: 54%

Different Languages Spoken: 15



School Metrics

Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	23.5	23.8		All Students	9.5	11.1	
Economically Disadvantaged	18.7			Economically Disadvantaged	8.5		
English Language Learners	9.8			English Language Learners	6.6		
Students with Disabilities	21.3			Students with Disabilities	9.5		
Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino	18.9	15.6		Hispanic/Latino	8.2	10.3	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	28.0	37.1		White	11.3	12.7	
Female	22.3	29.4		Female	9.9	11.6	
Male	24.3	17.7		Male	9.2	10.4	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	6.4	8.4		All Students	3.7	3.9	
Economically Disadvantaged	3.9			Economically Disadvantaged	3.6		
English Language Learners	1.4			English Language Learners	3.7		
Students with Disabilities				Students with Disabilities	3.5		

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.

Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino	4.7	5.3		Hispanic/Latino	3.7	3.8	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	8.5	13.1		White	3.7	4.2	
Female	6.0	10.5		Female	3.9	4.3	
Male	6.6	6.0		Male	3.5	3.3	
Non-Binary				Non-Binary			

* Combined results for uppercase and lowercase letter assessments.

Data not reported when there are fewer than 10 students in the denominator.

College Readiness

Grade 3 English Language Arts	18-19	19-20	20-21	Grade 3 Mathematics	18-19	19-20	20-21
All Students	32%			All Students	24%		
Economically Disadvantaged	14%			Economically Disadvantaged	11%		
English Language Learners	6%			English Language Learners	6%		
Ever English Language Learners	6%			Ever English Language Learners	6%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	18%			Students with Disabilities	<5%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black	18%			Black	<5%		
Hispanic/Latino	18%			Hispanic/Latino	11%		
White	56%			White	48%		
Multi-racial				Multi-racial			
Male	33%			Male	29%		
Female	31%			Female	18%		
Non-binary				Non-binary			

Grade 5 English Language Arts	18-19	19-20	20-21	Grade 5 Mathematics	18-19	19-20	20-21
All Students	36%			All Students	12%		
Economically Disadvantaged	29%			Economically Disadvantaged	8%		
English Language Learners	21%			English Language Learners	5%		
Ever English Language Learners	22%			Ever English Language Learners	5%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	9%			Students with Disabilities	18%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	29%			Hispanic/Latino	7%		
White	44%			White	26%		

Multi-racial				Multi-racial			
Male	33%			Male	14%		
Female	38%			Female	9%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	49%			All Students	44%		
Economically Disadvantaged	43%			Economically Disadvantaged	41%		
English Language Learners	47%			English Language Learners	47%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	22%			Students with Disabilities	44%		
Talented and Gifted				Talented and Gifted	64%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	50%			Hispanic/Latino	44%		
White	57%			White	45%		
Multi-racial	27%			Multi-racial			
Male	50%			Male	44%		
Female	49%			Female	44%		
Non-binary				Non-binary			

Data not reported when there are fewer than 10 students in the denominator.

2020-21 Participation Rates

Smarter Balanced ELA: **2.2%**

Smarter Balanced Math: **2.2%**

Student Survey: **<5%**

Absence and Exclusion Measures	18-19	19-20	20-21	Annual Survey Responses	18-19	19-20	20-21
Students missing fewer than 10 days of school	51%	67%	66%	Students reporting that at least one adult cares about them			
Students missing class due to suspensions or expulsion	29	18	0	Parents reporting they feel informed and valued as active partners in their child's education	72%		93%
Number of class days missed due to suspensions or expulsion	57.5	34.5	0.0	Teachers and staff reporting they contribute to school decision making	80%		62%

Data not reported when there are fewer than 20 students, parents, or staff in the denominator.



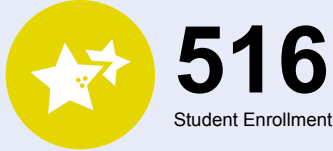
OREGON AT-A-GLANCE SCHOOL PROFILE

Barnes Elementary School

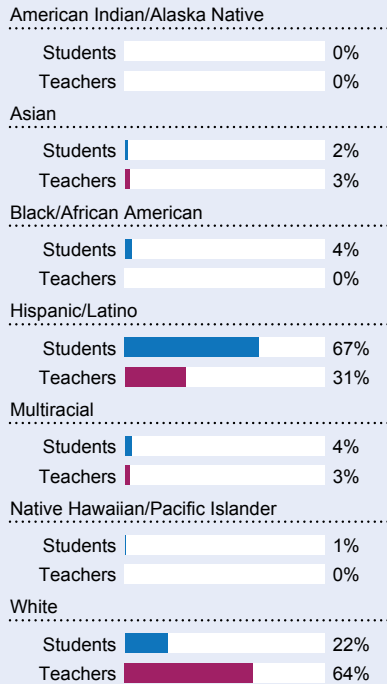


PRINCIPAL: Paul Marietta | GRADES: K-5 | 13730 SW Walker Rd, Beaverton 97005 | 503-356-2130

Students We Serve



DEMOGRAPHICS



Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect. As a result, statewide assessment and attendance data cannot be compared to prior years and are not shown here. We have included links to our website where you can view the 2020-21 statewide assessment and attendance data and read a detailed description of how these data were impacted. We're thankful for your partnership as we focus on care, connection and the creation of safe, inclusive and supportive learning environments.

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx

Academic Progress

INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.

Data not available in 2020-21

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

54%

Ever English Learners



15

Languages Spoken

15%

Students with Disabilities

95%

Required Childhood Vaccinations

>95%

Free/Reduced Price Lunch

*<10 students or data unavailable

School Goals

WE empower all students to achieve post-high school success. Measures for this goal include proficiency on state tests of English Language Arts, mathematics, and science and missing fewer than 10 days of school.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

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· Feeling safe, welcomed, and accepted at school: NA
· At least one adult at school really cares about them: NA



Outcomes

Our Staff (rounded FTE)



32

Teachers



4

Educational assistants



1

Counselors/ Psychologists



75%

Average teacher retention rate



73%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
Multiracial			
Native Hawaiian/Pacific Islander			
White			
Free/Reduced Price Lunch			
Ever English Learner			
Students with Disabilities			
Migrant			
Homeless			
Talented and Gifted			
Female			
Male			
Non-Binary			

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Maintaining a safe school environment is a priority of the Beaverton School District. We collaborate with community partners to review and enhance our safety practices, emergency readiness and response.

Students in grades 4 - 5 reporting not being bullied online: NA

Anti-bullying curriculum, Positive Behavioral Interventions and Supports (PBIS)

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

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- Attending school is essential to learning
- Volunteer at school, in the classroom or at home
- Make sure to follow your child's academic progress
- Provide a quiet place to read or study
- Ensure your child gets enough sleep
- Encourage your child to try diverse extracurricular activities

COMMUNITY ENGAGEMENT



WE are very fortunate to have strong community support. We collaborate with parents, community members, faith partners, businesses and non-profits to bring additional resources to support students' success. We seek diverse community and staff input.

66% of parents report that the school encourages feedback from parents and the community.

21-22 School: McKay Elementary



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

 <p>WE EXPECT EXCELLENCE</p> <p><i>WE teach students knowledge and skills for our evolving world.</i></p> <p><i>WE seek, support, and recognize world-class employees.</i></p>	 <p>WE INNOVATE</p> <p><i>WE engage students with a variety of relevant and challenging learning experiences</i></p> <p><i>WE create learning environments that promote student achievement.</i></p>	 <p>WE EMBRACE EQUITY</p> <p><i>WE build honest, safe, and inclusive relationships with our diverse students and their families.</i></p> <p><i>WE provide needed support so that every student succeeds.</i></p>	 <p>WE COLLABORATE</p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p>
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Our Story:

McKay is a small community school in Beaverton, Oregon. We serve students Pre K- 5 with a diverse, vibrant student body. 26% of our students qualify for special education 30% are English Language Learners with 18 different home languages represented and our school qualifies for the community eligibility program, with all students eligible for free meals. McKay believes in wrap-around support for our students and engages in partnerships with Children's Institute, Metropolitan Family Services (MFS) and in the past, Playworks. MFS provides a free after school program for 75 students four days a week, summer programs for students, incoming kinder academy and parent outreach/education.

Our academic program and school culture are informed by an anti-bias approach. In anti-bias education children learn to be proud of who they are, to respect human differences, to recognize bias, and to stand up for what is right. With a comprehensive approach to educating the whole child, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.

We use the workshop model for instruction in math, writing, and reading. Focus on knowing the students well as learners, readers, and mathematicians continues to be a primary focus for designing and implementing instruction. The use of the IRLA for reading provides specific guidance on where the students are as readers and what strategies need more refinement. At McKay, all students have reading goals and should know what they are working on as readers. In writing, authentic published writing and continual daily practice provide us with a roadmap for instruction. In math, we use the workshop model and mathematical practices to ensure we are supporting the individual learners. Each of these areas necessitates conferring to set up individual goals, and strategic grouping during work time to link instruction to need. We have been implementing a co-teaching model during reading and writing to support our Emerging Bilingual students.

Along with the rest of the Beaverton School District, we have recognized the need to further equip our staff with tools to support and nurture our students' social and emotional learning. We have made gains over the last couple of years in implementing the following structures: morning meetings in each classroom each day, knowledge and use of the Zones of Regulation and restorative practices. Playworks has also transformed our recess space into a learning playground where students have safe opportunities to engage in organized games and practice conflict resolution skills in real time. At McKay we work to ensure that every student feels safe and experiences a sense of belonging and significance at school each day.

Equity Area of Focus:

Academic Excellence Area of Focus:





Collaboration Area of Focus:

<p>We will continue to deepen our relationships with families in our home school partnership.</p> <p>As a staff, we will continue to develop an understanding of what it means to lead for Equity and Anti-Racism and how this translates into our instructional practices.</p>	<p>Reading growth for all students with a focus on students who are learning English as a second language.</p>	<p>Collaboration around Soft start. Use of Gholdy Muhammad’s Framework and Learning Justice standards to support culturally responsive classrooms in PK-5 and playful inquiry in PK-2.</p>
<p><u>Equity Goal 1:</u></p> <p>We will fully implement the use of ParentSquare as a primary communication tool with caregivers. We will continue to deepen relational trust with students and families so that:</p> <ul style="list-style-type: none"> -95% of students report there is at least 1 adult who cares about them at school (20-21 BSD Elementary School Student Survey 84%) -95% of our families will report they receive adequate communication from the child's teacher about their child's academic progress (20-21 BSD Parent Survey 78.6%) -We will increase the number and representation of families who fill out the family survey by at least 10% (20-21 BSD Parent Survey 51 families) -100% families connect with the school for spring and fall conferences 	<p><u>Academic Excellence Goal:</u></p> <p>In Fall 2021, using IRLA data in schoolpace 21% of Mckay students were reading at proficient or advanced levels. None of our students learning English as a second language are currently scoring at proficient or advanced on the IRLA. Our goal is for all students to make at least a year of growth this year and for 60% of McKay students to be reading proficient or advanced by June 2021.</p> <p><i>Historical Data</i></p> <p>In 18-19, Median Growth Percentile for our ELLs was 36% compared to a school wide 41% as measured by the OSAS assessment.</p>	<p><u>Collaboration Goal:</u></p> <p>As a result of collaboration teachers will report a greater sense of collective efficacy. Soft start and community meetings will be used in every classroom every day.</p>
<p><u>Equity Goal 1:</u></p> <p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Strengthen parent communication and host parent learning nights focusing on engaging our families who speak languages other than English. 2. Leverage use of MFS for parent partnerships and summer learning opportunities 3. Academic Coaches, ESL, BH &W Team and Resource Room Teachers collaborate with classroom teachers to best identify strategic supports for 	<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Read to Love book bags going home for all K,1,2nd grade students every week with 10 books. 5 at their independent reading level and 5 choice books. 2. Coaching and support for students in grades 3,4,5 with opportunities to take home books to read. 3. Purchased high interest low level books for every classroom as well as a robust diverse 	<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Golden hour (additional four hours of planning) every three weeks with k/1, 2,3 and 4 to support vertical alignment and collaboration with ELL and academic learning coaches alongside. 2. Grade levels will host curriculum nights together. 3. Collaboration with MFS afterschool programs to best support students. These members attend care team

<p>each student and family to continue to identity and remove barriers.</p> <ol style="list-style-type: none"> Teachers regularly use parent square and seesaw to post student work, student learning and classroom objectives. Continue the McKay Book of the month and expand these conversations to include families with books centering on Identity, Diversity, Justice and Action. <p style="text-align: center;"><u>Equity Goal 2:</u></p> <p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> PD sessions dedicated to our Anti-Racist, Anti-Bias work as a McKay staff including work with Cornelius Minor and Gholdy Muhammad. Creation of McKay Equity team to lead this work. Broaden our conversations around creating anti-bias, equitable, inclusive schools to include families. Continue partnership with Children’s institute with a goal focused on equity. Soft start: All students start the day empowered with choice and connection. Students have access to free breakfast and time to explore, socialize with peers and connect in a positive way with a caring, trusted adult. 	<p>selection of new engaging titles that provide opportunities for windows and mirrors.</p> <ol style="list-style-type: none"> Wrap around services for students for extended practice and support include: MFS Cafe After school program All students have a reading goal and know what it is Bookmon book cart: Students who reach their reading goal get to choose a new book to take home (goal that every child takes home 4-5 books throughout the year) Team work on McKay common commitments for our reading block to ensure we have consistency in areas of phonics, phonemic awareness and key components of the literacy block Strategic use of ESL teachers to support a co-teaching model in writing and reading blocks EL Program Plan Secured time on text everyday with both choice and teacher selected text One school One Book: Every child and family engaged in the same read aloud to deepen a love of reading. 	<p>meetings (BH&W) and aid with wrap-around support and attendance.</p> <ol style="list-style-type: none"> Vertical alignment collaboration during specials Grade level teams will identify a leader to help facilitate dialogue. This leader will serve on the Instructional leadership team that meets 1-2 times a month. School wide commitment to soft start. Teachers will have opportunities to visit other classrooms during this time and at other instructional times of the day. Partnership with Teaching Preschool Partners and Children’s Institute to build vertical alignment with playful inquiry in grades K-2.
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School: Barnes

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

 <p>WE EXPECT EXCELLENCE</p> <p><i>WE teach students knowledge and skills for our evolving world.</i></p> <p><i>WE seek, support, and recognize world-class employees.</i></p>	 <p>WE INNOVATE</p> <p><i>WE engage students with a variety of relevant and challenging learning experiences</i></p> <p><i>WE create learning environments that promote student achievement.</i></p>	 <p>WE EMBRACE EQUITY</p> <p><i>WE build honest, safe, and inclusive relationships with our diverse students and their families.</i></p> <p><i>WE provide needed support so that every student succeeds.</i></p>	 <p>WE COLLABORATE</p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p>
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Our Story:

Our foundation at Barnes is built on our mission to, ***“Educate each student in a rigorous, inclusive, and engaging manner that promotes and facilitates student academic, physical and social/emotional growth.”***

Barnes Elementary School currently has two threads of programmatic instruction. One is Dual Language (DL), the other is English Only (EO). This year (2020-21 school year) we are expanding our DL program in kindergarten and first grade. There will be no EO sections for either. While in EO, as we expand the program for DL, the sections have become compressed. Last year we did multi-age classroom sections for grades 1 and 2, and again for 3 and 4. This year, we continued that pattern and are in multi-age for grades 3 and 4 and 5. With the pandemic, and enrollment volatility, we decided to start the year with our DL sections in multi-age as well. With changes and uncertainty of educational format, we are now considering changing these sections as the year progresses. The pandemic has created both challenges and opportunities for how we format our classrooms.

We also strive to continue down our path of becoming a “full” DL school. The reason for this expansion aligns with the district goals to provide rigorous and innovative instruction for DL while increasing access for students to enroll.

In both DL and EO classrooms, we use the workshop model for instruction in math, writing, and reading. Focus on knowing the students as a learner, reader, and mathematician continues to be a primary focus for designing and implementing instruction. Use of the IRLA/ENIL for reading provides specific guidance on where the students are as readers and what strategies need more refinement. In writing, authentic published writing and continual daily practice provides us with a roadmap for instruction. In math, we use math talks, inquiry based instruction, games, and math congress integrated with the eight mathematical practices to ensure we are supporting the individual learners. Each of these areas necessitates conferring to set up individual goals, and strategic grouping during work time to link instruction to need.

At Barnes, historically, we fully embrace the co-teaching model and high levels of collaboration to ensure that students are not pulled out of instruction with their age-alike peers. We are exploring reducing pull out instruction for every exceptionality including ELD, Special Education, and “Intervention.” To best accomplish this, every classroom has their classroom teacher as well as a highly qualified co-teacher who is ELD licensed and in the classroom for a minimum of 45 minutes every day. The classroom teacher and the co-teacher collaborate daily to create specialized instruction with an emphasis on literacy. While we continue to have high quality co-teachers in every grade, we have shifted the instruction during CDL to focus primarily on small group instruction. There is less “synchronous” instruction delivered to a whole group, minimizing the value of co-teaching. The co-teachers instead emphasize collaboration and direct instruction within synchronous small groups based on IRLA and ENIL.

<p><u>Equity Area of Focus:</u></p> <p>Providing students individualized instruction with their age-alike peers to the greatest extent possible.</p> <p>To deepen our personal and collective understanding of structural racism rooted in notions of white supremacy, to make changes to mindsets, practices, and policies to better achieve equity for ALL.</p> <p>Providing more access to Dual Language instruction for LatinX students in BSD.</p>	<p><u>Academic Excellence Area of Focus:</u></p> <p>Knowing the students as learners using multiple assessments for all academic areas to create individualized pathways to improvement within the workshop model.</p>	<p><u>Collaboration Area of Focus:</u></p> <p>Teachers share responsibility for all students. Classroom teachers have a team of teachers to collaborate, plan, refine, and reflect on instructional practices.</p> <p>To more effectively communicate with families to create a collaborative experience to support at home learning in CDL.</p>
<p><u>Equity Goal:</u></p> <p>No student will be deprived of access to high quality learning experiences with their age-alike peers.</p> <p>All staff report (through self evaluation) changes in mindsets through the emphasis on Anti-Racist/Anti-Biased work with equity tools enacted in decision making committees and groups.</p> <p>More students (specifically LatinX students) will gain access to Dual Language instruction.</p>	<p><u>Academic Excellence Goal:</u></p> <p>All students will make growth in all academic areas.</p> <p>Students enrolled in Dual Language will increase language (speaking, writing, reading, and listening) skills in both languages.</p>	<p><u>Collaboration Goal:</u></p> <p>All teachers will refine practices to impact student results.</p> <p>Historically underserved families will have a greater understanding of what is happening at the school and how to be an active participant with the school, and how to support their child in CDL.</p>
<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Creating opportunities for deeper relationships with families and outreach in a supportive manner for habitually non-engaging students with our BHW teams. • Creation of an Equity Leadership/PD Steering team in alignments with key efforts put forward by our 	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Formative assessments will help create strategic grouping within the workshop model and identify key strategies for small group instruction • Synchronous learning will focus on small group instruction in CDL and will provide more direct instruction opportunities “in the moment” support for 	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • All classroom teachers will have a high quality co-teacher for 45 minutes daily. • Potential expansion of adult classes to support families in their own education making the families more able to support their child’s educational experience. • Greater outreach with an emphasis on technological

<p>district leadership. All PD that is “school directed” will focus on ABAR efforts with shared facilitation from our team and is responsive to the needs of the staff.</p> <ul style="list-style-type: none"> ● PD to focus Senate Bill 13 to inform practices to achieve greater equity that include collaboration, implementation, connection, and reflection. ● Expand the number of DL sections to improve access for students to enroll. All kindergarten and first grade students will be on the DL in 2020-21. ● Structure a reporting tool to report racist, microaggression, inequitable encounters so that interruption and restoration can occur. 	<p>students.</p> <ul style="list-style-type: none"> ● Strict adherence to a Dual Language program that starts with 90% of their day in Spanish in pre-kindergarten to 50% by fourth grade. 	<p>tools to demonstrate skills and strategies with families.</p> <ul style="list-style-type: none"> ● Provide tools to all stakeholders and follow up on Equity Reporting Tool in efficient and emotionally safe ways.
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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of October 31, 2021 reflecting:

- General Fund Activity and Forecast – Does not include cost impact of cost of living increase, as we are still bargaining.
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 10/31/2021
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

RECOMMENDATION:

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

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.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of October 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	114.6	-	114.6	277.8
Property Taxes	155.0	155.0	0.4	-	0.4	155.0
Common School Fund	4.2	4.2	-	-	-	4.2
County School Fund	0.8	0.8	0.3	-	0.3	0.8
Local Option Levy	36.4	36.4	0.1	-	0.1	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	4.2	-	4.2	10.9
Other	16.1	16.1	6.2	-	6.2	16.1
Total	\$ 580.4	\$ 580.4	\$ 211.4	\$ -	\$ 211.4	\$ 587.5
EXPENDITURES:						
Salaries	\$ 279.0	\$ 279.0	\$ 65.8	\$ -	\$ 65.8	\$ 270.0
Benefits	174.2	174.2	39.8	-	39.8	169.7
Purchased services	28.9	28.9	8.2	13.5	21.7	28.9
Supplies & materials	22.4	22.4	9.1	3.1	12.2	22.4
Capital outlay	0.8	0.8	-	0.2	0.2	0.8
Other	2.8	2.8	1.9	0.3	2.2	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	\$ 127.8	\$ 17.1	\$ 144.9	\$ 566.9

Projected Surplus / (Deficit) Balance	\$ 20.6
Projected Ending Fund Balance	\$ 89.9
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	15.3%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 89.8	15.2%	
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	\$ 74.4	\$ 4.8	\$ 79.2	\$ 306.6
Support Services	186.7	186.7	49.1	12.0	61.1	185.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	4.3	0.3	4.6	4.7
Contingencies	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 127.8	\$ 17.1	\$ 144.9	\$ 566.9

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of October 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	\$ 8,744,703	\$ 3,272,150	\$ 814,082	\$ 4,086,232	\$ (10,363,768)	28.28%	\$ 4,658,471
Categorical	8,301,161	6,248,656	233,805	1,848,520	2,082,325	(6,218,836)	25.08%	4,166,331
Scholarship Fund	515,000	444,567	38,377	25,000	63,377	(451,623)	12.31%	381,190
Grant Fund	180,303,185	11,315,335	26,487,119	3,771,724	30,258,843	(150,044,342)	16.78%	(18,943,508)
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	5,368,115	-	-	-	(10,273,243)	0.00%	5,368,115
Nutrition Services Fund	17,451,159	2,463,880	2,754,290	4,597,774	7,352,064	(10,099,095)	42.13%	(4,888,184)
Debt Service Fund	93,757,250	12,031,926	-	-	-	(93,757,250)	0.00%	12,031,926
Capital Projects Fund	101,898,500	92,002,078	27,101,218	15,685,546	42,786,764	(59,111,736)	41.99%	49,215,314
Insurance Reserve Fund	7,753,269	5,919,893	2,551,675	1,816,715	4,368,390	(3,384,879)	56.34%	1,551,503
Workers' Compensation Fund	5,437,188	3,545,350	698,376	84,664	783,040	(4,654,148)	14.40%	2,762,310
Total	\$ 443,326,955	\$ 150,873,684	\$ 65,919,388	\$ 28,644,025	\$ 94,563,413	\$ (348,763,542)		\$ 56,310,271



2021-22 Classroom Teacher Staffing By School
As of 10/31/2021

School				Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	844	849	5	30.0	8.0	3.0	41.0	30.0	8.0	3.0	-	41.0
Barnes	575	513	(62)	19.0	6.0	2.0	27.0	19.4	6.0	2.0	-	27.4
Beaver Acres	719	705	(14)	24.0	7.0	2.0	33.0	24.0	7.0	2.0	-	33.0
Bethany	471	375	(96)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Bonny Slope	603	608	5	18.0	5.0	2.0	25.0	20.0	5.0	2.0	-	27.0
Cedar Mill	384	375	(9)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	-	17.0
Chehalem	429	380	(49)	15.0	4.0	2.0	21.0	14.0	4.0	2.0	-	20.0
Cooper Mountain	456	416	(40)	12.0	4.0	2.0	18.0	12.9	4.0	2.0	-	18.9
Elmonica	445	433	(12)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	-	20.0
Errol Hassell	380	341	(39)	12.0	3.0	2.0	17.0	13.0	3.0	2.0	-	18.0
Findley	546	476	(70)	15.0	5.0	2.0	22.0	14.8	5.0	2.0	-	21.8
Fir Grove	367	335	(32)	12.0	3.0	2.0	17.0	10.9	3.0	2.0	-	15.9
FLEX (K-5)	228	928	700	6.0	1.0	1.0	8.0	22.0	1.0	1.0	11.0	35.0
Greenway	316	307	(9)	10.0	3.0	2.0	15.0	9.0	3.0	2.0	-	14.0
Hazeldale	479	408	(71)	16.0	4.0	2.0	22.0	14.0	4.0	2.0	-	20.0
Hiteon	590	502	(88)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	-	24.0
Jacob Wismer	703	570	(133)	22.0	5.0	2.0	29.0	21.0	5.0	2.0	-	28.0
Kinnaman	584	511	(73)	21.0	5.0	2.0	28.0	19.5	5.0	2.0	-	26.5
McKay	295	257	(38)	10.0	2.0	2.0	14.0	9.0	2.0	2.0	-	13.0
McKinley	653	582	(71)	23.0	6.0	2.0	31.0	22.0	6.0	2.0	-	30.0
Montclair	290	277	(13)	9.0	2.0	3.0	14.0	9.0	2.0	3.0	-	14.0
Nancy Ryles	567	498	(69)	18.0	4.0	2.0	24.0	17.0	4.0	2.0	-	23.0
Oak Hills	545	518	(27)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	-	23.0
Raleigh Hills (K-8)	414	353	(61)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Raleigh Park	319	319	-	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Ridgewood	390	377	(13)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	-	17.0
Rock Creek	448	420	(28)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	-	19.0
Sato	765	709	(56)	24.0	6.0	2.0	32.0	23.0	6.0	2.0	-	31.0
Scholls Heights	649	597	(52)	21.0	5.0	2.0	28.0	20.0	5.0	2.0	-	27.0
Sexton Mountain	513	470	(43)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	-	21.0
Springville (K-8)	842	667	(175)	26.0	7.0	2.0	35.0	23.0	7.0	2.0	-	32.0
Terra Linda	330	288	(42)	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Vose	726	677	(49)	25.0	7.0	3.0	35.0	24.0	7.0	3.0	-	34.0
West TV	306	300	(6)	10.0	3.0	1.0	14.0	11.0	3.0	1.0	-	15.0
William Walker	510	490	(20)	20.0	4.0	2.0	26.0	19.0	4.0	3.0	-	26.0
Elementary School Total	17,681	16,831	(850)	561.0	150.0	71.0	782.0	563.5	150.0	72.0	11.0	796.5
Average Elementary School Staffing Ratio				31.5	24.9	22.6		29.9	23.6	21.4	21.1	



2021-22 Classroom Teacher Staffing By School As of 10/31/2021

School	Enrollment			Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	681	622	(59)	21.6	4.2	1.6	27.4	22.4	4.2	1.6	-	28.2
Conestoga	921	854	(67)	27.8	5.4	2.0	35.2	28.6	5.4	2.0	-	36.0
Five Oaks	886	749	(137)	28.4	5.4	2.0	35.8	26.1	5.4	2.0	-	33.5
Highland Park	688	702	14	20.4	4.0	1.6	26.0	21.3	4.0	1.6	-	26.9
Meadow Park	697	686	(11)	26.2	4.6	1.6	32.4	26.0	4.6	1.6	-	32.2
Mountain View	941	883	(58)	32.8	6.2	2.4	41.4	32.2	6.2	2.4	-	40.8
Stoller	1,028	1,039	11	29.0	5.6	1.4	36.0	31.4	5.6	1.4	-	38.4
Tumwater	889	865	(24)	24.7	4.8	2.0	31.5	25.6	4.8	2.0	-	32.4
Whitford	814	766	(48)	30.0	5.4	1.8	37.2	30.0	5.4	1.8	-	37.2
Middle School Total	7,545	7,166	(379)	240.9	45.6	16.4	302.9	243.6	45.6	16.4	-	305.6
Average Middle School Staffing Ratio				31.3	26.3	24.9		29.4	24.8	23.5	23.5	
Aloha	1,805	1,740	(65)	67.6	13.2	4.0	84.8	63.4	13.2	4.0	-	80.6
Beaverton	1,425	1,441	16	55.2	9.0	3.2	67.4	53.7	9.0	3.2	3.1	69.0
Mountainside	1,775	1,732	(43)	57.6	10.2	3.4	71.2	56.0	10.2	3.4	-	69.6
Southridge	1,506	1,500	(6)	51.4	9.4	3.2	64.0	50.9	9.4	3.2	-	63.5
Sunset	1,937	1,983	46	58.6	10.8	3.4	72.8	57.7	10.8	3.4	3.0	74.9
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.5	13.8	4.0	-	90.3
High School Total	10,814	10,720	(94)	364.6	66.4	21.2	452.2	354.1	66.4	21.2	6.1	447.8
Average High School Staffing Ratio				29.7	25.1	23.9		30.3	25.5	24.3	23.9	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	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	828	(18)	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 (6-12)	284	738	454	18.3	1.0	0.6	19.9	17.9	1.0	0.6	0.4	19.9
International School of Beaverton (6-12)	856	857	1	30.4	5.0	1.2	36.6	31.3	5.0	1.2	-	37.5
Options Schools Total	2,801	3,206	405	115.9	16.6	4.8	137.3	112.7	16.6	4.8	0.4	134.5
Average Options Staffing Ratio				24.2	21.1	20.4		28.5	24.8	23.9	23.8	
Address Extreme Class Size K-12	-	-	-	44.6	-	-	44.6	-	-	-	-	-
District Total	38,841	37,923	(918)	1,327.0	278.6	113.4		1,273.9	278.6	114.4	17.5	1,684.4

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
October 31, 2021

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	5,000,000.00	5,006,800.00	5,076,400.80	3.08	22	1.800
Commercial Paper Disc. -At Cost	5,000,000.00	4,999,500.00	4,998,600.00	3.03	39	0.090
Federal Agency Disc. -At Cost	43,426,000.00	43,423,828.70	43,421,231.97	26.30	46	0.039
Treasury Discounts -At Cost	66,956,000.00	66,951,578.57	66,947,690.52	40.55	39	0.034
LGIP	44,638,520.37	44,638,520.37	44,638,520.37	27.04	1	0.490
Investments	165,020,520.37	165,020,227.64	165,082,443.66	100.00%	30	0.215

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	5,917.05	542,413.51
Average Daily Balance	173,724,967.78	193,154,938.02
Effective Rate of Return	0.04%	0.83%

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
October 31, 2021

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LQT8	11225	Federal Agricultural Mortgage	12/20/2021	15,000,000.00	14,998,416.67	14,999,250.00		9.09
			Subtotal	15,000,000.00	14,998,416.67	14,999,250.00	35.00	9.09
Federal Home Loan Bank								
313385QM1	11224	Federal Home Loan Bank	12/14/2021	16,000,000.00	15,998,008.89	15,999,200.00		9.69
313385QQ2	11227	Federal Home Loan Bank	12/17/2021	12,426,000.00	12,424,806.41	12,425,378.70		7.53
			Subtotal	28,426,000.00	28,422,815.30	28,424,578.70	35.00	17.23
			Total	43,426,000.00	43,421,231.97	43,423,828.70	100.00	26.32
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	5,006,800.00		3.03
			Subtotal	5,000,000.00	5,076,400.80	5,006,800.00	5.00	3.03
Los Angeles Airport								
54444QZA4	11223	Los Angeles Airport	12/10/2021	5,000,000.00	4,998,600.00	4,999,500.00		3.03
			Subtotal	5,000,000.00	4,998,600.00	4,999,500.00	5.00	3.03
			Total	10,000,000.00	10,075,000.80	10,006,300.00	35.00	6.06
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		37,317,753.13	37,317,753.13	37,317,753.13		22.61
LGIP 5173	FUND 300	LGIP		453,130.69	453,130.69	453,130.69		0.27
LGIP 4966	FUND 416	LGIP		3,062,283.69	3,062,283.69	3,062,283.69		1.85
LGIP 4972	FUND 417	LGIP		3,805,352.86	3,805,352.86	3,805,352.86		2.30
			Subtotal	44,638,520.37	44,638,520.37	44,638,520.37	100.00	27.05
			Total	44,638,520.37	44,638,520.37	44,638,520.37	100.00	27.05
US Treasuries								
US Treasuries								
912796J67	11217	U.S. Treasury	12/16/2021	13,979,000.00	13,977,374.55	13,977,602.10		8.47
912796K73	11219	U.S. Treasury	01/13/2022	7,304,000.00	7,302,772.12	7,303,050.48		4.42
912796N62	11220	U.S. Treasury	11/16/2021	2,438,000.00	2,437,699.31	2,437,951.24		1.47
912796N62	11221	U.S. Treasury	11/16/2021	23,000,000.00	22,997,163.33	22,999,540.00		13.93
912796N54	11222	U.S. Treasury	11/09/2021	10,500,000.00	10,498,786.67	10,499,895.00		6.36

**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								
912796L72	11226	U.S. Treasury	02/10/2022	9,735,000.00	9,733,894.54	9,733,539.75		5.89
			Subtotal	66,956,000.00	66,947,690.52	66,951,578.57	100.00	40.57
			Total	66,956,000.00	66,947,690.52	66,951,578.57	100.00	40.57
Grand Total				165,020,520.37	165,082,443.66	165,020,227.64		

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

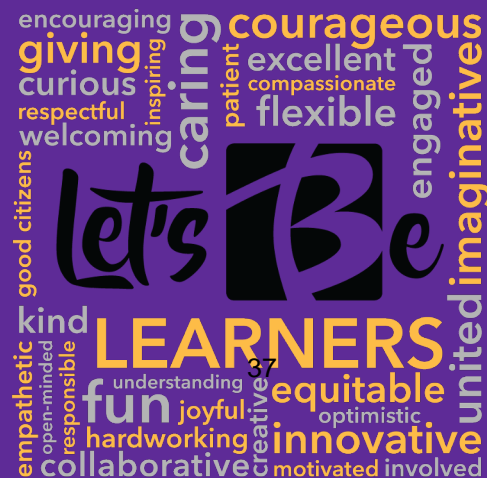
Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity	
Fund: Pooled Cash							
	Subtotal	5	91,817,753.13	91,815,888.13	55.64	0.226	15
Fund: 300 Debt Service							
	Subtotal	2	2,891,130.69	2,891,081.93	1.75	0.111	13
Fund: 416 Capital Projects Non-Tax							
	Subtotal	3	30,488,283.69	30,486,912.39	18.48	0.085	43
Fund: 417 Capital Projects Taxable							
	Subtotal	5	39,823,352.86	39,826,345.19	24.13	0.297	57
	Total and Average	15	165,020,520.37	165,020,227.64	100.00	0.215	30

District Covid-19 Update

School Board Meeting

November 15, 2021

Brian Sica (Presenting), Danielle Hudson and Josh Gamez available for questions.



BSD's 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

Agenda

1. Instructional Shifts
2. Guiding Metrics
3. Oregon Department of Education Update
4. Board Staff Discussion - Please write down your questions and save them for the end

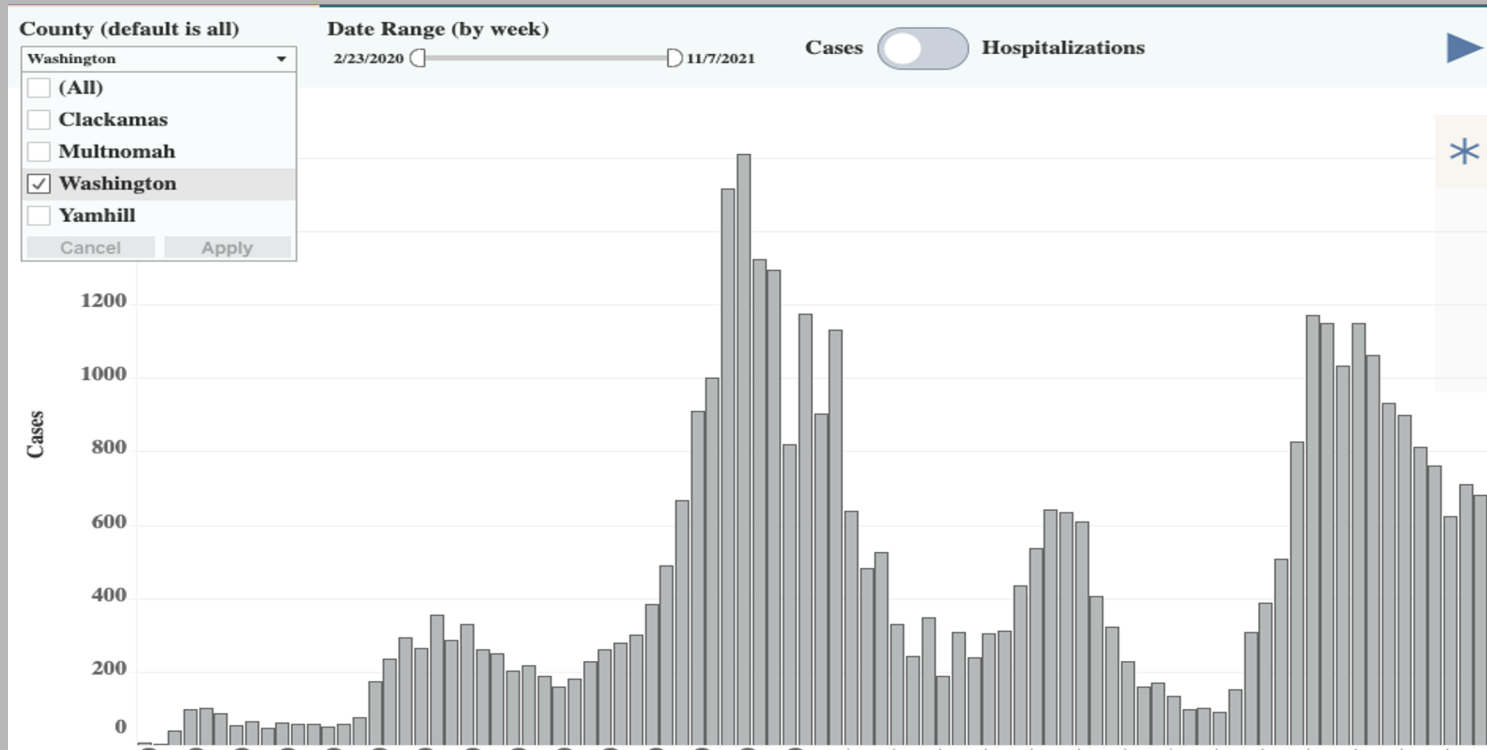


Instructional Impacts

1. Volunteers are able to return with restrictions limited to masks, distancing, and vaccines.
2. We are looking at early January as a goal for removing components of the PE and Music restrictions.



Community Spread of Covid-19



Vaccinations by Age (11/10/2021)

	People Vaccinated	Population	People Remaining to Reach 80%	Previous Week - 7 Day Running Average People Initiated	Recent Week - 7 Day Running Average People Initiated	% One Dose	Relative Percent Change
5 to 11	1,700	54,493	41,894			3.1%	
12 to 17	37,979	50,612	2,511	29 per day	22 per day	75.0%	up 0.4%
18 to 19	11,895	14,048	0	6 per day	4 per day	84.7%	up 0.2%
20 to 49	213,221	265,583	0	99 per day	95 per day	80.3%	up 0.3%
50 to 64	92,393	113,098	0	36 per day	38 per day	81.7%	up 0.3%
65 years and older	78,632	86,703	0	54 per day	40 per day	90.7%	up 0.4%



Instructional Impacts

1. Volunteers are able to return with restrictions limited to masks, distancing, and vaccines.
2. We are looking at early January as a goal for removing components of the PE and Music restrictions.



Questions/Comments from the Board





WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

Beaverton School District Capital Construction Bond Citizen Accountability Committee Report Second and Third Quarters of 2021

Section 4.f. of the Committee's charter specifies:

The Committee Chair will draft and submit a written report quarterly, or more often if requested, to the Superintendent and School Board. The report will be structured to address the topics in Paragraph 1(a) - (g) and represent a consensus of committee members. The School Board may request reporting at a regular School Board Business Meeting or School Board Work Session. The committee reports are due from the chair to staff not later than seven days prior to the Business Meeting or Work Session.

The Bond Citizen Accountability Committee (BAC) held four meetings for the six-month reporting period. The meeting dates were April 28, 2021, June 30, 2021, September 29, 2021 and October 27, 2021. Two of these meetings were conducted via Zoom on April 28 and October 27, and two meetings were in person with facility site visits on June 30 at ACMA and September 29 at Mountainside HS. Each meeting agenda followed a similar structure, with focus on the Bond Program Status Report presented by staff and additional special topics as warranted. Board Members Eric Simpson and Anne Bryan participated in 2Q 2021 BAC meetings. Board Members Eric Simpson and Sunita Garg participated in 3Q and 4Q 2021 BAC meetings. The committee members appreciate the continued commitment and service to supporting the bond program.

The following comments reflect committee consensus regarding each element of the bond program and topics discussed during BAC meetings. As listed in Section 1 of the BAC charter:

a. Ensuring that the bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.

Committee members agreed that bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.

b. Alignment with the Bond Program Goals approved by the School Board and Board policies.

Committee members agreed that the bond program and the School Board's goals were met by staff during the second and third quarters. Projects remain within established budgets.

The committee was also pleased to see the continued positive bond program reserves and project contingencies. Additionally, the equity performance (MWSDVE participation) increased for both contractors (14.7%) and consultants (17.9%) and remains above the 10% aspirational goal established by

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.

the Board, as of the end of August 2021. The committee commends staff efforts for continued focus on this aspect.

c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with District standards and best practices.

Program staff has developed many technical, education, and security standards and have been applying them to projects under the bond program. These represent good construction management practices. At the request of the BAC, Steve Sparks presented the Long Range Facility Plan at the April 28 meeting to provide information regarding enrollment trends and future facility needs that provides meaningful context for the facilities capital and maintenance programs. Additionally, Steve Langford presented information about the District IT program at the June 30 meeting at the request of the BAC in order to provide updates on the Learning Technology and Classroom Systems efforts.

The District facilities program continues to improve in its understanding of portfolio and market conditions. The District is making use of the Facility Condition Assessment data to improve the efficiency of projects. This is evidenced in the preparations for the Summer 2022 Projects packages which will combine repair and replacement activities, like roofs, with invasive seismic upgrade work. Also, the District is responding to recent and past bidding challenges to bundle like types of work to increase cost competitiveness.

d. Communicating key information related to the bond to District stakeholders.

The staff presents photos and progress points of capital construction updates to the BAC which are also posted on the BSD website, social media, and BSD Briefs. Bond communications and community involvement are standing items on committee meeting agendas. Staff is continuing to improve communications to District stakeholders.

e. The committee will receive and review copies of bond program performance and financial reports, and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff.

The committee continues to be satisfied with the quality of information in the reports received at each BAC meeting. Staff presents detailed information and engages in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the budget, schedule and equity performance status of the program, as well as updates on individual project line items.

We are into the final stretch of the 2014 bond program with major projects nearing completion. Projects have progressed well despite the challenges of the COVID-19 situation and supply chain disruptions.

Total program cost estimates and program reserves have reduced, with a steady draw down of planned values upon project completion and activation activities.

ACMA Replacement is substantially complete, with the facility available for use. Remaining closeout items provide for necessary changes for storage, HVAC changes and security devices. Remaining work will result in a contingency reduction of \$362K. However, the contingency balance remains positive.

Five Oaks MS Renovation and Expansion is substantially complete, with the facility available for use. Upon completion of the required financial audit, the contingency increased by \$74K due to accounting adjustments.

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.

Maintenance Facility Improvements Phase 1 reached a successful resolution of the required storm water retention facilities. Final punch list items remain as does a positive contingency balance.

Mountainside HS construction post-warranty work is underway to remedy unforeseen site conditions with the athletics field, which resulted in a contingency decrease of \$614K.

Summer roofing projects and HVAC projects, like Hiteon and ISB, are in closeout with manageable increases in budget to account for challenges in material escalation and supply chain challenges.

f. The committee will review monthly reports produced by the District in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.

The committee received and reviewed each of the status reports on the bond program prepared by staff for the reporting period. Due to the level of construction activity, BAC meetings are now scheduled for six times a year and, if needed, the BAC will convene special meetings. The committee finds that, based on the information received, the program is in compliance with the purposes set forth in the information about the program, provided to voters in advance of the 2014 election.

g. The committee will perform other reasonable duties requested by the School Board or Superintendent.

During the October 2021 BAC meeting, the staff discussed a desire for BAC feedback on the capital improvement plans in preparation for the bond proposal in 2022. The topic was added to the BAC agenda for the January 2022 meeting where staff will present the 2022 bond program approach.

Recommendation

The incoming committee chair will present this report to the School Board at the November 15, 2021 Board meeting and answer any questions that the School Board may have.



Arco Iris Charter Amendment – Bond Financing

POLICY ISSUE/SITUATION

Arco Iris purchased and renovated their new school building through the proceeds of \$12.1 million in bonds issued by the State of Oregon in 2018. As a condition of funding, the Charter was amended in July 2018 to provide for direct payment to the Trustee by the district from the portion of the State School Fund Arco Iris receives. The amendment also included the loan repayment schedule as Exhibit A. In September, the Arco Iris Board passed a resolution to modify the loan agreement in order to take advantage of lower interest rates offered by the Trustee. This requires an amendment to the Charter to incorporate a new repayment schedule.

BACKGROUND INFORMATION

In 2019, Arco Iris purchased and renovated a building to be their new school site. Financing of the new facilities was through a loan to Arco Iris from the proceeds of \$12.1 million in bonds issued by the State of Oregon. In July 2018, the Board approved an amendment to the Charter for Arco Iris Spanish Immersion School allowing the District to provide direct payment to the Trustee before distributing the balance of the Arco Iris State School Fund distribution to Arco Iris. This “intercept” agreement was requested by the Trustee as a condition of funding and has been endorsed by the State of Oregon. The amendment also included the loan repayment schedule as Exhibit A.

The Trustee has offered to reduce the interest rate for the Loan from 6.25% to 5.25% on the tax-exempt bonds and the from 7% to 6.125% on the taxable bonds in exchange for precluding prepayment of the Loan for an additional three years. The loan repayment period remains the same as does the principal and final maturity date. The annual savings to Arco Iris will be approximately \$120,000 annually under the revised repayment schedule (Exhibit A) beginning December 1.

The original charter amendment, the proposed amendment to the amendment, and the Arco Iris Board’s resolution are attached.

RECOMMENDATION:

The Board approve the amendment to the Charter for Arco Iris Spanish Immersion School incorporating the new repayment schedule (Exhibit A).

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

FIRST AMENDMENT TO AMENDMENT TO CHARTER AGREEMENT
between
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL
and
BEAVERTON SCHOOL DISTRICT NO. 48

THIS FIRST AMENDMENT TO AMENDMENT TO CHARTER AGREEMENT ("**First Amendment**") is made and entered effective as of November 15, 2021, into by and between ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL, an Oregon nonprofit corporation (hereinafter "**Arco Iris**"), and BEAVERTON SCHOOL DISTRICT NO. 48 (hereinafter "**District**").

RECITALS

WHEREAS, the District and Arco Iris have entered into a charter agreement dated July 1, 2016 ("**Charter Agreement**"), pursuant to ORS Chapter 338; and

WHEREAS, Arco Iris and District entered into that certain Amendment to Charter Agreement dated July 19, 2018 (the "**Charter Amendment**"), wherein the parties agreed to modify Section 14.4 of the Charter Agreement to set forth and to incorporate the monthly School Loan Payments as Exhibit A to the Amendment; and

WHEREAS, since the execution of the Charter Amendment, the tax-exempt rate (2018A Bonds) and the taxable rate (2018B Bonds) have decreased from 6.25% and 7%, respectively, to 5.25% and 6.125%, respectively.

WHEREAS, the parties desire to modify Exhibit A of the Charter Amendment to reflect the new School Loan Payment amounts (as defined in the Charter Amendment) and an extended redemption period.

NOW, THEREFORE, the parties agree as follows:

1. This First Amendment is a modification to the Charter Amendment. All other provisions of the Charter Agreement and the Charter Amendment not addressed in this First Amendment shall remain in effect and this First Amendment shall be integrated with the Charter Agreement and the Charter Amendment. In addition, this First Amendment does not modify the amount or timing of funds owed to Arco Iris under the Charter Agreement or the Charter Amendment; this First Amendment merely modifies how the funds, if any, will be distributed.
2. The parties hereby agree to amend the Charter Agreement by replacing the previous Exhibit A to the Charter Amendment with the new Exhibit A, attached hereto and incorporated herein.

3. This First Amendment shall be effective for so long as any portion of the Loan remains outstanding and shall automatically terminate on the date the Loan has been paid in full.

<p>BEAVERTON SCHOOL DISTRICT NO. 48</p> <p>By: _____ Don Grotting, Superintendent</p> <p>Date: _____</p>	<p>ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL</p> <p>By: _____ Christa Billings, Board President</p> <p>Date: _____</p>
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EXHIBIT A

Schedule of Loan Payments

(Payments to be made out of monthly State School Fund payments pursuant to Section 14.4 of the Charter School Agreement)

DATE	SCHOOL LOAN PAYMENT
12/1/2021	58,705.21
1/1/2022	58,705.21
2/1/2022	58,705.21
3/1/2022	58,705.21
4/1/2022	58,705.21
5/1/2022	58,705.21
6/1/2022	-
7/1/2022	116,695.83
8/1/2022	58,347.92
9/1/2022	58,347.92
10/1/2022	58,347.92
11/1/2022	58,347.92
12/1/2022	58,347.92
1/1/2023	58,347.92
2/1/2023	58,347.92
3/1/2023	58,347.92
4/1/2023	58,347.92
5/1/2023	58,347.92
6/1/2023	-
7/1/2023	116,814.58
8/1/2023	58,407.29
9/1/2023	58,407.29
10/1/2023	58,407.29
11/1/2023	58,407.29
12/1/2023	58,407.29
1/1/2024	58,407.29
2/1/2024	58,407.29
3/1/2024	58,407.29
4/1/2024	58,407.29
5/1/2024	58,407.29
6/1/2024	-
7/1/2024	135,215.63
8/1/2024	67,607.81

9/1/2024	67,607.81
10/1/2024	67,607.81
11/1/2024	67,607.81
12/1/2024	67,607.81
1/1/2025	67,607.81
2/1/2025	67,607.81
3/1/2025	67,607.81
4/1/2025	67,607.81
5/1/2025	67,607.81
6/1/2025	-
7/1/2025	135,929.17
8/1/2025	67,964.58
9/1/2025	67,964.58
10/1/2025	67,964.58
11/1/2025	67,964.58
12/1/2025	67,964.58
1/1/2026	67,964.58
2/1/2026	67,964.58
3/1/2026	67,964.58
4/1/2026	67,964.58
5/1/2026	67,964.58
6/1/2026	-
7/1/2026	135,802.08
8/1/2026	67,901.04
9/1/2026	67,901.04
10/1/2026	67,901.04
11/1/2026	67,901.04
12/1/2026	67,901.04
1/1/2027	67,901.04
2/1/2027	67,901.04
3/1/2027	67,901.04
4/1/2027	67,901.04
5/1/2027	67,901.04
6/1/2027	-
7/1/2027	135,587.50
8/1/2027	67,793.75
9/1/2027	67,793.75
10/1/2027	67,793.75
11/1/2027	67,793.75
12/1/2027	67,793.75

1/1/2028	67,793.75
2/1/2028	67,793.75
3/1/2028	67,793.75
4/1/2028	67,793.75
5/1/2028	67,793.75
6/1/2028	-

AMENDMENT TO CHARTER AGREEMENT
between
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL
and
BEAVERTON SCHOOL DISTRICT NO. 48

THIS AMENDMENT TO CHARTER AGREEMENT (“**Amendment Agreement**”) is made and entered effective as of July 19, 2018, into by and between ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL, an Oregon nonprofit corporation (hereinafter “**Arco Iris**”), , and BEAVERTON SCHOOL DISTRICT NO. 48 (hereinafter “**District**”).

RECITALS

WHEREAS, the District and Arco Iris have entered into a charter agreement dated July 1, 2016 (“**Charter Agreement**”), pursuant to ORS Chapter 338; and

WHEREAS, Section 14 of the Charter Agreement provides that the District will distribute funds, if any, to which Arco Iris may be entitled under the Charter Agreement after withholding amounts due to the District as set forth in Section 14.9 and 14.10 of the Charter Agreement and subject to State appropriation and other provisions set forth therein (“**Arco Iris SSF distribution**”); and

WHEREAS, Arco Iris is in the process of acquiring and constructing a new school and related facilities (the “**Project**”); and

WHEREAS, the Project is expected to be financed with a loan to Arco Iris (the “**Loan**”) from the proceeds of the Series 2018A Bonds and Series 2018 B Bonds (the “**Bonds**”) issued by the State of Oregon (the “**Issuer**”), under the provisions of Oregon Revised Statutes Chapter 289, which Loan will be evidenced by a loan agreement between the Issuer and Arco Iris (the “**Loan Agreement**”). The Loan payments to be made by Arco Iris under the Loan Agreement are referred to herein as the “**School Loan Payments**”; and

WHEREAS, the Issuer has no obligation the pay the Bonds except out of payments the Issuer receives under the Loan; and

WHEREAS, Arco Iris has advised the District that the Bond underwriter, D.A. Davidson & Co. has requested, as a condition of financing the Project, that, provided the Charter Agreement remains in effect and there is an Arco SSF distribution, the District pay the Bond trustee and paying agent (the “**Trustee**”), currently U.S. Bank National Association, directly each month by deducting the monthly amount set forth in Exhibit A – Schedule of Loan Repayments, attached hereto and as agreed to by the Trustee and Arco Iris, due and payable as School Loan Payments from the Arco Iris SSF distribution, to apply towards repayment of the Loan, and subsequently disbursing the balance of the Arco Iris SSF distribution to Arco Iris; and

WHEREAS, the District is willing to provide a direct payment to the Trustee before distributing the balance of the Arco Iris SSF distribution to Arco Iris, subject to the terms of the Charter Agreement, as amended by this Amendment Agreement, to the extent the Charter Agreement as amended by this Amendment Agreement remains in effect and provided that the District does not assume any liability with respect to the obligations of Arco Iris to repay the Loan or the availability of the Arco Iris SSF distribution;

NOW, THEREFORE, the parties agree as follows:

1. This Amendment Agreement is a modification to the Charter Agreement and is only intended to modify the Charter Agreement. All other provisions of the Charter Agreement not addressed in this Amendment Agreement, including without limitation Sections 20.1 (indemnification by Arco Iris) and 20.4 (District's Immunity), shall remain in effect and this Amendment Agreement shall be integrated with the Charter Agreement. In addition, this Amendment Agreement does not modify the amount or timing of funds owed to Arco Iris under the Charter Agreement; this Amendment Agreement merely modifies how the funds, if any, will be distributed.
2. The parties agree to modify Section 14.4 of the Charter Agreement to read as follows:
 - (a) "Within ten business days of the District's receipt of the funds from the State School Fund under ORS 327.095 (the "State School Funds"), and after withholding any amounts due to the District under Section 14.9 and 14.10 or any other provision of the Charter Agreement, the District will distribute the portion of those funds, if any, payable to Arco Iris under this Charter, as follows: (1) to the Trustee, the lesser of (i) the entire amount payable to Arco Iris under the Charter Agreement, or (ii) an amount equal to the next monthly School Loan Payment (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018) that is due under the Loan (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018), as described in Exhibit A attached to the Amendment to Charter Agreement dated July 19, 2018, and in accordance with payment instructions provided in writing to the District by the Trustee (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018) as approved by Arco Iris; and (2) to Arco Iris, the remainder of the Arco Iris SSF distribution (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018), if any, after distribution of the amounts described in clause (1).
 - (b) The parties agree that this Section 14.4 of this Charter does not modify the amounts, if any, payable by the District to Arco Iris under this Charter, but acknowledge and agree that this Section 14.4 only addresses how funds, if any, will be paid to Arco Iris. The parties further agree that if the District does not timely receive a distribution of State School Funds or if the amounts, if any, payable to Arco Iris under the terms of the Charter are insufficient to pay the monthly School Loan Payments described in section (a)(1) above, the District will not be liable for or have any obligation to pay the difference. If the Arco Iris SSF distribution is not sufficient to pay the amounts

described in section (a)(1) above, the Trustee will notify the District and Arco Iris in accordance with the Loan documents.

3. The following is added to the end of current Section 13.5 of the Charter Agreement:

 “Additionally, without the approval of the District, Arco Iris may enter into a financing transaction for the acquisition, renovation, improvement and/or equipping of a school facility for Arco Iris, on such terms and conditions (including security for such financing transaction) acceptable to Arco Iris in its sole discretion.”
4. By entering into this Amendment Agreement, the District will not and does not assume any liability to the Issuer, the Trustee, Arco Iris, the purchaser of the Bonds or its representative, or any other entity with respect to the Bonds or the Loan for the Project. The District expresses no opinion about any aspect of the Loan, including the Loan terms or Arco Iris' ability to repay the Loan.
5. The State School Funds to be distributed under this Amendment Agreement are subject to prior interception by the Oregon Department of Education pursuant to ORS 326.603(2), ORS 328.346(1)(c), and the Intercept Agreement related to the District's Limited Tax Pension Obligations, Series 2005A, dated as of October 31, 2002, as it has been and may be supplemented and amended.
6. For avoidance of doubt, the District and Arco Iris confirm the provisions of Section 2.1 of the Charter (“Initial Term”), Section 24.9 of the Charter (“No Third-Party Beneficiary”) and the applicability of Section 24.9 of the Charter to this Amendment Agreement. Nothing in this Amendment Agreement shall obligate the District to continue the Charter past the term of the Charter, as stated in Section 2.1 of the Charter, nor prevent or limit the District from exercising any rights or remedies available to it under the Charter.
7. This Amendment Agreement shall be effective for so long as any portion of the Loan remains outstanding and shall automatically terminate on the date the Loan has been paid in full.

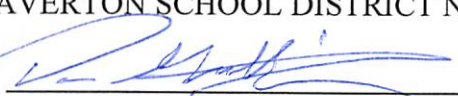

FOR THE DISTRICT:	FOR ARCO IRIS:
BEAVERTON SCHOOL DISTRICT NO. 48 By:  Don Grotting, Superintendent	ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL By:  Christa Billings, Board President
Date: July <u>26</u> , 2018	Date: July <u>26</u> , 2018

EXHIBIT A

Schedule of Loan Payments

(Payments to be made out of monthly State School Fund payments pursuant to Section 14.4 of the Charter School Agreement)

DATE	SCHOOL LOAN PAYMENT
8/2018	\$ 2,695.31
9/2018	2,695.31
10/2018	2,695.31
11/2018	2,695.31
12/2018	26,265.89
1/2019	26,265.89
2/2019	26,265.89
3/2019	26,265.89
4/2019	26,265.89
5/2019	26,265.89
6/2019	-
7/2019	63,433.33
8/2019	31,716.67
9/2019	31,716.67
10/2019	31,716.67
11/2019	31,716.67
12/2019	63,498.96
1/2020	63,498.96
2/2020	63,498.96
3/2020	63,498.96
4/2020	63,498.96
5/2020	63,498.96
6/2020	-

EXHIBIT A TO AMENDMENT TO CHARTER AGREEMENT

K:\61451 Arco Iris Spanish\001\Direct Transfer Agreement\AI Amendment to Charter Agreement (2018)[v1.1].doc

7/2020	137,831.25
8/2020	68,915.63
9/2020	68,915.63
10/2020	68,915.63
11/2020	68,915.63
12/2020	68,915.63
1/2021	68,915.63
2/2021	68,915.63
3/2021	68,915.63
4/2021	68,915.63
5/2021	68,915.63
6/2021	-
7/2021	137,906.25
8/2021	68,953.13
9/2021	68,953.13
10/2021	68,953.13
11/2021	68,953.13
12/2021	68,953.13
1/2022	68,953.13
2/2022	68,953.13
3/2022	68,953.13
4/2022	68,953.13
5/2022	68,953.13
6/2022	-
7/2022	137,089.58
8/2022	68,544.79
9/2022	68,544.79
10/2022	68,544.79
11/2022	68,544.79
12/2022	68,544.79

1/2023	68,544.79
2/2023	68,544.79
3/2023	68,544.79
4/2023	68,544.79
5/2023	68,544.79
6/2023	-
7/2023	137,106.25
8/2023	68,553.13
9/2023	68,553.13
10/2023	68,553.13
11/2023	68,553.13
12/2023	68,553.13
1/2024	68,553.13
2/2024	68,553.13
3/2024	68,553.13
4/2024	68,553.13
5/2024	68,553.13
6/2024	-
7/2024	155,397.92
8/2024	77,698.96
9/2024	77,698.96
10/2024	77,698.96
11/2024	77,698.96
12/2024	77,698.96
1/2025	77,698.96
2/2025	77,698.96
3/2025	77,698.96
4/2025	77,698.96
5/2025	77,698.96
6/2025	-

7/2025	155,812.50
8/2025	77,906.25
9/2025	77,906.25
10/2025	77,906.25
11/2025	77,906.25
12/2025	77,906.25
1/2026	77,906.25
2/2026	77,906.25
3/2026	77,906.25
4/2026	77,906.25
5/2026	77,906.25
6/2026	-
7/2026	155,343.75
8/2026	77,671.88
9/2026	77,671.88
10/2026	77,671.88
11/2026	77,671.88
12/2026	77,671.88
1/2027	77,671.88
2/2027	77,671.88
3/2027	77,671.88
4/2027	77,671.88
5/2027	77,671.88
6/2027	-
7/2027	154,770.83
8/2027	77,385.42
9/2027	77,385.42
10/2027	77,385.42
11/2027	77,385.42
12/2027	77,385.42

1/2028	77,385.42
2/2028	77,385.42
3/2028	77,385.42
4/2028	77,385.42
5/2028	77,385.42
6/2028	-

**RESOLUTION OF THE BOARD OF DIRECTORS
OF
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL**

A resolution of the Board of Directors of ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL (the “Corporation”) authorizing a modification of the existing financing of its school facility with the proceeds of taxable and tax-exempt borrowings; and authorizing, establishing and determining other matters in connection therewith.

The undersigned does hereby certify that she is the duly appointed, qualified and acting Secretary of the Board of Directors of the Corporation and that the following is a true and complete copy of a Resolution adopted by the Board of Directors at its meeting duly called and held on September 16, 2021:

RESOLUTION

WHEREAS, the Corporation is an Oregon nonprofit corporation and an Oregon public charter school formed to provide educational services for public charter school educational services for students; and

WHEREAS, the Corporation received a determination letter from the Internal Revenue Service dated July 6, 2010, that it is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, the Corporation obtained financing in the principal amount of \$12,100,000 for the acquisition and improvement of its school facility through taxable and tax-exempt bond financing (the “Loan”) as facilitated by and through the Oregon Facilities Authority and entered into certain loan agreements and related documentation dated on or around July 1, 2018 evidencing the Loan (the “Loan Documents”); and

WHEREAS, the Bondholder Representative has offered to reduce the interest rate for the Loan from 6.25% to 5.25% on the tax-exempt bonds and the from 7% to 6.125% on the taxable bonds (the “Loan Interest Rate Reduction”), and has otherwise agreed to make further modifications to the Loan documents that will benefit the Corporation, in exchange for extending the optional redemption period for the Loan from June 15, 2023, to June 15, 2026 (the “Loan Redemption Period Extension”) precluding prepayment of the Loan for an additional 3-year period; and

WHEREAS, the Loan Interest Rate Reduction will result in a substantial reduction of the monthly payments due under the terms of the Loan which will benefit the Corporation and improve cash flow to support the Corporation’s educational activities; and

WHEREAS, the modification to the Loan Documents will not result in an increase or modification of the principal amount of the Loan; and

WHEREAS, the Board of Directors of the Corporation has determined that the best interests of the Corporation would be served by agreeing to modify the terms of the Loan and Loan Documents as described above.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL AS FOLLOWS:

RESOLVED, that the Board of Directors hereby authorizes, empowers and directs the Corporation to enter into necessary and appropriate documentation to modify the Loan and Loan Documents to effectuate the Loan Interest Rate Reduction, the Loan Redemption Period Extension, and and other Loan modifications; and

RESOLVED FURTHER, that the President of the Corporation, Christa Billings, and the Vice President of the Corporation, Sarita Stevens (the "Authorized Representatives") are hereby authorized, empowered and directors for and on behalf of the Corporation to take any and all actions necessary, appropriate or convenient for the purpose of completing and executing the modifications to the Loan Documents as contemplated herein, including signing all Loan Documents on behalf of the Corporation and to take any other actions contemplated or described in that certain Resolution of the Board of Directors of Arco Iris Spanish Immersion Charter School dated July 20, 2018, wherein the Board of Directors authorized the Loan and Loan Documents; and

RESOLVED FURTHER, that the Board of Directors hereby ratifies, approves and confirms all actions heretofore taken by the Corporation's officers and officials in furtherance of the Loan and the matters contemplated by this Resolution; and

RESOLVED FURTHER, that this Resolution shall take effect immediately upon its adoption by the Board of Directors of the Corporation.

IN WITNESS WHEREOF, the undersigned President and Secretary of the Corporation have hereunto executed this Resolution as of this 16th day of September, 2021.


Christa Billings, President


Sarah Zephirin, Secretary



OSBA BOARD OF DIRECTORS 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 BSD

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.



OSBA BOARD OF DIRECTORS LPC ELECTION

OSBA Legislative Policy Committee 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 BSD

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 Tymchuk for the LPC position #16.



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

Tatiana Cevallos

Toshiko Maurizio

Camellia Osterink

Jon Franco

Brian Sica

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 Equity and Inclusion

Administrator for Multilingual Programs

District Legal Counsel

Executive Administrator for High Schools & Option Programs

Administrator for Curriculum, Instruction & Assessment

CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett

School Board Chair Tom Colett called the meeting to order at 6:01 p.m. Chair Colett asked for changes to the agenda: none

BEA Comments – Sara Schmitt– President

Written comments attached in BoardBook

OSEA Comments – Kyrsti Sackman – President

She introduced herself and said hello to the board, thanked sara for everything she shared. Thanked the district and the OSEA Board, who engaged members on the two MOU's that were worked on, both passed. Shout out to Elaine and Susan for their hard work. She thanked all the hard-working classified staff and all the OSEA members who are actively participating in Union work and conversations. She reminded classified staff to reach out for support and breaks.

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

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Public Comments - Board Chair Colett stated there were 45 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 4 who requested to be included in person, along with the topics of those that spoke live on the zoom. Mr. Robert Koeth was unable to connect.

REPORTS

A. **Superintendent Comments** – Don Grotting
Report attached in BoardBook

Questions/Comments:
None

Susan Greenberg needed to be excused at 6:39

B. **Enrollment Update** – Carl Mead
Report attached in BoardBook

Questions/Comments:

Do you think that we are close on the decreased number of students statewide? *Yes, our numbers are relatively good compared to across the state.*

As we get our children aged 5-11 will be able to get their students vaccinated, do you have a plan for students to return to the classrooms in person? *We are looking at our families in flex and polling them about who plans to return. At this time, there are approximately 20 are planning to return and we have 90 students on waitlists to attend FLEX. There is a lot of frustration surrounding the quarantine protocol for students. We are going to have to start looking at class sizes and staffing and look at our resources toward making those balances that will be necessary.*

When will we re-evaluate our guidelines once the younger students start to receive vaccinations? *We are in daily communication with OHA, and we are required to work as a county to make changes. The estimate is to re-evaluate after the first of the year.*

Is the process for looking at our students with special needs the same as with other families? *The largest number that is down is our Kindergarten students. We believe that parents are waiting for first grade to enroll them and we also have medically fragile students, who's families have chosen to home school them. Our teams are evaluating whether lower numbers are due to disability or a lack of instruction due to COVID. We have a formal process to bring them back for specialized programs. The teams will look at each child to evaluate disability or a result of loss of instruction due to the pandemic.*

C. **Division 22 Compliance/Assurances** – Jon Bridges
Report attached in BoardBook

Questions/Comments:

We are out of compliance on some items, are you already working on that? *The compliance is ACB and you approved previously and are amending that this evening.*

Funding can be withheld if the schools do not correct the item stated that they are out of compliance. Where do we stand with other districts? *All districts submit this report by November 15th. We can check around and create a report for you.*

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Why were we out of compliance in the curriculum adoptions? *It's a little of both. The money was in place in 2018 pre-covid and we entered a budget freeze. We have been working closely with the state and our corrective actions were approved today.*

What I have observed over the years I am pleased to where we are during this past year.

- D. **Financial Update** – Mike Schofield
Report and presentation attached in BoardBook

Questions/Comments:
None

- E. **ESSER Funds** – Mike Schofield, Carl Mead, Ginny Hansmann
Report attached in BoardBook

Questions/Comments:

Some updates that have been done with ESSER funds, were they on deferred maintenance and ESSER funds were used? *West TV and Barnes were not on the deferred maintenance list, but other items are shown on the list.*

Are you confident that we will get the funds and how do we support students in the long term? *Feel confident with getting the funds. We will keep an eye on the student needs from year to year.*

What about the cuts in the next few years, how will we do this as the students will still have needs? *We have open positions that we aren't filling. It is a hope to fill the positions right now, but we have over 100 positions in classified right now that we can't fill. We hired well over 500 employees this year and on an average of about 200-300 in a normal year.*

We so seem to be preserving the salary funds on the future years with staff investments. *We will monitor and evaluate the staffing as we move forward.*

As the SIA funds recover, is there an opportunity to bring some of those positions back with that. Potentially, yes but we have already brought some employees over from ESSER to SIA as we get those funds.

Recognizing the SIA and ESSER funds, the funding from our state is still not totally funded and we need to continue to push for that.

Susan Greenberg rejoined at 7:30 p.m.

- F. **Budget Committee Update** – Mike Schofield, Brad
Report attached in BoardBook – an updated report was presented and will be added to Board Book.

We have extended the Budget Committee closing date up until November 19th as there are not applicants in all Zones.

Questions/Comments:
None

- G. **District COVID Update** – Susan Rodriguez, Danielle Hudson, Brian Sica
Report attached in BoardBook

Questions/Comments:

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Thank you for all the hard work! What can we do about the PE classes not being able to be in the gyms at some sites due to ongoing needs for lunches in the gym? *Every building is different, the space is not allowing regular PE activities. We have asked for Principals to work creatively in the buildings and work with the facility admin to look at other options.*

What about students in quarantine, how are they getting served with not enough subs? *We have posted some remote only positions for those students. We believe we will be able to find educators for these positions to help navigate through the work.*

What do you do if there is a huge amount of people that test positive? *We may see another spike and the hope is that we are able to vaccinate our youngest students and that will push the numbers are back down, to avoid quarantine. We are so close to getting these kids vaccinations and adhere to the restrictions in place as we don't want to see a major outbreak or have a student get incredibly ill. We need to celebrate our HR department for getting the word out and get our staff vaccinated. Kudos to them to keep our community safe. Our staff is doing so many different things on top of their regular jobs. We are fortunate to have such a dedicated staff.*

Thank you for the amazing work. Seating assignments on the busses, do special education students also have assignments? *All those students traditionally have assigned seats. If they didn't have it before hand they would have it now.*

Under 15 staff members that were not in compliance, why? *We had 4 (1 licensed, 3 classified) staff members that were non-compliant. The remaining nine submitted one shot and need to complete the series. Did you deny any requests? We did and 4 requests did not comply by the secretary of states requirements. We have to provide additional measures for those that had a religious or medical exception. They must have a face shield and K-95 mask, stronger PPE. Some would have to have an accommodation if they were unable to be safe including, weekly screening, we are following the OHA guidelines as Risk Management states.*

Thank you for everything. Do the schools not have equipment masks if needed? *All the bell coverings have been distributed as far as I know. We are working with the Music TOSA for specialized masks and more bell covers with ESSER funds.*

What would be the process with COVID testing, inside the schools? Our office assistants, health assistants, nurses and principals have taken on so much and are working so hard. Every school has a distribution date and pick up date. They distribute the test kits to students, students return the test kit and return it to the school. We collect and a courier from OHSU picks them up. They contact the families then get the notification. Schools do not get notification from OHSU so we ask that families then let us know if there is a positive case. Can we ask volunteers help with this? We can't let volunteers or students know who is getting the tests.

Thank you to all staff. Thank you to the middle school staff for their flexibility with the new schedule.

Ultimately the way we measure if this is working is by looking at the numbers that you have presented tonight. Your sacrifice is making a difference in our community and it's working. Thank you.

H. Charter School Evaluation Reports for Arco Iris and Hope Chinese– Jon Bridges

Report and presentation attached in BoardBook

Last month you heard from the Charter schools, and this is the annual site visit and evaluation of the schools. This is part of the evidence as to if the schools are meeting criteria to continue as a charter.

Questions/Comments:

None

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DISCUSSION ITEMS

- A. **Arco Iris Charter Amendment** – Jon Bridges, Michelle Herron
Report attached in BoardBook

Questions/Comments:

In section 5 of the charter it discusses the dual language instruction. For this school year the Arco Iris board has approved an amendment to a 50/50 model for K-5 for this year, due to the pandemic. This allows distance learning if needed during quarantine and due to staff shortages. It is only for one year.

Are other charter schools offering CDL? *We have families that were concerned to return and we see this as a temporary fix.* How many students are in CDL? 30

Is this amendment specific to Arco Iris, I don't see Hope listed here? *The staffing crisis hit us particularly hard, and our teachers are being pulled away to other districts because of our salary model.*

Are BSD schools moving to a 90/10 model? *When we return, we will go back to an 80/20 model so teachers have a prep time. If we could find a way to provide prep time, we'd go to a best practice model of 90/10.*

Is there a long-term plan on how to address this past COVID? *We've made a connection to bring teachers from Spain, we look to expand that program to bring teachers from South America as well. This would be a bit more competitive in the future. We are looking into the TSPC licensure exceptions as well.*

- B. **Future Bond** – Becky Tymchuk, Steven Sparks
Report attached in BoardBook

Questions/Comments:

Will you be polling the public? Yes, we will and bring that back to the Board in December.

So, the bond continues as I think that's what I read? No we have to go to the voters to vote in a new bond even though it is a continuation of the current rate or we can ask for more funds.

There are two options, Option A keep same or Option B a higher rate for more opportunities to fix items. *It's great that we have reports which buildings need the more seismic updates or help.*

This is helpful, when we poll, what do we ask? *Would you like to continue the bond with the same rate? It's different if we want an increased rate.* We have a lot of need, .25 doesn't seem to be much more. Front offices at AHS, WHS and

Our community listening sessions, we have to continue to say "**estimated**" tax base.

We can see there is a need, we need to be able to execute all of this. Do the voters have access to all of this information? *Yes, we will see in the poll and phrase it correctly. We as Board members will vote on what we want and then we as a Board will have to campaign to the voters.*

Local Option Levy funds teachers in the district and the voters pay a rate.

*Capital Bond is debt package of a number we collect with an **estimated** tax rate.*

The previous Bond expires, we are asking the voters for something in excess of 0.

Once it is on the ballot, can we take a staff member with us to help present the need? *Yes, if invited by an organization. The district will provide unbiased information (flyers, townhalls and social media). It would be nice to have someone assist us. Technical assistance from BSD staff but you present and advocate for the Bond. Shellie will take this information and make it easier to understand.*

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Thank you to the Facilities staff for the work and planning. These are long term needs that are impactful.

We want to see polling, is there a general awareness of where we are leaning towards May or next November? I would like to go out in May for this bond. We also would like to go out for more or the estimated renewal? Yes.

The poll will have questions about only the Bond or also about how folks are feeling in general? We'll have to get back to you on that. It should be short but I'll get cost estimates and timing. This will be a great adventure. Be sure to send the buckets picture.

C. **Behavioral Health and Wellness Project Team Charge** – Danielle Hudson
Report attached in BoardBook

Questions/Comments:

Please let Chair Colett know who would like to be the School Board member to join this Project Team Cadre.

This doesn't have defined targets; how do you define that? *We have behavioral learning targets, but we want to move towards a student focused growth goal model.*

I believe the Student Discipline Handbook committee along with this go towards students being safe. We believe this work will impact the Parent handbook as well as the Student Discipline Handbook.

ACTION ITEMS

A. **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 September 27, 2021 Board Meeting and October 11, 2021 Work Session are hereby approved.

3. **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.

4. **Grant Report**

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

5. **Approval of School Board Policy ACB**

BE IT RESOLVED that the School Board approve the School Board Policy ACB.

6. **Approval of the Anti-Racist Vision Statement**

BE IT RESOLVED that the School Board approve the Anti-racist Vision Statement.

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:

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

BOARD COMMUNICATION – Board Members

A. **Individual School Board Member Comments** - None

ADJOURNMENT

Chair Colett adjourned the meeting at 9:43 p.m.

Submitted by Dianna Hess

Tom Colett, School Board Chair

INFORMATION ITEM –

Bond Program Status Report

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

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



**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	
2022 HVAC Upgrades Group 1- Errol Hassell ES, Kinnaman ES, and McKinley ES	Aaron Boyle	Invitation To Bid (ITB) 21-0005	Hydro-Temp Mechanical	\$2,258,000.00	11/2021	12/2022	Authorization to Award Contract
2021 Roof Replacements- Montclair ES	Aaron Boyle	Invitation To Bid (ITB) 21-0009	Roof Toppers, Inc.	\$1,553,399.00	11/2021	9/2022	Authorization to Award Contract
2022 Roof Projects Group 1- Architect/Engineer- Nancy Ryles ES, McKinley ES, and Findley ES	Aaron Boyle	Request For Proposal (RFP) 21-0007	Axis Design Group Architecture & Engineering, Inc.	\$190,611.80	11/2021	9/2022	Authorization to Award Contract



PROJECT NAME: 2022 HVAC Upgrades Group 1

PROJECTTIMELINE: 3/2021–12/2022

PROJECT BUDGET: \$1,188,000.00

PROJECT SCOPE: HVAC Upgrades in Errol Hassell, Kinnaman and McKinley

CONTRACT NAME: 2022 HVAC Upgrade Group 1 General Contractor Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to BID (ITB) 21-0005

CONTRACTTIMELINE: 11/2021-12/2022

CONTRACT AMOUNT: \$2,258,000.00

CONTRACT SCOPE: General Construction Services for Errol Hassell, Kinnaman and McKinley

RECOMMENDATION: Authorization to Award Contract to Hydro-Temp Mechanical

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; 2022 HVAC Upgrade Group 1



PROJECT NAME: 2021 Roof Replacements

PROJECTTIMELINE: 3/2020-10/2022

PROJECT BUDGET: \$4,793,548.50

PROJECT SCOPE: Replace failing roofs at the Elmonica modular, Errol Hassell modular, Hiteon, Montclair and Jacob Wismer.

CONTRACT NAME: Montclair Roof Replacements General Contractor Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 21-0009

CONTRACTTIMELINE: 11/2021—9/2022

CONTRACT AMOUNT: \$1,553,399.00

CONTRACT SCOPE: General Contractor services to complete the Montclair roof replacement.

RECOMMENDATION: Authorization to Award Contract to Roof Toppers, Inc.

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; 2021 Roof Replacements



PROJECT NAME: 2022 Roof Projects Group 1

PROJECTTIMELINE: 9/2021–9/2022

PROJECT BUDGET: \$3,076,000.00

PROJECT SCOPE: Roof replacements for Nancy Ryles, McKinley, Findley

CONTRACT NAME: 2022 Roof Projects – Architectural/Engineering Consultant Services

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 21-0007

CONTRACTTIMELINE: 11/2022–9/2022

CONTRACT AMOUNT: \$190,611.80

CONTRACT SCOPE: Roof design for Nancy Ryles, McKinley, Findley

RECOMMENDATION: Authorization to Award Contract to Axis Design Group Architecture & Engineering, Inc.

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; 2022 Roof Projects Group 1



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Americans Rescue Plan Homeless Children and Youth II (ARP-HCY II)	Oregon Department of Education	\$264,722	16 Nov 2021	NA	Permission to submit intent to receive
Funding supports districts in providing support and resources to students who are eligible to receive McKinney-Vento services, especially students who are in need of reconnecting with their school, catching up with academics and re-engaging in school activities.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$9,113,439	15 Nov 2021	15 Dec 2021
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)				
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
ESSA Partnerships 21-22	Oregon Dept. of Education	\$40,946	\$40,496
The ESSA Partnerships grant provides financial assistance to schools with high numbers or percentages of economically disadvantaged students to help ensure that all students meet challenging state academic standards. Schools identified By ODE for Comprehensive School Improvement (CSI) or Target School Improvement (TSI) are eligible. Community School was identified for TSI in 2018-19 and has received funds each year.			

RECOMMENDATION:

It is recommended that the proposals be approved.

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.



Arco Iris Charter Amendment

POLICY ISSUE/SITUATION

The current Arco Iris Charter is for the term July 1, 2016 to June 30, 2022. The Charter is automatically amended to conform to any amendment to the State’s Charter School law or any related ordinance, regulation, order, or rule. Any other amendment or modification to the Charter must be in writing and authorized by the Board.

BACKGROUND INFORMATION

Proposed amendment to the Charter agreement approved by the Arco Iris Board:

The Education Program section of the Charter as amended in 2019 stipulates that daily instruction for students in Kindergarten be approximately 80 percent of daily instruction in Spanish and 20 percent in English and approximately 65 percent of daily instruction in Spanish and 35 percent in English for students in grades 1-5. For the 2021-22 school year, Arco Iris proposes daily instruction for students in grades K-5 be approximately 50 percent of daily instruction in Spanish and 50 percent in English in grades where a need is identified and families are notified in advance.

This change in the instructional model will allow Arco Iris to offer distance learning to families who choose this option for health and safety reasons. In addition, this amendment allows Arco Iris to continue to serve families in an immersion setting during a year of an extreme shortage of qualified bilingual teachers.

The change to the instructional model for 2020-21 was approved by the Arco Iris School Board on August 25, 2021. The Executive Director of Arco Iris notified families of students in grades 1 and 4 of the change in the instructional model prior to the start of school and also presented the change in instructional model to all parents on Back-to-School night. The Executive Director of Arco Iris reports receiving one question from parents of students in the affected grades and no expressions of concern.

The District’s general counsel and charter school liaison reviewed the charter amendment proposed by Arco Iris and find the proposed amendment acceptable. The Board discussed the amendment on October 25th.

RECOMMENDATION:

The Board approve the amendment to the Charter proposed by Arco Iris.

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.

**CHARTER SCHOOL AMENDMENT 2
ARCO IRIS SPANISH IMMERSION SCHOOL**

This Charter School Amendment (this "Amendment"), dated effective as of August 30, 2021, is entered into by and between Beaverton School District No. 48, an Oregon public school district (the "District"), and Arco Iris Spanish Immersion Charter School ("Arco Iris"), an Oregon nonprofit corporation and amends the Charter School Agreement ("Charter") dated July 1, 2016.

5. EDUCATIONAL PROGRAM

Charter provision 5.1.2 is amended to read:

5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English; For the 2021-22 school year, daily instruction in grades K-5 may be 50% in English and 50% in Spanish in grades where a need is identified and parents have been notified in advance of the change.

The parties have executed this Amendment as of the date written by each party's signature below.

BEAVERTON SCHOOL DISTRICT NO. 48J

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



Arco Iris Charter Amendment – Bond Financing

POLICY ISSUE/SITUATION

Arco Iris purchased and renovated their new school building through the proceeds of \$12.1 million in bonds issued by the State of Oregon in 2018. As a condition of funding, the Charter was amended in July 2018 to provide for direct payment to the Trustee by the district from the portion of the State School Fund Arco Iris receives. The amendment also included the loan repayment schedule as Exhibit A. In September, the Arco Iris Board passed a resolution to modify the loan agreement in order to take advantage of lower interest rates offered by the Trustee. This requires an amendment to the Charter to incorporate a new repayment schedule.

BACKGROUND INFORMATION

In 2019, Arco Iris purchased and renovated a building to be their new school site. Financing of the new facilities was through a loan to Arco Iris from the proceeds of \$12.1 million in bonds issued by the State of Oregon. In July 2018, the Board approved an amendment to the Charter for Arco Iris Spanish Immersion School allowing the District to provide direct payment to the Trustee before distributing the balance of the Arco Iris State School Fund distribution to Arco Iris. This “intercept” agreement was requested by the Trustee as a condition of funding and has been endorsed by the State of Oregon. The amendment also included the loan repayment schedule as Exhibit A.

The Trustee has offered to reduce the interest rate for the Loan from 6.25% to 5.25% on the tax-exempt bonds and the from 7% to 6.125% on the taxable bonds in exchange for precluding prepayment of the Loan for an additional three years. The loan repayment period remains the same as does the principal and final maturity date. The annual savings to Arco Iris will be approximately \$120,000 annually under the revised repayment schedule (Exhibit A) beginning December 1.

The original charter amendment, the proposed amendment to the amendment, and the Arco Iris Board’s resolution are attached.

RECOMMENDATION:

The Board approve the amendment to the Charter for Arco Iris Spanish Immersion School incorporating the new repayment schedule (Exhibit A).

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

FIRST AMENDMENT TO AMENDMENT TO CHARTER AGREEMENT
between
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL
and
BEAVERTON SCHOOL DISTRICT NO. 48

THIS FIRST AMENDMENT TO AMENDMENT TO CHARTER AGREEMENT ("**First Amendment**") is made and entered effective as of November 15, 2021, into by and between ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL, an Oregon nonprofit corporation (hereinafter "**Arco Iris**"), and BEAVERTON SCHOOL DISTRICT NO. 48 (hereinafter "**District**").

RECITALS

WHEREAS, the District and Arco Iris have entered into a charter agreement dated July 1, 2016 ("**Charter Agreement**"), pursuant to ORS Chapter 338; and

WHEREAS, Arco Iris and District entered into that certain Amendment to Charter Agreement dated July 19, 2018 (the "**Charter Amendment**"), wherein the parties agreed to modify Section 14.4 of the Charter Agreement to set forth and to incorporate the monthly School Loan Payments as Exhibit A to the Amendment; and

WHEREAS, since the execution of the Charter Amendment, the tax-exempt rate (2018A Bonds) and the taxable rate (2018B Bonds) have decreased from 6.25% and 7%, respectively, to 5.25% and 6.125%, respectively.

WHEREAS, the parties desire to modify Exhibit A of the Charter Amendment to reflect the new School Loan Payment amounts (as defined in the Charter Amendment) and an extended redemption period.

NOW, THEREFORE, the parties agree as follows:

1. This First Amendment is a modification to the Charter Amendment. All other provisions of the Charter Agreement and the Charter Amendment not addressed in this First Amendment shall remain in effect and this First Amendment shall be integrated with the Charter Agreement and the Charter Amendment. In addition, this First Amendment does not modify the amount or timing of funds owed to Arco Iris under the Charter Agreement or the Charter Amendment; this First Amendment merely modifies how the funds, if any, will be distributed.
2. The parties hereby agree to amend the Charter Agreement by replacing the previous Exhibit A to the Charter Amendment with the new Exhibit A, attached hereto and incorporated herein.

3. This First Amendment shall be effective for so long as any portion of the Loan remains outstanding and shall automatically terminate on the date the Loan has been paid in full.

BEAVERTON SCHOOL DISTRICT NO. 48	ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL
By: _____ Don Grotting, Superintendent	By: _____ Christa Billings, Board President
Date: _____	Date: _____

EXHIBIT A

Schedule of Loan Payments

(Payments to be made out of monthly State School Fund payments pursuant to Section 14.4 of the Charter School Agreement)

DATE	SCHOOL LOAN PAYMENT
12/1/2021	58,705.21
1/1/2022	58,705.21
2/1/2022	58,705.21
3/1/2022	58,705.21
4/1/2022	58,705.21
5/1/2022	58,705.21
6/1/2022	-
7/1/2022	116,695.83
8/1/2022	58,347.92
9/1/2022	58,347.92
10/1/2022	58,347.92
11/1/2022	58,347.92
12/1/2022	58,347.92
1/1/2023	58,347.92
2/1/2023	58,347.92
3/1/2023	58,347.92
4/1/2023	58,347.92
5/1/2023	58,347.92
6/1/2023	-
7/1/2023	116,814.58
8/1/2023	58,407.29
9/1/2023	58,407.29
10/1/2023	58,407.29
11/1/2023	58,407.29
12/1/2023	58,407.29
1/1/2024	58,407.29
2/1/2024	58,407.29
3/1/2024	58,407.29
4/1/2024	58,407.29
5/1/2024	58,407.29
6/1/2024	-
7/1/2024	135,215.63
8/1/2024	67,607.81

9/1/2024	67,607.81
10/1/2024	67,607.81
11/1/2024	67,607.81
12/1/2024	67,607.81
1/1/2025	67,607.81
2/1/2025	67,607.81
3/1/2025	67,607.81
4/1/2025	67,607.81
5/1/2025	67,607.81
6/1/2025	-
7/1/2025	135,929.17
8/1/2025	67,964.58
9/1/2025	67,964.58
10/1/2025	67,964.58
11/1/2025	67,964.58
12/1/2025	67,964.58
1/1/2026	67,964.58
2/1/2026	67,964.58
3/1/2026	67,964.58
4/1/2026	67,964.58
5/1/2026	67,964.58
6/1/2026	-
7/1/2026	135,802.08
8/1/2026	67,901.04
9/1/2026	67,901.04
10/1/2026	67,901.04
11/1/2026	67,901.04
12/1/2026	67,901.04
1/1/2027	67,901.04
2/1/2027	67,901.04
3/1/2027	67,901.04
4/1/2027	67,901.04
5/1/2027	67,901.04
6/1/2027	-
7/1/2027	135,587.50
8/1/2027	67,793.75
9/1/2027	67,793.75
10/1/2027	67,793.75
11/1/2027	67,793.75
12/1/2027	67,793.75

1/1/2028	67,793.75
2/1/2028	67,793.75
3/1/2028	67,793.75
4/1/2028	67,793.75
5/1/2028	67,793.75
6/1/2028	-

AMENDMENT TO CHARTER AGREEMENT
between
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL
and
BEAVERTON SCHOOL DISTRICT NO. 48

THIS AMENDMENT TO CHARTER AGREEMENT (“**Amendment Agreement**”) is made and entered effective as of July 19, 2018, into by and between ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL, an Oregon nonprofit corporation (hereinafter “**Arco Iris**”), , and BEAVERTON SCHOOL DISTRICT NO. 48 (hereinafter “**District**”).

RECITALS

WHEREAS, the District and Arco Iris have entered into a charter agreement dated July 1, 2016 (“**Charter Agreement**”), pursuant to ORS Chapter 338; and

WHEREAS, Section 14 of the Charter Agreement provides that the District will distribute funds, if any, to which Arco Iris may be entitled under the Charter Agreement after withholding amounts due to the District as set forth in Section 14.9 and 14.10 of the Charter Agreement and subject to State appropriation and other provisions set forth therein (“**Arco Iris SSF distribution**”); and

WHEREAS, Arco Iris is in the process of acquiring and constructing a new school and related facilities (the “**Project**”); and

WHEREAS, the Project is expected to be financed with a loan to Arco Iris (the “**Loan**”) from the proceeds of the Series 2018A Bonds and Series 2018 B Bonds (the “**Bonds**”) issued by the State of Oregon (the “**Issuer**”), under the provisions of Oregon Revised Statutes Chapter 289, which Loan will be evidenced by a loan agreement between the Issuer and Arco Iris (the “**Loan Agreement**”). The Loan payments to be made by Arco Iris under the Loan Agreement are referred to herein as the “**School Loan Payments**”; and

WHEREAS, the Issuer has no obligation the pay the Bonds except out of payments the Issuer receives under the Loan; and

WHEREAS, Arco Iris has advised the District that the Bond underwriter, D.A. Davidson & Co. has requested, as a condition of financing the Project, that, provided the Charter Agreement remains in effect and there is an Arco SSF distribution, the District pay the Bond trustee and paying agent (the “**Trustee**”), currently U.S. Bank National Association, directly each month by deducting the monthly amount set forth in Exhibit A – Schedule of Loan Repayments, attached hereto and as agreed to by the Trustee and Arco Iris, due and payable as School Loan Payments from the Arco Iris SSF distribution, to apply towards repayment of the Loan, and subsequently disbursing the balance of the Arco Iris SSF distribution to Arco Iris; and

WHEREAS, the District is willing to provide a direct payment to the Trustee before distributing the balance of the Arco Iris SSF distribution to Arco Iris, subject to the terms of the Charter Agreement, as amended by this Amendment Agreement, to the extent the Charter Agreement as amended by this Amendment Agreement remains in effect and provided that the District does not assume any liability with respect to the obligations of Arco Iris to repay the Loan or the availability of the Arco Iris SSF distribution;

NOW, THEREFORE, the parties agree as follows:

1. This Amendment Agreement is a modification to the Charter Agreement and is only intended to modify the Charter Agreement. All other provisions of the Charter Agreement not addressed in this Amendment Agreement, including without limitation Sections 20.1 (indemnification by Arco Iris) and 20.4 (District’s Immunity), shall remain in effect and this Amendment Agreement shall be integrated with the Charter Agreement. In addition, this Amendment Agreement does not modify the amount or timing of funds owed to Arco Iris under the Charter Agreement; this Amendment Agreement merely modifies how the funds, if any, will be distributed.

2. The parties agree to modify Section 14.4 of the Charter Agreement to read as follows:
 - (a) “Within ten business days of the District’s receipt of the funds from the State School Fund under ORS 327.095 (the “State School Funds”), and after withholding any amounts due to the District under Section 14.9 and 14.10 or any other provision of the Charter Agreement, the District will distribute the portion of those funds, if any, payable to Arco Iris under this Charter, as follows: (1) to the Trustee, the lesser of (i) the entire amount payable to Arco Iris under the Charter Agreement, or (ii) an amount equal to the next monthly School Loan Payment (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018) that is due under the Loan (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018), as described in Exhibit A attached to the Amendment to Charter Agreement dated July 19, 2018, and in accordance with payment instructions provided in writing to the District by the Trustee (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018) as approved by Arco Iris; and (2) to Arco Iris, the remainder of the Arco Iris SSF distribution (as such term is defined in the Amendment to Charter Agreement dated July 19, 2018), if any, after distribution of the amounts described in clause (1).

 - (b) The parties agree that this Section 14.4 of this Charter does not modify the amounts, if any, payable by the District to Arco Iris under this Charter, but acknowledge and agree that this Section 14.4 only addresses how funds, if any, will be paid to Arco Iris. The parties further agree that if the District does not timely receive a distribution of State School Funds or if the amounts, if any, payable to Arco Iris under the terms of the Charter are insufficient to pay the monthly School Loan Payments described in section (a)(1) above, the District will not be liable for or have any obligation to pay the difference. If the Arco Iris SSF distribution is not sufficient to pay the amounts

described in section (a)(1) above, the Trustee will notify the District and Arco Iris in accordance with the Loan documents.

3. The following is added to the end of current Section 13.5 of the Charter Agreement:

 “Additionally, without the approval of the District, Arco Iris may enter into a financing transaction for the acquisition, renovation, improvement and/or equipping of a school facility for Arco Iris, on such terms and conditions (including security for such financing transaction) acceptable to Arco Iris in its sole discretion.”
4. By entering into this Amendment Agreement, the District will not and does not assume any liability to the Issuer, the Trustee, Arco Iris, the purchaser of the Bonds or its representative, or any other entity with respect to the Bonds or the Loan for the Project. The District expresses no opinion about any aspect of the Loan, including the Loan terms or Arco Iris' ability to repay the Loan.
5. The State School Funds to be distributed under this Amendment Agreement are subject to prior interception by the Oregon Department of Education pursuant to ORS 326.603(2), ORS 328.346(1)(c), and the Intercept Agreement related to the District's Limited Tax Pension Obligations, Series 2005A, dated as of October 31, 2002, as it has been and may be supplemented and amended.
6. For avoidance of doubt, the District and Arco Iris confirm the provisions of Section 2.1 of the Charter (“Initial Term”), Section 24.9 of the Charter (“No Third-Party Beneficiary”) and the applicability of Section 24.9 of the Charter to this Amendment Agreement. Nothing in this Amendment Agreement shall obligate the District to continue the Charter past the term of the Charter, as stated in Section 2.1 of the Charter, nor prevent or limit the District from exercising any rights or remedies available to it under the Charter.
7. This Amendment Agreement shall be effective for so long as any portion of the Loan remains outstanding and shall automatically terminate on the date the Loan has been paid in full.

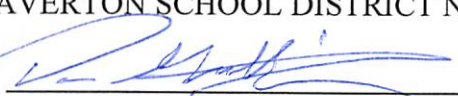

FOR THE DISTRICT:	FOR ARCO IRIS:
BEAVERTON SCHOOL DISTRICT NO. 48 By:  Don Grotting, Superintendent	ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL By:  Christa Billings, Board President
Date: July <u>26</u> , 2018	Date: July <u>26</u> , 2018

EXHIBIT A

Schedule of Loan Payments

(Payments to be made out of monthly State School Fund payments pursuant to Section 14.4 of the Charter School Agreement)

DATE	SCHOOL LOAN PAYMENT
8/2018	\$ 2,695.31
9/2018	2,695.31
10/2018	2,695.31
11/2018	2,695.31
12/2018	26,265.89
1/2019	26,265.89
2/2019	26,265.89
3/2019	26,265.89
4/2019	26,265.89
5/2019	26,265.89
6/2019	-
7/2019	63,433.33
8/2019	31,716.67
9/2019	31,716.67
10/2019	31,716.67
11/2019	31,716.67
12/2019	63,498.96
1/2020	63,498.96
2/2020	63,498.96
3/2020	63,498.96
4/2020	63,498.96
5/2020	63,498.96
6/2020	-

EXHIBIT A TO AMENDMENT TO CHARTER AGREEMENT

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7/2020	137,831.25
8/2020	68,915.63
9/2020	68,915.63
10/2020	68,915.63
11/2020	68,915.63
12/2020	68,915.63
1/2021	68,915.63
2/2021	68,915.63
3/2021	68,915.63
4/2021	68,915.63
5/2021	68,915.63
6/2021	-
7/2021	137,906.25
8/2021	68,953.13
9/2021	68,953.13
10/2021	68,953.13
11/2021	68,953.13
12/2021	68,953.13
1/2022	68,953.13
2/2022	68,953.13
3/2022	68,953.13
4/2022	68,953.13
5/2022	68,953.13
6/2022	-
7/2022	137,089.58
8/2022	68,544.79
9/2022	68,544.79
10/2022	68,544.79
11/2022	68,544.79
12/2022	68,544.79

1/2023	68,544.79
2/2023	68,544.79
3/2023	68,544.79
4/2023	68,544.79
5/2023	68,544.79
6/2023	-
7/2023	137,106.25
8/2023	68,553.13
9/2023	68,553.13
10/2023	68,553.13
11/2023	68,553.13
12/2023	68,553.13
1/2024	68,553.13
2/2024	68,553.13
3/2024	68,553.13
4/2024	68,553.13
5/2024	68,553.13
6/2024	-
7/2024	155,397.92
8/2024	77,698.96
9/2024	77,698.96
10/2024	77,698.96
11/2024	77,698.96
12/2024	77,698.96
1/2025	77,698.96
2/2025	77,698.96
3/2025	77,698.96
4/2025	77,698.96
5/2025	77,698.96
6/2025	-

7/2025	155,812.50
8/2025	77,906.25
9/2025	77,906.25
10/2025	77,906.25
11/2025	77,906.25
12/2025	77,906.25
1/2026	77,906.25
2/2026	77,906.25
3/2026	77,906.25
4/2026	77,906.25
5/2026	77,906.25
6/2026	-
7/2026	155,343.75
8/2026	77,671.88
9/2026	77,671.88
10/2026	77,671.88
11/2026	77,671.88
12/2026	77,671.88
1/2027	77,671.88
2/2027	77,671.88
3/2027	77,671.88
4/2027	77,671.88
5/2027	77,671.88
6/2027	-
7/2027	154,770.83
8/2027	77,385.42
9/2027	77,385.42
10/2027	77,385.42
11/2027	77,385.42
12/2027	77,385.42

1/2028	77,385.42
2/2028	77,385.42
3/2028	77,385.42
4/2028	77,385.42
5/2028	77,385.42
6/2028	-

**RESOLUTION OF THE BOARD OF DIRECTORS
OF
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL**

A resolution of the Board of Directors of ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL (the “Corporation”) authorizing a modification of the existing financing of its school facility with the proceeds of taxable and tax-exempt borrowings; and authorizing, establishing and determining other matters in connection therewith.

The undersigned does hereby certify that she is the duly appointed, qualified and acting Secretary of the Board of Directors of the Corporation and that the following is a true and complete copy of a Resolution adopted by the Board of Directors at its meeting duly called and held on September 16, 2021:

RESOLUTION

WHEREAS, the Corporation is an Oregon nonprofit corporation and an Oregon public charter school formed to provide educational services for public charter school educational services for students; and

WHEREAS, the Corporation received a determination letter from the Internal Revenue Service dated July 6, 2010, that it is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, the Corporation obtained financing in the principal amount of \$12,100,000 for the acquisition and improvement of its school facility through taxable and tax-exempt bond financing (the “Loan”) as facilitated by and through the Oregon Facilities Authority and entered into certain loan agreements and related documentation dated on or around July 1, 2018 evidencing the Loan (the “Loan Documents”); and

WHEREAS, the Bondholder Representative has offered to reduce the interest rate for the Loan from 6.25% to 5.25% on the tax-exempt bonds and the from 7% to 6.125% on the taxable bonds (the “Loan Interest Rate Reduction”), and has otherwise agreed to make further modifications to the Loan documents that will benefit the Corporation, in exchange for extending the optional redemption period for the Loan from June 15, 2023, to June 15, 2026 (the “Loan Redemption Period Extension”) precluding prepayment of the Loan for an additional 3-year period; and

WHEREAS, the Loan Interest Rate Reduction will result in a substantial reduction of the monthly payments due under the terms of the Loan which will benefit the Corporation and improve cash flow to support the Corporation’s educational activities; and

WHEREAS, the modification to the Loan Documents will not result in an increase or modification of the principal amount of the Loan; and

WHEREAS, the Board of Directors of the Corporation has determined that the best interests of the Corporation would be served by agreeing to modify the terms of the Loan and Loan Documents as described above.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL AS FOLLOWS:

RESOLVED, that the Board of Directors hereby authorizes, empowers and directs the Corporation to enter into necessary and appropriate documentation to modify the Loan and Loan Documents to effectuate the Loan Interest Rate Reduction, the Loan Redemption Period Extension, and and other Loan modifications; and

RESOLVED FURTHER, that the President of the Corporation, Christa Billings, and the Vice President of the Corporation, Sarita Stevens (the "Authorized Representatives") are hereby authorized, empowered and directors for and on behalf of the Corporation to take any and all actions necessary, appropriate or convenient for the purpose of completing and executing the modifications to the Loan Documents as contemplated herein, including signing all Loan Documents on behalf of the Corporation and to take any other actions contemplated or described in that certain Resolution of the Board of Directors of Arco Iris Spanish Immersion Charter School dated July 20, 2018, wherein the Board of Directors authorized the Loan and Loan Documents; and

RESOLVED FURTHER, that the Board of Directors hereby ratifies, approves and confirms all actions heretofore taken by the Corporation's officers and officials in furtherance of the Loan and the matters contemplated by this Resolution; and

RESOLVED FURTHER, that this Resolution shall take effect immediately upon its adoption by the Board of Directors of the Corporation.

IN WITNESS WHEREOF, the undersigned President and Secretary of the Corporation have hereunto executed this Resolution as of this 16th day of September, 2021.


Christa Billings, President


Sarah Zephirin, Secretary

BEHAVIORAL HEALTH AND WELLNESS PROJECT TEAM CHARGE

SITUATION:

At the Oct 25, 2021 School Board meeting, it was requested that the school board that the School Board to direct the Superintendent to form the Behavioral Health and Wellness Project Team for the 2021-2022 Behavioral Health and Wellness curriculum review and to facilitate the program adoption.

RECOMMENDATION:

It is recommended that the Board approve the following resolution:

BE IT RESOLVED that the School Board direct the Superintendent to form the Behavioral Health and Wellness Project Team for the 2021-2022 Behavioral Health and Wellness curriculum review and to facilitate the program adoption.

MEMORANDUM

DATE: November 4, 2021
FROM: Steven A. Sparks, AICP
TO: Chair Colette
School Board
Superintendent Grotting
SUBJECT: Potential Future Capital Bond – Status Update

The purpose of this memorandum is to provide an update on the progress made on the potential future capital bond program that the Board last discussed at its October 25, 2021 meeting.

Background

At the October 25th meeting, the Board agreed, for planning purposes only, that a future capital bond program would include:

- A May 2022 ballot measure referred to the voters by the School Board.
- The ballot measure would propose a property tax increase of approximately \$0.25 to raise an estimated total of \$722M.
- A bond program lifespan of six (6) years.

The Board did not take a vote on these points nor has the Board provided any direction on the content of a potential future capital bond.

Current Status

Staff is in the process of executing a contract with *Strategies 360* to provide comprehensive services with development of a bond package to refer to the voters. The services includes, but is not necessarily limited to, preparing and conducting polling, preparing ballot title language, and developing communication strategies. Staff is also in the process of executing a contract for bond counsel.

Before December 1st, polling on a future capital bond will be complete. It is anticipated that for the December 13, 2021 Board meeting, top line results and initial analysis on the polling will be presented for the Board's discussion. Staff will also be working on developing ballot title language for the Board's consideration.

Staff have initiated the process to submit a grant application to the Oregon School Capital Improvement Matching (OSCIM) Program. The application will be due to the Oregon Department of Education on December 15, 2021.

Staff are also developing a public outreach and educational strategy for the future capital bond program. Current work includes, but is not limited to, identifying groups to make presentations, developing informational materials, and working with the District's contractors on polling and messaging.



Vaccination Location Update

The Beaverton School District continues to work with Washington Public Health to maintain an awareness of vaccination sites available to our students and community members.

This past Friday, Beaverton Schools cosponsored with Virginia Garcia and Washington Public Health to provide a vaccination clinic at Aloha Huber Park K-8. Vaccines were available from 2:00 to 6:00 PM for students and adults.

Upcoming Events:

- Tektronix – Walk-in only, No appointments needed – **ON-GOING**
 - Monday – Friday, 12:00-6:00 PM
 - Saturday/Sunday, 11:00 AM – 4:00 PM
- St. Bartholomew’s Episcopal Church, near ACMA
 - Tuesday, November 16 – 11:00 AM – 1:30 PM
- Beaverton High School Health Center
 - Wednesday, November 17 – 12:00 – 7:00 PM
- Lutheran Family Services at Village Church on Murray
 - Saturday, November 20 – 8:30 AM – 12:00 PM
- Living Islands at Village Church on Murray
 - Tuesday, November 23 – 1:00 – 5:00 PM
- Aloha Huber Park K-8
 - Friday, December 3 – 4:00 – 7:00 PM
- Beaverton Schools Multilingual Department
 - Saturday, December 4 – Time TBD

Local Pharmacies (# locations) inside BSD boundaries:

- Albertsons/Safeway – 5
- Costco – 1
- Walgreens – 6
- Rite Aid – 6
- Walmart – 2
- Fred Meyer - 3
- CVS - 2

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 based on any basis protected by, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans’ status, or because of a perceived or actual association with other person within these protected classes.