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## School Board Recognitions

### POLICY ISSUE/SITUATION:

Tonight, the district recognizes the following individuals for their outstanding achievement and contribution to the Beaverton School District and the community. The following recognitions exemplify the Pillars of Excellence and Collaboration.

### RECOMMENDATION:

**WE Expect Excellence: 2022 Regeneron STS Scholars - Maggie Bao, Jaiyoun Choi, Pratik Vangal**  
Sunset High School seniors Maggie Bao and Pratik Vangal and Westview High School senior Jaiyoun Choi were named three of the top 300 scholars in the [Regeneron Science Talent Search](#) 2022, the nation's oldest and most prestigious science and math competition for high school seniors.

Maggie, Pratik and Jaiyoun and their schools were awarded \$2,000 each. The Regeneron Science Talent Search scholars were selected from 1,805 applications received from 603 high schools across 46 states, Washington, DC, Puerto Rico and 8 other countries. Scholars were chosen based on their exceptional research skills, commitment to academics, innovative thinking and promise as scientists.

Congratulations Maggie, Jaiyoun and Pratik, and I want to invite each of you to tell us a little bit about your projects.

### **WE Collaborate: BSD Transportation Department - Craig Beaver**

Every day, nearly 218 BSD school bus drivers safely and efficiently transport approximately 28,000 students to and from school. Over the past year, transportation departments across the nation have faced unprecedented challenges due to driver shortages. And just in the past month, those shortages have been exacerbated by COVID-related absences.

Our Transportation Department has needed to pivot on an almost daily basis. Everyone who is licensed to drive a school bus is driving routes, including our dispatchers, trainers and mechanics in addition to their regular workloads. Even our Transportation Administrator Craig Beaver, who's joining us tonight, is behind the wheel of a bus nearly every morning and afternoon.

Please join me in applauding and saying thank you to Craig and our Transportation Department!

Hello and good evening to everyone here tonight.

I am Kyrsti Sackman, I am the Beaverton OSEA president.

I thank everyone for their commitment and time, working tirelessly for our district, our community and our students.

As an OSEA board we have been working overtime supporting day to day operations and needs of our chapter, following the ever changing Covid surges and regulation changes and the impacts of daily life in our schools.

In February, we as a board worked with a committee of district staff to complete our Classified Position Reviews and spent a lot of our time preparing to begin bargaining our classified contract. We have established a team of different classifications to represent our classified community to the best of our ability.

We have had trainings and meetings, combing through our data to find what is most crucial to our membership, to bring to the bargaining table. We will have our first in person bargaining session, starting THIS Friday, March 4th at the district office. We as a Union will be sending out a newsletter this week with dates and times of our scheduled bargaining sessions and we invite our members and classified staff to join us in solidarity, by showing up and sitting in on the sessions.

We as an organization would like to say thank you to everyone who has worked so hard to support our classified staff and for all of our hard working classified staff - who continue to show up and put in the crucial efforts needed to support our students, in this ever changing year.

We also would like to say that we stand with our BEA colleagues as they continue to bargain with the district and we want to make it very clear that we stand in solidarity with our certified staff in all that they do everyday and all that they are bargaining for in their contracts.

We are asking for classified staff to show up THIS THURSDAY at 3:45pm at the BEA office to stand in solidarity as BEA bargains wages.

The BEA office is on Evergreen across from Bed Bath and Beyond.

The BEA needs us to show up in support as the hard working community and team that we are. WE as Beaverton, are always stronger when we stand tall together.

Thank You all for your time.

Sara Schmitt, BEA President  
February 28, 2022

Good Evening Chair Colett, Supt Grotting and Members of the Board,

I'd like to start this evening by expressing our gratitude to the district's counselors, social workers, nurses, and all of the staff members who have been responding to crises and helping us process trauma, and also working to change the culture of our schools to be restorative and grounded in social and emotional learning. Your work is deeply appreciated.

The board considers many decisions about resources, and will continue to hear about resources during budget committee meetings and the BSD Bond campaign. I want to make sure that you are keeping the most important resource you have - the educators who work with BSD students every day.

Educators build relationships with students, have cultivated the brilliance of our students (as we heard from the SHS and WHS students a moment ago) gone above and beyond for our students during the pandemic, have established collaborative teams to provide mental and behavioral health support, have modernized our grading and assessment practices to give on-going feedback to students, have teamed up with our classified colleagues to meet the needs of students, keep parents informed about academic progress, and have shown up for our students in challenging times. What we are asking is for you continue to show up for us.

Our bargaining teams has now been at the table for almost a year. For many reasons, this process is taking longer than we all had hoped. But BEA members are especially disappointed that we have been waiting over 130 days for a response to one of our most important proposals - which includes the language that addresses the planning and preparation time that we have to be able to do our jobs well, and class sizes and caseloads so we can provide the individual attention that each one of our students deserves. We know that our community values the incredible work of educators in Beaverton and expects that educators receive the support needed to meet the needs of each and every student.

Our teams are meeting again this Thursday, and we are hoping that the district will bring us response and that we see other progress that shows that you value your staff and want this profession to be sustainable and joyful.

Thank you, board members, as always, for the important work that you do, and for working hard to make our schools safe and effective learning environments for students and staff.



### PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for February 28, 2022 will be conducted online.

Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, February 24, 2022, through 12:00 p.m. on Monday, February 28, 2022.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, February 28, 2022 at 12:00 p.m.

Jeri Deady	BSD Community Member	Please consider all of the difficulties with a quick dropping of mask requirements: disabled children, unvaccinated youth and the bullying that may accompany this change to those who choose to wear their mask. Remember "choice" is a misnomer as my mask protects you and yours protects me. I understand the need to make these changes but please follow Science and not political guidelines. Thank you.
Skye Kutansky	BSD Parent	I have an 8th grader at CPMS and an incoming 6th grader. The change to an 8 period MS schedule has had detrimental impacts to the students and teachers. Please enable individual principals to make the best decisions for their school schedules based upon student needs and teacher staffing ratios. Some of the core teachers have ~180 kids, which is an unrealistic expectation with negative consequences for students and teachers. Teachers do not have enough instruction time, kids don't have time to ask questions, and prevalent behavior challenges reduces instruction time further. The curriculum that they get through is a fraction of what they'd been able to achieve in prior years. 90% of the AGS1 students in class are being asked to repeat AGS1 in HS because they aren't making it through all of the content. I am frustrated that BSD is prioritizing access to electives over ensuring that teachers and students are set up for success in core subjects of math, science, and language arts.
Alex Mikul	BSD Parent	In Mr Grotting's letter from February 24th on the events in "Eastern Europe", one word was obviously absent — Ukraine. This is the country under Russia's attack, but there was not a single mention of Ukraine in the Mr Grotting's address to the BSD community. All that was mentioned are Eastern Europe and Russia. I do not know if this omission is the result of an honest mistake, a wilful ignorance, or a political bias, but I am sure that it certainly came across in a very obvious and quite frankly disappointing way to many people with ties to Ukraine and its neighboring countries threatened by Russia. I am calling on Mr Grotting to clarify his remarks and reassure the BSD community that the district stands firmly against a violence unleashed on a peaceful and democratic country in the center of the European Continent. Respectfully, Alex O. Mikul
Chelsie Caudle	BSD Parent	My comment is this. These mask mandates need to end! If people would like to choose to keep their children in masks that's fine. I will no longer be sending my children with masks after the statewide mandate is lifted. If you

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		<p>look at data, real data, not media data with nothing to back it up, none of this makes any sense. So someone isn't telling the truth. The kids are still getting covid anyways with masking, staying 6 feet apart, eating lunch outside ect. These kids are not being harmed by getting covid. Why don't you create your own data within the school district. How many children have gotten covid? How many have died? 0. They are however being harmed by all the rules that are mandated not to mention lack of oxygen! I know I am not the only parent who feels this way. The teachers are going to have an even harder time keeping masks on kids when they are able to go everywhere in public without making except for school. I refuse to have my children live in fear. Take the masks off!</p>
Sara Meuer-Clements	BSD Parent	<p>I feel like the time has come to let these kids breath free, you can make mask optional that feels like they need too. We are at the point where the science and masking don't add up. Us parents should have a say when it comes to our kids. I want to see mask off our kids, I am sad that my first grader is missing out on one of her important years in school but I will not mask my child! I don't know why your waiting so long? You need to do the right thing and unmask these kids! Kids should be kids!</p>
Elizabeth Ranweiler	BSD Parent	<p>Please keep the masking requirement at school for the rest of this school year. Continuing to require masks at school will help to keep school in person and minimize absences. Children under 5 can't be vaccinated yet, there are so many students in my child's class that social distancing is impossible, and even though community transmission is (thankfully) decreasing, cases and deaths are still troublingly high. Additionally, less than half of Washington County residents age 5-11 have received both COVID shots (53.2% have had one dose and 45.4% have had both doses, according to the Washington County Public Health newsletter dated February 22, 2022).</p> <p>My student transferred from FLEX to our neighborhood elementary school at the semester break and is so happy to be back in person. Please continue requiring masks at school so that students can continue to attend in person school while doing our best to keep EVERYONE healthy. Thank you very much for all your hard work.</p>
Eleissa Buddress	BSD Parent	<p>I am in awe of the leadership, enthusiasm and teamwork shown by the students and staff at Raleigh Hills. In the formation of the Queer-Straight Alliance, which intends especially to support LGBTQIA2S+ kiddos, they have essentially created safe spaces for all children to learn and to be themselves.</p> <p>The last month has exposed much hate - those that prefer to *indoctrinate* with fear and misinformation versus facts, empathy and love.</p> <p>I am grateful to be part of a community that is working to ensure that all humans are welcomed and loved and seen as they truly are.</p> <p>Huge appreciation and kudos to the board and Superintendent Grotting for standing with our teachers, staff and - most importantly - our students.</p>
Marcia Callender	BSD Community Member	<p>Please go to a mask optional school environment now. Every intervention has a consequence and kids have been significantly impacted, particularly those with disabilities by mask wearing. Wa County is highly vaccinated nearly 80% of age 12 and older are vaxed. 90% of those over 65 (the most vulnerable) are vaccinated. If not now when? Other are schools are going mask optional, is BSD so different? I realize you are working with your partners (the BEA) but the community is also your partner and our thoughts should count as well. People can still mask if they feel the need. Do the right thing, and stop masking now. There are no studies done in 2021 (post vaccine availability) to support continued masking- either we follow the science or we dont. The community is watching closely.</p>

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Kacy Smith Paterson	BSD Staff Member	<p>Please change the middle school schedule. You are aware of the negative impacts for students (too many transitions, too little learning time, et cetera). Do you know, though, that BSD is going to lose many excellent middle school teachers?</p> <p>Some are retiring, some will also apply to high schools or options schools, but many of our outstanding middle school teachers are making the decision to leave BSD. I know this because I have been asked to write a lot of letters of recommendation this year-many more than usual, especially for this early in the year.</p> <p>These are teachers who strive to be antiracist teachers and equitable graders, who work to connect with our kids and our communities. You do not want to lose these talented and compassionate teachers. Please change the middle school schedule, return to teams and time to teach, and keep our exceptional middle school teachers in Beaverton. Thank you.</p> <p>Kacy Smith Paterson, Secondary LA and Literacy TOSA</p>
Liza Rosas Bustos	BSD Staff Member	<p>Learning as we know it means transferring knowledge or skills to new situations and it goes well beyond a computer click. During one and a half years only two senses were used: hearing and sight. Sensorial deprivation was evident. Education is a psychosocial process aided by connection and belonging. None of this happened during COVID. Teachers prepared canned lessons.</p> <p>If we were farmers and our job was to rebuild it, there would be extra pay for the extra hours worked. But teachers cannot build a field. They spent countless hours behind in anonymity. Denying teaching support will impact us all because we all belong in this farm we are sustaining for the future of Oregon. Unwillingness to see the unseen will result on burnout and demoralization. The farm is almost back and running. If we reach agreements on contract negotiations, teachers will feel and as you know supported teachers will continue to be student support and caring adults students need.</p>
Jackie Mak	BSD Staff Member	<p>As a teacher in the district who is high risk, I am writing to beg the board to keep the current mask mandate in place after March 19th. Case numbers have only just descended from the record highs seen after winter break, and only down to the same level they were at in December. To lift the mask mandate would mean the first mask-optional week in schools would be the one following spring break, a period where families frequently travel and hold gatherings. Making masks optional would be an invitation to increased spread.</p> <p>Data shows that layered mitigation measures are necessary to prevent the spread of COVID-19, that masks are most effective when everyone wears them, and that case numbers spike when mask mandates are relaxed. Given the emergence of more-transmissible Omicron BA.2, as well as the significant risk of medical complications that comes with even mild cases of COVID-19, prevention needs to be the continued goal of our school district and community to keep school in-person.</p>
Randi Little	BSD Staff Member	<p>I am writing in about the masking survey recently sent out. We need to keep the status quo for this school year. We still have so many vulnerable people around us that we need to keep safe. I think of those in our schools that are medically fragile, our pre-k students that still do not have access to a vaccine, and those of us with children at home that are at risk because of these same reasons. I know that as a society many of us are ready to move on, but we have come so far and are almost to the finish line. Let's make sure all people have access to medical advances before we take away the one thing (a mask) that could be separating them from a very serious illness.</p>

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Mitch Kirschner	BSD Parent	<p>The current school board and administration has breached the public trust, with its failure to follow standard RFP protocols, and with its agreeing to pay exorbitant consulting fees to apparently predetermined consultants. Now we are being asked to vote for a 700M bond. The issue is not one of need, or investment in the community, it's one of public trust, which has been seriously undermined. Furthermore, what did BSD agree to in exchange for federal ESSER money? Why is BSD making agreements at a federal level that bypass any sort of community or state input or oversight?</p>
Bohdan Mushkevych	BSD Parent	<p>Last week BSD sent an email in which it offered support to “families who have connections to...Russia” over events in Eastern Europe. Instead of feeling supported, the entire Ukrainian community is offended by it.</p> <ol style="list-style-type: none"> <li>1. The email doesn't mention Ukraine or Ukrainians as the victims of this aggression.</li> <li>2. You describe the invasion of Ukraine as “tensions in Eastern Europe”. The current war is not an ethnic “conflict” – it is a one-sided war of aggression launched by Russian president.</li> <li>3. I wonder why are you offering support to families in Russia? None of the military activities are happening there, so there is no threat to the safety of Russians. If your concern is over Russian soldiers invading Ukraine, than should I assume that you also sympathize with Nazi soldiers who killed Jews in concentration camps during the WWII?</li> </ol> <p>I ask you to correct your statement to acknowledge the tremendous sufferings Ukrainians are going through and apologize for omitting them in the first email.</p>
Nancy Noriega	BSD Parent, BSD Community Member	<p>The bond should not pass. The school districts already have millions in ESSR funds. Just transfer those funds instead of increasing our taxes.</p>
Sarah Smith	BSD Parent	<ol style="list-style-type: none"> <li>1. The bond is a manipulation of funds with an ask they admitted to a survey to find out what they had to ask for instead of asking for what we need in order to sway the voters. Please look at how much housing has gone up, how much money over the last expected bond they have steered toward overpaying consultants, hiring back TOSA's and overdone and over priced and racist trainings. Taking ESSER funds without telling us what the cost to our kids is to hand over to federal control. It's time to say NO TO THE BOND, you need to show the community real intent and accountability before we can place more funds into this failing system.</li> <li>2. My questions on the bond and the Super hiring have both been ignored. Mysterious people were selected to represent you but we aren't given who they are. Where is the community survey, always a vital part of the process before? Is this hiring just another underhanded deal?</li> <li>3. Make masking and vac's optional. It is long overdue. Personal choice is a must!</li> </ol>
Jessica Good	BSD Parent	<p>BSD's changes to the student “Alcohol and DANGEROUS Drugs Policy” are shocking (no wonder zero details or explanation were given to parents). My 7th grader is learning about the dangers of drugs and alcohol in health class, while BSD is removing penalties for substance abuse by students. Have we not all witnessed the recent destruction of our community, caused by making a small amount of hard drugs legal and letting substance abuse go unchecked??</p> <p>Oregon is #2 in the nation for substance abuse. Why is BSD supporting this trend??</p> <p>Violent crime is at unprecedented levels in Portland with reduced policing, and BSD is following suit by removing SROs. If BSD actually cared about students, they would enforce policies that keep violence and drugs in</p>

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		check. These are OUR kids! You are destroying their futures with your reckless policies, and compromising the safety and wellbeing of all students.
Betsy Thornewood	BSD Staff Member	According to the Beaverton School District website, "All Career and Technical Education (CTE) programs in this school district will be open to all students." However, this is not our current reality. Students attempting to figure out a means to enroll in the various programs housed in different high schools, such as the hospitality program at Mountainside and Westview, encounter roadblocks that seemingly contradict this stated policy; specifically that this is not one of the identified "magnet" CTE programs. This distinction is not indicated in the policy, "all CTE programs are open to all students". It seems strange that we would deny students an opportunity to pursue their passions solely due to their zip code. Either we open all our programs to all students or we acknowledge that it is an "acceptable inequity" the district is aware of and chooses not to address. What should we tell our students as they forecast this month?
Khrystyna Porseva	BSD Parent	As a Ukrainian and a parent of a BSD student I was appalled by an ignorant email last Thursday that was offering support to Russians and Eastern Europeans due to "tensions". Neither students of Ukrainian descent, nor families with ties to Ukraine, nor the Ukrainian community were mentioned. The situation is way beyond "tensions", it is an invasion, a war of aggression waged by Russia against Ukraine. BSD should be offering support to Ukrainians first and foremost, nor Russians and some ephemeral Eastern Europeans. This isn't political, the UN resolution clearly calls it a war. At the very least the BSD should apologize. It goes without saying a timely and appropriate correction is needed and any further messages of such nature should be meticulously reviewed.
Jeff Myers	BSD Parent	For your consideration. What is Cultural brokenness? 1. It is bad we have differing views 2. You must see the world as I do 3. I can't stay in a relationship with you if you continue to believe the "wrong" things How to move from Brokenness to Wholeness: Defensive to Approachable Isolated to Connected Quick to blame to Quick to take responsibility Reactive to Non-reactive Fearful to Courageous Self-absorbed to Self-giving Dishonest to Honest Preference, opinion, & belief; a brussels sprouts example: Preference: I don't like brussels sprouts, but it's OK if you do. Opinion: I've done my research. Brussels sprouts are harmful for people with certain conditions, so they are bad. We can bring our data and have a debate, but still leave as friends. Belief: I know brussels sprouts are bad, and you are wrong if you like them. I cannot be swayed by your data & opinions or convinced to give up my beliefs. Where might we be confusing beliefs and opinions?

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### Request to Present Public Comments

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for February 28, 2022 will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday February 24, 2022 through 12:00 p.m. on Monday, February 28, 2022 to be randomly selected to speak on the zoom link for the Board meeting Monday, February 28, 2022 at 6:10 p.m.

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

Ben Vidic	BSD Parent	Financial Report
Rob / Rab Hillhouse	BSD Staff Member	School Report - Tumwater
Christi Gonshorowski	BSD Parent	District COVID Update
Zea Gonshorowski	BSD Student	District COVID Update
Andriy Kot	BSD Parent	Superintendent Report
Kristine Mushkevych	BSD Parent	Superintendent Report
Sarah Smith	BSD Parent	Superintendent Report
Nancy Noriega	BSD Parent	Superintendent Report
Angela Bouma	BSD Parent	Superintendent Report
Jeff Myers	BSD Parent	Superintendent Report
Tracy C Schlanser	BSD Parent	District COVID Update

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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. I want to specifically call out the extraordinary efforts of staff to cover other classes and other duties in an effort to keep our schools open for in person instruction in the wake of the Omicron surge. 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. The Governor, Oregon Health Authority, and Oregon Department of Education recently announced its decision to allow the choice for individual school districts to elect to go to optional mask wearing indoors beginning on March 31<sup>st</sup> and now has moved up that date to March 19<sup>th</sup>. Our district is still in the process of reviewing and evaluating the pros and cons of optional indoor mask wearing. Needless to say, there are varying opinions among our students, families, and staff. In addition, the district has a memorandum of understanding with the Beaverton Education Association regarding mask wearing that would need to be bargained if a decision to offer optional mask wearing indoors was decided. Between now and March 19<sup>th</sup>, other changes, requirements, and recommendations related to Covid protocols may be forthcoming from OHA and ODE. The district has already provided flexibility in the areas of outdoor masking, volunteers in our buildings, indoor athletics, and other extra-curricular activities. Later tonight you will hear from our team who have been instrumental in helping guide and communicate Covid related information, protocols, and data. We are in the process of surveying our staff, parents, and students regarding this important decision.

**Construction Bond:** Our school board voted on February 15<sup>th</sup> to provide our voters the opportunity to consider a construction bond on May 17<sup>th</sup>. This bond would address seismic, safety and security, technology, deferred maintenance, and replacement of two of our aging schools, Beaverton High School and Raleigh Hills Elementary School. The bond also will address some of the outside field and infrastructure inequalities existing at various schools. I want to thank our operations team for their work in providing outside experts and research to prioritize projects within the proposed bond. I want to also thank the school board for having the vision and fortitude to plan for our existing and future students, families, and staff in the Beaverton School District. If you have any questions, our communication department has created excellent information on our website describing the bond in detail.

**Superintendent Search:** The school board is in the late stages of hiring the next superintendent for the Beaverton School District. The process is right on time, and the school board should be

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announcing the successful candidate after the board has made its decision and the successful candidate and board have negotiated the contract. This is the most important decision a school board can make, and this school board, in conjunction with the national search consultant, has conducted a nation-wide search to draw the best candidates from all over the United States. I applaud our board for their time and energy in this important process and decision. I want to also thank our community interview team for their time and efforts in providing our school board with their perspective.

**2022-2023 Budget:** The district, under the guidance of Assistant Superintendent of Business Services, Mike Schofield, is in the process of formulating next school year's budget. This is a complex process, especially considering our current environment relating to the pandemic. On a positive note, Oregon's economy remains strong, and the latest economic forecast was positive. The budget will also be assisted by Student Investment Act dollars and the Elementary and Secondary Emergency Relief Fund known as ESSER. On the downside, the district's enrollment has decreased by about 2000 students due to declining birth rates, the pandemic, and lack of affordable housing in our district. This equates to a potential 18 million dollars in lost revenue. It is also important to understand our ESSER funding is a one-time resource that will go away. Although we are preparing for next year, having the fortitude and vision to look beyond and into the next biennium will be imperative to provide sustainable education opportunities for our students and financial well-being for the district for years to come. We also continue to bargain with our associations and are optimistic in coming to an agreement in the near future to provide additional resources to our staff and schools.

**Equity:** Lastly, I want to say something simple, we have been, and always will be, a district that values inclusion and the voice of every student. Our work to provide a safe and inclusive learning environment for students and staff continues to move forward. We don't always get it right, but we will always work to get it right until the disparities that exist are eliminated.

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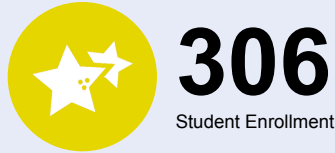
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Terra Linda Elementary School

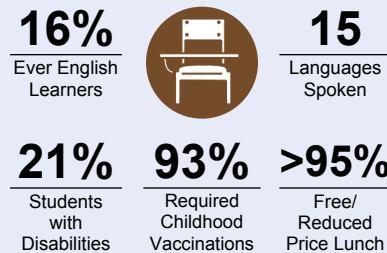
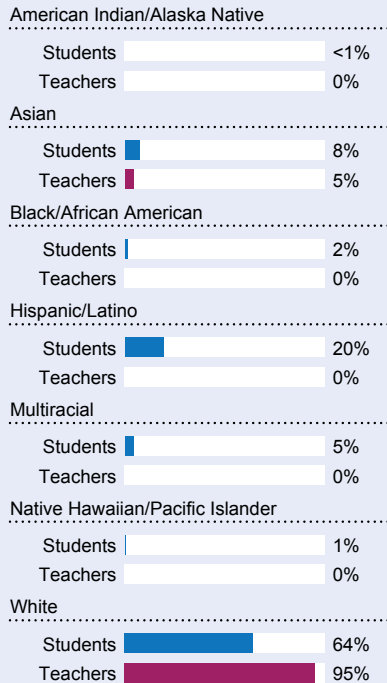


PRINCIPAL: Christy Batsell | GRADES: K-5 | 1998 NW 143rd Ave, Portland 97229 | 503-356-2520

### 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. 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](http://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](http://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](http://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](http://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: 94%  
· At least one adult at school really cares about them: 94%



### Outcomes

#### Our Staff (rounded FTE)



**19**

Teachers



**7**

Educational  
assistants



**1**

Counselors/  
Psychologists



**78%**

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: 77%

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

##### EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

##### PARENT ENGAGEMENT

95% 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.

91% of parents report that the school encourages feedback from parents and the community.

## School: Terra Linda Elementary

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



#### **WE EXPECT EXCELLENCE**

*WE teach students knowledge and skills for our evolving world.  
WE seek, support, and recognize world-class employees.*



#### **WE INNOVATE**

*WE engage students with a variety of relevant and challenging learning experiences  
WE create learning environments that promote student achievement.*



#### **WE EMBRACE EQUITY**

*WE build honest, safe, and inclusive relationships with our diverse students and their families.  
WE provide needed support so that every student succeeds.*



#### **WE COLLABORATE**

*WE work and learn in teams to understand student needs and improve learning outcomes.  
WE partner with our community to educate and serve students.*

### **Our Story:**

Terra Linda is a community of educators, students, and families who demonstrate care for each and every student every day. This year, we have 296 K-5 students. According to our 2020-2021 School Profile, 16% of our students qualify for ELL services, 32% qualified for Meal Benefits in 2019-2020, and 15 different languages are spoken by our families.

Our demographics are changing. Last year, we had 310 K-5 students with 10% qualifying for ELL services and 32% qualifying for Meal Benefits. The year prior, we had 371 students with 13% qualifying food ELL services and 38% qualifying for Meal Benefits. In just two years, our student population has decreased by 75.

We also have two Structured Routines Center classrooms serving 20 students. In a typical year, we host several community events sponsored by our PTC which have free admission for all students and families, and most have at least one item that is free for everyone with additional items available for purchase. Our goal was to make community events inclusive and accessible to all.

Equity continues to be a primary focus for our staff. We continue to grow our understanding of our roles and responsibilities as anti-racist educators. Two years ago, our staff read Zaretta Hammond's *Culturally Responsive Teaching & the Brain*, engaged in reflections about race and privilege, and learned about the difference between intent and impact as it applies to students and families of color. Last year, teachers focused on taking anti-bias/anti-racist actions in their classrooms and explored ways we can be equitable educators. This year, we are focusing on knowing our students well, especially their interests and assets that they bring into our classrooms. We are challenging each other to talk about students using a growth mindset and building on their strengths. We continue to add books to our school and classroom libraries that provide both windows and mirrors for all of our students. Already I hear staff catching themselves when talking about students and shifting to a focus on strengths and growth. There is optimism on our staff for the potential of each of our students.

Our staff is also committed to the social and emotional growth of our students. Terra Linda was an early adopter of Culture of Care in the spring of 2016 when a team was trained about the social emotional needs of students. We then shared those strategies with our staff for the 16-17 school year and have continued implementation of different structures, skills and strategies since that time, including community circles, calming spaces, restorative practices, zones of regulation, and lessons from Sanford Harmony. This year, our counselor is providing weekly lessons either in person or by video to teach a range of skills to all students. Teachers provide daily movement opportunities to all students, and when individual students need additional

sensory or movement breaks, we have a team who steps in and provides these breaks as needed. Our Behavior Health and Wellness Team also collaborates weekly to determine the best ways to support individual students with more challenging needs. Though students have returned from Comprehensive Distance Learning needing more skills and supports than ever before, our teachers feel supported in meeting the needs of our students.

We are committed to academic growth as well as social-emotional growth. Over the past five years, we have been working to improve our skills as teachers of reading, writing, and math. We have partnered with ELA and Math TOSAs for Professional Development as a full staff and in grade level teams. Teachers in each of our K-5 classrooms use the workshop model for instruction in reading, writing, and math and teach all of the required units using district-adopted curriculum. Through our use of whole group instruction, individual conferences and small groups in each content area, we are able to know our students well as readers, writers, and mathematicians and to differentiate our instruction based on their individual needs. Two years ago, we partnered with staff developers at Teachers College who provided PD to our teachers on Reading and Writing instruction. As a result, our teachers had more tools to differentiate for the literacy needs of our students. This year, we are leaning on what we have learned over the last five years as our students' academic needs are much more diverse than ever before. Thankfully, we have the structures in place to meet these needs.

We are supporting our English Language learners by keeping them in their assigned classrooms where they have full access to grade level instruction. Our full-time ELD teacher provides additional support by co-teaching during writing. She also meets with each team weekly to discuss strategies and structures that can support our language learners as well as all students who are still learning academic language.

68 Terra Linda students participated in Camp Achieve in summer 2021, a summer program that has been running for at least eight years. The goal this summer was to give students an opportunity to get used to the structures of in-person learning after learning online for more than a year. Students engaged in academic and enrichment activities over four weeks. Our data continues to show that most participating students are able to maintain their skills over the summer as a result of participation in Camp Achieve.

Two years ago and the four years prior to that, we offered Tiger Club, an after school reading and math program designed to give students who are just below grade level time after school to read and practice math in a supportive, positive environment. Our data showed that students who participated grew about one year in reading as compared to similar non-participants who only grew about one-third of a year. We hope to continue this program as a supplement to our instructional school day once we no longer have restrictions from COVID-19.

We know this year is the most unique year of anyone's teaching career. We are committed to the academic, social, and emotional growth of each one of our students and know that it will take some time for the effects of the pandemic to be fully addressed.

<p><b><u>Equity Area of Focus:</u></b></p> <p>1. All classrooms are safe learning communities where all students can receive the academic and social emotional instruction they need.</p>	<p><b><u>Academic Excellence Area of Focus:</u></b></p> <p>Knowing our students as learners in reading and math so we can create individualized pathways for growth.</p>	<p><b><u>Collaboration Area of Focus:</u></b></p> <p>Teachers collaborate with each other to identify learning intentions and success criteria and to review student work and refine instructional practices to meet the needs of each student.</p>
<p><b><u>Equity Goal:</u></b></p> <p>Embrace a collective understanding of our roles and responsibilities as anti-racist educators, build safe and inclusive relationships with our diverse students and families, and provide students with the skills they need to succeed.</p>	<p><b><u>Academic Excellence Goal:</u></b></p> <p>All students will grow one level in IRLA from Fall 2021 to Spring 2022.</p> <p>All students will be “on track” or “potentially on track” to be proficient with grade-level standards in math, according to Dreambox’s Predictive Insights Report.</p>	<p><b><u>Collaboration Goal:</u></b></p> <p>Teachers regularly meet to analyze student work and determine purposeful next steps to move each student forward.</p> <p>Teachers give targeted feedback to students related to their defined success criteria.</p>
<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Consistently use effective proactive and reactive SEL strategies.</li> <li>● Continue morning meetings in all classrooms to develop relationships with students and build community.</li> <li>● Teach SEL lessons weekly either in person or by video to all students to build students’ social emotional skills.</li> <li>● BH&amp;W team meets weekly to examine needed supports and interventions and make implementation plans</li> <li>● Keep our students eligible for ELD services in class rather than pulled out so they</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Teachers give students feedback on their progress.</li> <li>● Students know their reading goal</li> <li>● Maintain an active and current reading level in SchoolPace to demonstrate student growth</li> <li>● Students receive differentiated instruction during individual reading conferences and small groups.</li> <li>● Teachers use high level questions that are embedded in reading, writing and math workshop to help students practice the types of thinking we expect.</li> <li>● Teachers regularly encourage</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Implementation of district-adopted curriculum, including TC and district-created resources, in all classrooms to provide opportunities for all students to be exposed to and experience the curriculum of their peers.</li> <li>● Teachers identify learning intentions and success criteria for each unit so students know what they need to learn.</li> <li>● Teachers give students feedback on their progress.</li> <li>● Use time during Tuesday Staff Meetings and Building-Led PD to look at student work and</li> </ul>

<p>remain part of the classroom community and have continuity in their academic experience.</p> <ul style="list-style-type: none"> <li>● Engage in ABAR PD throughout the year then identify and implement actions in our classrooms and with our community that align with our ABAR learning. including PD related to SB 13.</li> <li>● Continue relationships with our families in most need through phone calls and home visits.</li> </ul>	<p>students to use Dreambox and talk positively about Dreambox with students and families in terms of its benefits to learning math.</p> <ul style="list-style-type: none"> <li>● Provide devices to students to use at home when they need to increase their time using Dreambox because the school day doesn't provide enough time</li> </ul>	<p>determine what students need next.</p> <ul style="list-style-type: none"> <li>● Our ELD teacher meets with classroom teachers weekly to collaborate on upcoming lessons and to identify needs for individuals and small groups.</li> </ul>
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## Tumwater Middle School

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



**WE EXPECT EXCELLENCE**

*WE teach students knowledge and skills for our evolving world. WE seek, support, and recognize world-class employees.*



**WE INNOVATE**

*WE engage students with a variety of relevant and challenging learning experiences WE create learning environments that promote student achievement.*



**WE EMBRACE EQUITY**

*WE build honest, safe, and inclusive relationships with our diverse students and their families. WE provide needed support so that every student succeeds.*



**WE COLLABORATE**

*WE work and learn in teams to understand student needs and improve learning outcomes. WE partner with our community to educate and serve students.*

**Our Story:**

Opening its doors in September 2021, Tumwater Middle School's mission is that *TMS students acquire the knowledge and skills that empower them to change the world.* Our motto is *We Share, We Care, We Dare.* Through this lens our staff, students, and families are working together to build an inclusive community where all feel welcome.

- ★ **We share** our ideas, our voices, our stories, and our perspectives.
- ★ **We care** for ourselves and each other, for our communities, about our future, and about multiple perspectives.
- ★ **We dare** to innovate, to create, to uplift others, to challenge ourselves, to be open to changing our minds, and to change the world.

TMS serves over 880 students in Grades 6-8, whose success is supported by a range of programs including the Independent Skills Center, Structured Learning Center, and Summa. Our 8th grade cohort is only approximately one-fifth of our student body, due to the legacy option of the attendance boundary adjustment. Next year, our grade levels will be more similar in size. Forty languages in addition to English are spoken in our students' homes, comprising one-fourth of our student body. Forty-seven percent of our students report their ethnicity as other than white. This diversity is valued by and enriches our school community.

As a new school this year, we welcomed students from 5 feeder elementary schools and 3 middle schools. Our efforts this year are intended to build a cohesive, inclusive community that offers engaging and challenging academic and co-curricular opportunities for all students, while providing supports for all students to be successful.

<p><b><u>Equity Problem of Practice:</u></b></p> <p>Students are returning to in-person learning, having attended more than 8 different schools last year. It is imperative to develop and implement intentional structures and supports for students to build relationships with peers and staff. It is also essential that students see themselves reflected in the curriculum.</p>	<p><b><u>Academic Excellence Problem of Practice:</u></b></p> <p>All of our students are new to the school this year, with a wide variety of experiences and success during distance learning. There is a lack of reliable academic data points that might typically be used for this goal area. Building strong connections with students, while transitioning them to the routines and pace of in-person learning is a priority. In addition to schoolwide efforts for all students, individualized interventions for students who are not on track.</p>	<p><b><u>Collaboration Problem of Practice</u></b></p> <p>As a new school, staff are in the <i>norming</i> phase of building trusting relationships with one another and developing collective efficacy. Social distancing, brief length of periods, and the lack of common plan time within a grade level are challenges to consistent collaboration.</p>
<p><b><u>Equity Goal:</u></b></p> <p>For every student to feel like a valued member of our school community and that they see themselves reflected in the taught curriculum.</p>	<p><b><u>Academic Excellence Goal:</u></b></p> <p>100% of 8th grade students will be on track for high school success by June 2022.</p> <ul style="list-style-type: none"> <li>● Behavior: # of referrals</li> <li>● Attendance: &gt;90%</li> <li>● Grades: passing core classes</li> </ul>	<p><b><u>Collaboration Goal:</u></b></p> <p>Develop structures that support consistent horizontal and vertical articulation within and between content areas.</p>
<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Staff Equity Leadership Team established to facilitate professional learning, participate in decision making, and development of school structures/policies.</li> <li>● Implementation of SB13 Tribal History/Shared History professional development and lessons.</li> <li>● Curricular area teams conduct curriculum audits.</li> <li>● School Support Specialist supports implementation of restorative practices in classroom practices and schoolwide structures.</li> <li>● AB/AR Lessons in Advisory.</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Build positive and supportive relationships with students, particularly those with risk factors for not being on track.</li> <li>● Academic Coach supports teachers in implementing high-leverage instructional strategies, in whole-class and small group settings.</li> <li>● Support team collaboration to identify, implement, and reflect on micro- and macro-interventions.</li> <li>● Faculty members conduct empathy interviews with students who are struggling with engagement or academics.</li> <li>● Goal-setting and academic check-ins in Advisory.</li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly BHW team meetings to develop, implement, and monitor tiered interventions.</li> <li>● Include Grade level meeting time during each Staff Development Day to identify, implement, and reflect on consistent grade-level strategies, and interdisciplinary planning.</li> <li>● In addition to monthly meetings, include time during each Staff Development Day for content area articulation.</li> <li>● Create leadership committees that meet monthly, including Curricular Leadership and Equity Leadership Team.</li> </ul>



**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of January 31, 2022**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	184.5	-	184.5	277.8
Property Taxes	155.0	155.0	149.3	-	149.3	155.0
Common School Fund	4.2	4.2	2.3	-	2.3	4.2
County School Fund	0.8	0.8	0.5	-	0.5	0.8
Local Option Levy	36.4	36.4	35.8	-	35.8	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	7.4	-	7.4	10.9
Other	16.1	16.1	7.7	-	7.7	16.1
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 473.1</b>	<b>\$ -</b>	<b>\$ 473.1</b>	<b>\$ 587.5</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 279.0	\$ 279.0	\$ 132.4	\$ -	\$ 132.4	\$ 267.0
Benefits	174.2	174.2	81.0	-	81.0	167.0
Purchased services	28.9	28.9	13.9	10.7	24.6	27.9
Supplies & materials	22.4	22.4	11.4	2.8	14.2	21.4
Capital outlay	0.8	0.8	0.2	-	0.2	0.8
Other	2.8	2.8	2.0	0.3	2.3	2.8
Transfers out	3.0	3.0	3.0	-	3.0	3.4
Contingency	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 243.9</b>	<b>\$ 13.8</b>	<b>\$ 257.7</b>	<b>\$ 559.6</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 27.9</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 97.2</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	<b>16.5%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund	\$ 96.7	<b>16.4%</b>	
Local Option Levy Fund	0.5	<b>0.1%</b>	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 319.3	\$ 319.1	\$ 147.9	\$ 4.2	\$ 152.1	\$ 302.9
Support Services	186.7	186.9	91.6	9.4	101.0	181.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	4.4	0.2	4.6	5.1
Contingencies	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 243.9</b>	<b>\$ 13.8</b>	<b>\$ 257.7</b>	<b>\$ 559.6</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of January 31, 2022**

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 14,450,000	\$ 9,816,632	\$ 4,279,171	\$ 896,024	\$ 5,175,195	\$ (9,274,805)	35.81%	\$ 4,641,437
Categorical	8,301,161	6,295,524	1,899,782	2,374,333	4,274,115	(4,027,046)	51.49%	2,021,409
Scholarship Fund	515,000	465,925	42,377	22,740	65,117	(449,883)	12.64%	400,808
Grant Fund	180,303,185	45,789,806	42,928,909	3,615,456	46,544,365	(133,758,820)	25.81%	(754,559)
Equipment Replacement Fund	3,187,000	2,789,181	2,789,181	-	2,789,181	(397,819)	87.52%	-
Sustainability Fund	10,273,243	6,836,353	-	-	-	(10,273,243)	0.00%	6,836,353
Nutrition Services Fund	17,451,159	9,531,364	6,514,010	3,163,638	9,677,648	(7,773,511)	55.46%	(146,284)
Debt Service Fund	93,757,250	84,755,591	13,518,619	-	13,518,619	(80,238,631)	14.42%	71,236,972
Capital Projects Fund	101,898,500	108,846,656	34,110,092	17,276,292	51,386,384	(50,512,116)	50.43%	57,460,272
Insurance Reserve Fund	7,753,269	6,391,885	3,780,753	1,953,472	5,734,225	(2,019,044)	73.96%	657,660
Workers' Compensation Fund	5,437,188	4,248,255	1,120,837	57,116	1,177,953	(4,259,235)	21.66%	3,070,302
<b>Total</b>	<b>\$ 443,326,955</b>	<b>\$ 285,767,172</b>	<b>\$ 110,983,731</b>	<b>\$ 29,359,071</b>	<b>\$ 140,342,802</b>	<b>\$ (302,984,153)</b>		<b>\$ 145,424,370</b>



**2021-22 Classroom Teacher Staffing By School**  
As of 01/31/2022

School	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	Budgeted APU				Actual APU				
				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	11.9	3.0	2.0	-	16.9
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	12.7	4.0	2.0	-	18.7
Elmonica	445	433	(12)	14.0	4.0	2.0	20.0	13.9	4.0	2.0	-	19.9
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	13.5	4.0	2.0	-	19.5
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	8.9	2.0	2.0	-	12.9
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	16.9	4.0	2.0	-	22.9
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	22.9	6.0	2.0	-	30.9
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	22.9	7.0	2.0	-	31.9
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	23.9	7.0	3.0	-	33.9
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
<b>Elementary School Total</b>	<b>17,681</b>	<b>16,831</b>	<b>(850)</b>	<b>561.0</b>	<b>150.0</b>	<b>71.0</b>	<b>782.0</b>	<b>562.0</b>	<b>150.0</b>	<b>72.0</b>	<b>11.0</b>	<b>795.0</b>
<b>Average Elementary School Staffing Ratio</b>				<b>31.5</b>	<b>24.9</b>	<b>22.6</b>		<b>29.9</b>	<b>23.6</b>	<b>21.5</b>	<b>21.2</b>	



**2021-22 Classroom Teacher Staffing By School**  
As of 01/31/2022

School	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	Budgeted APU				Actual APU				
				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	27.0	5.4	2.0	-	34.4
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	25.0	4.6	2.6	-	32.2
Mountain View	941	883	(58)	32.8	6.2	2.4	41.4	32.0	6.2	2.4	-	40.6
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
<b>Middle School Total</b>	<b>7,545</b>	<b>7,166</b>	<b>(379)</b>	<b>240.9</b>	<b>45.6</b>	<b>16.4</b>	<b>302.9</b>	<b>243.1</b>	<b>45.6</b>	<b>17.4</b>	<b>-</b>	<b>306.1</b>
<b>Average Middle School Staffing Ratio</b>				<b>31.3</b>	<b>26.3</b>	<b>24.9</b>		<b>29.5</b>	<b>24.8</b>	<b>23.4</b>	<b>23.4</b>	
Aloha	1,805	1,740	(65)	67.6	13.2	4.0	84.8	63.1	13.2	4.0	-	80.3
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	55.7	10.2	3.4	-	69.3
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	57.5	10.8	3.4	2.9	74.6
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.5	13.8	4.0	-	90.3
<b>High School Total</b>	<b>10,814</b>	<b>10,720</b>	<b>(94)</b>	<b>364.6</b>	<b>66.4</b>	<b>21.2</b>	<b>452.2</b>	<b>353.4</b>	<b>66.4</b>	<b>21.2</b>	<b>6.0</b>	<b>447.0</b>
<b>Average High School Staffing Ratio</b>				<b>29.7</b>	<b>25.1</b>	<b>23.9</b>		<b>30.3</b>	<b>25.5</b>	<b>24.3</b>	<b>24.0</b>	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	25.2	4.2	1.2	30.6	24.9	4.2	1.2	-	30.3
Beaverton Academy of Science and Engineering (6-12)	846	828	(18)	31.4	5.0	1.4	37.8	30.8	5.0	1.4	-	37.2
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	18.3	1.0	0.6	2.8	22.7
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
<b>Options Schools Total</b>	<b>2,801</b>	<b>3,206</b>	<b>405</b>	<b>115.9</b>	<b>16.6</b>	<b>4.8</b>	<b>137.3</b>	<b>112.9</b>	<b>16.6</b>	<b>4.8</b>	<b>2.8</b>	<b>137.1</b>
<b>Average Options Staffing Ratio</b>				<b>24.2</b>	<b>21.1</b>	<b>20.4</b>		<b>28.4</b>	<b>24.8</b>	<b>23.9</b>	<b>23.4</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>38,841</b>	<b>37,923</b>	<b>(918)</b>	<b>1,327.0</b>	<b>278.6</b>	<b>113.4</b>		<b>1,271.4</b>	<b>278.6</b>	<b>115.4</b>	<b>19.8</b>	<b>1,685.2</b>

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  
January 31, 2022**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Commercial Paper Disc. -At Cost	15,000,000.00	14,997,850.00	14,995,263.89	4.26	28	0.130
Federal Agency Disc. -At Cost	20,000,000.00	19,944,600.00	19,960,161.11	5.67	198	0.358
Treasury Discounts -At Cost	274,932,000.00	274,762,414.02	274,850,636.52	78.05	85	0.071
LGIP	42,344,415.05	42,344,415.05	42,344,415.05	12.02	1	0.450
<b>Investments</b>	<b>352,276,415.05</b>	<b>352,049,279.07</b>	<b>352,150,476.57</b>	<b>100.00%</b>	<b>79</b>	<b>0.135</b>

<b>Total Earnings</b>	<b>January 31 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	39,294.01	600,074.93
<b>Average Daily Balance</b>	<b>341,104,274.41</b>	<b>246,480,700.51</b>
<b>Effective Rate of Return</b>	<b>0.14%</b>	<b>0.41%</b>

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

Beaverton School District, Prepared By Business Office

Reporting period 01/01/2022-01/31/2022

Run Date: 02/01/2022 - 12:09

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**Beaverton School District  
Investments by Sector and Group  
Index: Investment Policy  
Limitation based on Par Value  
January 31, 2022**

Beaverton School Dist 48

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Agricultural Mortgage</b>								
31315LC48	11249	Federal Agricultural Mortgage	08/18/2022	20,000,000.00	19,960,161.11	19,944,600.00		5.67
				<b>Subtotal</b>	<b>20,000,000.00</b>	<b>19,960,161.11</b>	<b>35.00</b>	<b>5.68</b>
				<b>Total</b>	<b>20,000,000.00</b>	<b>19,960,161.11</b>	<b>100.00</b>	<b>5.68</b>
<b>Corporate Indebtedness</b>								
<b>Toyota Cap Corp</b>								
89233HBG8	11231	Toyota Cap Corp	02/16/2022	5,000,000.00	4,998,686.11	4,999,750.00		1.41
89233HC85	11234	Toyota Cap Corp	03/08/2022	10,000,000.00	9,996,577.78	9,998,100.00		2.83
				<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,995,263.89</b>	<b>5.00</b>	<b>4.26</b>
				<b>Total</b>	<b>15,000,000.00</b>	<b>14,995,263.89</b>	<b>35.00</b>	<b>4.26</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		40,947,830.60	40,947,830.60	40,947,830.60		11.62
LGIP 5173	FUND 300	LGIP		1,296,146.21	1,296,146.21	1,296,146.21		0.36
LGIP 4966	FUND 416	LGIP		99,776.31	99,776.31	99,776.31		0.02
LGIP 4972	FUND 417	LGIP		661.93	661.93	661.93		
				<b>Subtotal</b>	<b>42,344,415.05</b>	<b>42,344,415.05</b>	<b>100.00</b>	<b>12.02</b>
				<b>Total</b>	<b>42,344,415.05</b>	<b>42,344,415.05</b>	<b>100.00</b>	<b>12.02</b>
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912796L72	11226	U.S. Treasury	02/10/2022	9,735,000.00	9,733,894.54	9,734,902.65		2.76
912796L80	11230	U.S. Treasury	02/17/2022	7,000,000.00	6,999,492.50	6,999,930.00		1.98
912796H44	11232	U.S. Treasury	05/19/2022	12,392,000.00	12,389,549.14	12,382,086.40		3.51
912796L72	11233	U.S. Treasury	02/10/2022	21,000,000.00	20,998,915.00	20,999,790.00		5.96
912796N21	11235	U.S. Treasury	03/17/2022	23,000,000.00	22,997,521.11	22,999,080.00		6.52
912796N47	11236	U.S. Treasury	04/07/2022	10,000,000.00	9,998,361.11	9,997,500.00		2.83
912796P29	11237	U.S. Treasury	04/14/2022	23,000,000.00	22,996,006.94	22,993,790.00		6.52
912796M97	11238	U.S. Treasury	03/10/2022	8,395,000.00	8,394,160.50	8,394,748.15		2.38
912796H44	11239	U.S. Treasury	05/19/2022	46,542,000.00	46,525,451.73	46,504,766.40		13.21
912796R35	11240	U.S. Treasury	06/09/2022	13,594,000.00	13,587,391.81	13,579,046.60		3.85
912796Q28	11241	U.S. Treasury	05/12/2022	10,000,000.00	9,997,566.67	9,993,700.00		2.83
912796J42	11242	U.S. Treasury	06/16/2022	23,000,000.00	22,987,857.92	22,971,250.00		6.52

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %	
<b>US Treasuries</b>									
912796H44	11243	U.S. Treasury	05/19/2022	23,000,000.00	22,993,646.25	22,981,600.00		6.52	
912796K57	11244	U.S. Treasury	07/14/2022	7,000,000.00	6,995,994.44	6,986,420.00		1.98	
912796R35	11245	U.S. Treasury	06/09/2022	7,000,000.00	6,997,173.75	6,992,300.00		1.98	
912796N47	11246	U.S. Treasury	04/07/2022	7,000,000.00	6,999,370.00	6,998,250.00		1.98	
912796R76	11247	U.S. Treasury	02/08/2022	7,000,000.00	6,999,854.17	6,999,930.00		1.98	
912796P45	11248	U.S. Treasury	05/05/2022	6,274,000.00	6,271,762.27	6,270,423.82		1.78	
912796R68	11250	U.S. Treasury	07/07/2022	10,000,000.00	9,986,666.67	9,982,900.00		2.83	
				<b>Subtotal</b>	<b>274,932,000.00</b>	<b>274,850,636.52</b>	<b>274,762,414.02</b>	<b>100.00</b>	<b>78.04</b>
				<b>Total</b>	<b>274,932,000.00</b>	<b>274,850,636.52</b>	<b>274,762,414.02</b>	<b>100.00</b>	<b>78.04</b>
<b>Grand Total</b>				<b>352,276,415.05</b>	<b>352,150,476.57</b>	<b>352,049,279.07</b>			



**Beaverton School District  
Summary by Issuer  
January 31, 2022  
Grouped by Fund**

<b>Issuer</b>	<b>Number of Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>% of Portfolio</b>	<b>Average YTM 365</b>	<b>Average Days to Maturity</b>
<b>Fund: Pooled Cash</b>						
Subtotal	13	225,947,830.60	225,809,820.60	64.14	0.171	72
<b>Fund: 300 Debt Service</b>						
Subtotal	3	60,230,146.21	60,182,999.01	17.10	0.081	105
<b>Fund: 416 Capital Projects Non-Tax</b>						
Subtotal	5	28,099,776.31	28,076,676.31	7.98	0.060	90
<b>Fund: 417 Capital Projects Taxable</b>						
Subtotal	5	37,998,661.93	37,979,763.15	10.79	0.073	72
<b>Total and Average</b>	<b>26</b>	<b>352,276,415.05</b>	<b>352,049,279.07</b>	<b>100.00</b>	<b>0.136</b>	<b>79</b>



## DISTRICT COVID UPDATE

**POLICY ISSUE/SITUATION:** BSD continues to adjust operations due to the impacts of the *omicron* variant of the SARS-CoV-2 virus and resulting Covid-19 illness. BSD staff will present to the board information specific to case and vaccination rates as well as current information regarding the masking requirements that are currently mandated by the State of Oregon.

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

## DISTRICT COVID UPDATE

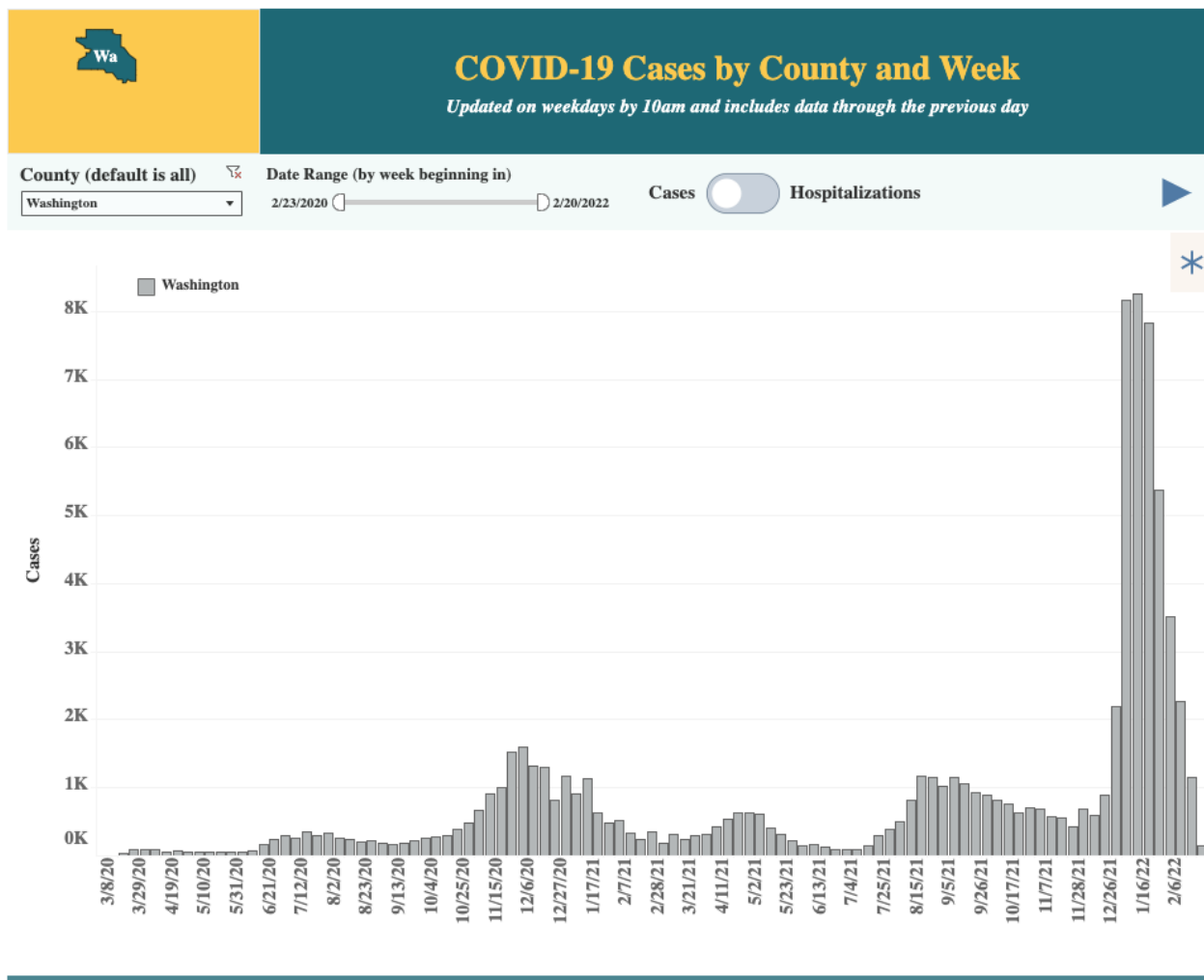
February 28, 2022

BSD continues to adjust operations due to the impacts of the *omicron* variant of the SARS-CoV-2 virus and resulting Covid-19 illness. BSD staff will present to the board information specific to case and vaccination rates as well as current information regarding the masking requirements that are currently mandated by the State of Oregon.

### Metrics

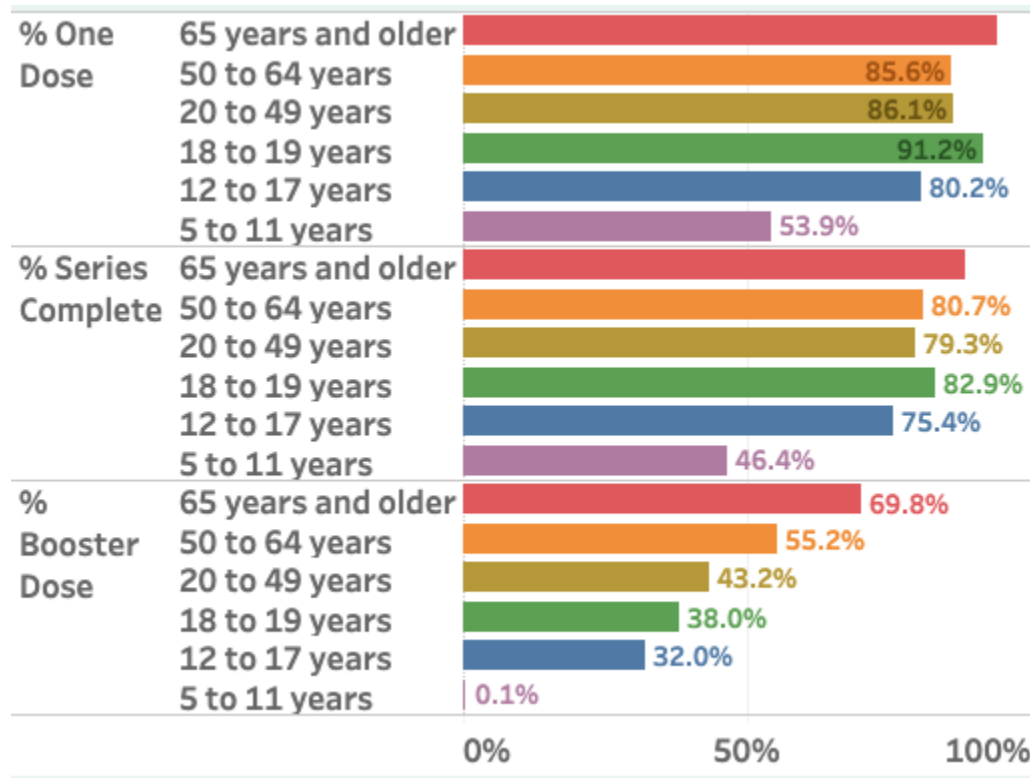
#### New Cases

The number of new cases reported in Washington County continues to fall. The table below was generated on February 23rd and most recent data is subject to change.



## Vaccination

Vaccines are readily available for all individuals five years of age and older. The table below displays the percent of individuals at the various numbers of doses of the vaccine.



The data above have led public health experts (CDC, OHA, and Washington County Public Health) to revise their guidance regarding certain mitigation strategies. The most timely is the adjusted guidance regarding the use of indoor masks.

## Masking Guidance

Recently the Governor announced that a suspension of the indoor mask mandate will occur no later than March 31, 2022. For school districts this means that any district-wide mask requirement would be a district decision and no longer a state mandate. The timeline gives districts the opportunity to prepare to make a local decision on the use of masks in indoor settings.

The confluence of all related guidance is currently confounding for decision makers. Below is an outline of the current guidance and related information that complicates the decision. It must be noted that this information is expected to change in the coming weeks thereby providing a clearer path for districts to make a local decision. However, the following guidance is in place.

- ODE continues to *strongly recommend* that districts maintain current masking requirements.
- A close contact would change from being within three feet of distance to six feet if mask requirements are removed. Our classrooms cannot accommodate this distance which would likely result in an increased number of students in quarantine.
- There will be an increased demand for contact tracing and staff shortages remain high in this area.
- BSD and BEA have a signed Memorandum of Understanding for the 2021-2022 school year that requires students and staff to wear masks in indoor settings.
- The federal Department of Transportation regulates masking on busses and have given no indication of a change

The information above is presented as simply the factual conditions that BSD staff are navigating to make an informed decision. No decision has been made at this point and we are focusing our efforts on advocacy for more clear and consistent guidance. We will continue to work with our state and local agencies as well as our labor partners to reach a conclusion on this significant decision.

# Annual Report & Local Service Plan

*A report to school boards and community about the services provided to school districts in the 2020-21 school year and planned services for the 2022-2023 school year*



# BOARD OF DIRECTORS

NWRESD is governed by a nine-member board. Five zoned members are elected by school boards from the represented zone. Four members are appointed by the elected members. Appointed positions include representation from the social services, higher education and business sectors. There is also an at-large position.



**TONY ERICKSON, CHAIR**  
Zone 4: Beaverton (Beaverton and Sunset High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



**ROSS TOMLIN, VICE CHAIR**  
Higher Education



**CHRISTINE RILEY**  
Zone 1: Gaston, Sherwood and Tigard-Tualatin



**DOUG DOUGHERTY**  
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



**LISA POEHLITZ**  
Zone 3: Hillsboro



**KAREN CUNNINGHAM**  
Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



**MAUREEN WOLF**  
At-Large



35

**ERNEST STEPHENS**  
Business



**DIANE WILKINSON**  
Social Services

# School Board's Role

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils

# Navigating the Annual Report/Local Service Plan Document

Pg 2 - Table of Contents

Pg 8 - Overall Summary of Last Year Accomplishments

Pg 14 - Overall Financial Summary

Pg 27 - Beaverton Specific Information 2020-2021

Pg 55 - Local Service Plan Projections for 2022-23

Page 61 - Planned Menu of Services for 2022-23



# **Intro to Northwest Regional ESD**

# OUR SERVICE AREA

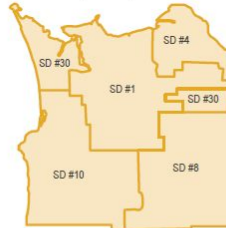
## Land Acknowledgement:

Every community owes its existence to those who took part in making the history that led us to where we are today.

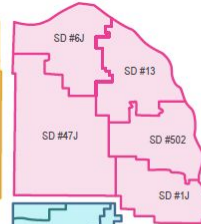
Some were brought to this region against their will, some were drawn to leave distant homes in pursuit of a better life, and some have lived here for countless generations.

We acknowledge that our service area overlays the traditional lands of the Atfalati, Nekelim, Siletz and Tillamook peoples. In our daily work in service to this region, we aspire to honor with gratitude the land itself and the people who have stewarded it over the centuries.

**Clatsop County:** Astoria (SD #1), Jewell (SD #8), Knappa (SD #4), Seaside (SD #10), Warrenton-Hammond (SD #30)

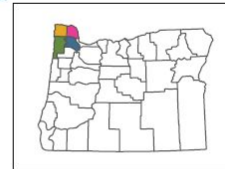
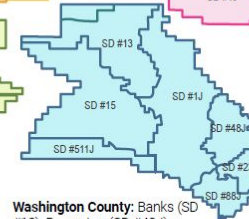


**Columbia County:** Clatskanie (SD #6J), Rainier (SD #13), Scappoose (SD #1J), St. Helens (SD #502), Vernonia (SD #47J)



**Tillamook County:** Neah-Kah-Nie (SD #56), Nestucca Valley (SD #101J), Tillamook (SD #9) **39**

**Washington County:** Banks (SD #13), Beaverton (SD #48J), Forest Grove (SD #15), Gaston (SD #511J), Hillsboro (SD #1J), Sherwood (SD #88J), Tigard-Tualatin (SD #23J)





## **Our Vision**

Every student educated, equipped and inspired to achieve their full potential and enrich their communities.

## **Our Mission**

In partnership with the communities we serve, Northwest Regional Education Service District improves student learning by providing equitable access to high quality services and support.

# Theory of Action

**Goal/Vision:** Every student educated, equipped and inspired to achieve their full potential and enrich their communities.

## Collective Commitments

1. Cultivate anti-racism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making
2. Create culturally sustaining learning environments that ensure each student is safe, known, and connected
3. Establish high expectations for achievement and personal growth for each student
4. Use culturally sustaining, research-based practices for designing and delivering instruction
5. Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners
6. Seek, organize, and allocate resources toward achieving these commitments



# ANNUAL REPORT

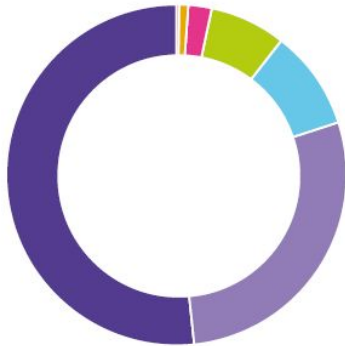
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2020-21 FISCAL YEAR

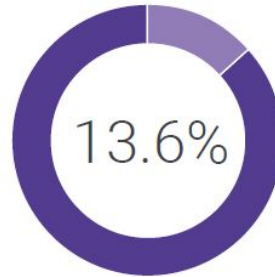
# REGIONAL DEMOGRAPHICS

## STUDENT RACIAL DEMOGRAPHICS

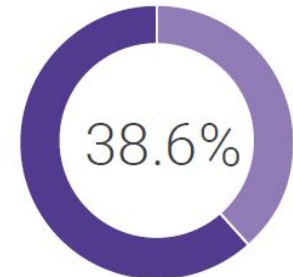
- Indigenous - .55%
- Pacific Islander - .83%
- Black - 2.1%
- Multiracial - 7.1%
- Asian - 9.4%
- Latino/a/x - 28.4%
- White - 51.6%



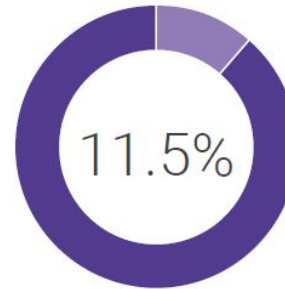
## STUDENTS RECEIVING SPECIAL EDUCATION SERVICES



## STUDENTS RECEIVING FREE OR REDUCED LUNCH



## STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

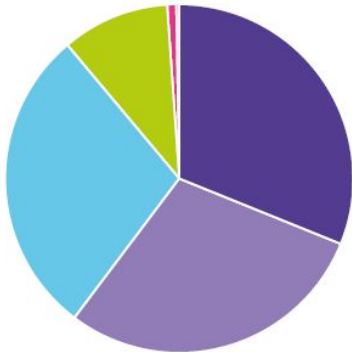


# OVERVIEW OF 2020-21 FINANCIALS

## TOTAL NWRES D RESOURCES

- State, Federal & Private Grants - \$41,067,998
- State School Fund & Timber - \$38,441,531
- Charges for Services - \$37,722,702
- Property Taxes - \$13,162,514
- Sale of Capital Assets - \$1,131,285
- Other - \$238,925

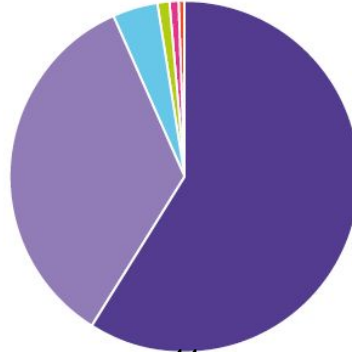
Total - \$131,764,955



## TOTAL NWRES D EXPENDITURES

- Support Services - \$71,566,087
- Instruction - \$41,739,981
- Apportionment of Funds - \$5,115,906
- Enterprises and Community Services - \$1,563,512
- Debt Service - \$779,379
- Capital Outlay and Construction - \$602,022

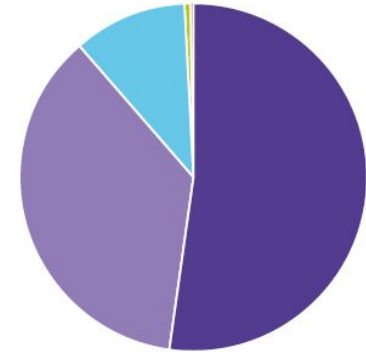
Total - \$121,366,887



## 2020-21 CORE SERVICES EXPENDITURES

- Technology - \$2,437,748
- County Allocations - \$1,699,798
- Instructional Services - \$497,144
- Home School Registration - \$15,000
- Emergency Closure - \$10,500

Total - \$4,660,190



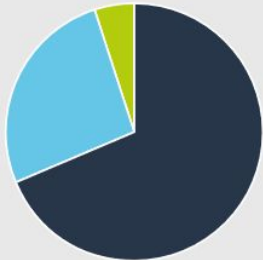
# DISTRICT PROFILE: BEAVERTON

## LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$17,875,065

## SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$6,101,070

■ **Instruction** - \$2,336,307

■ **Technology** - \$425,431

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$2,336,307</b>
Outdoor School	1,470,010
Regional Innovations	393,750
Professional Development Services	226,463
Northwest Promise Membership	200,408
Other	45,676

<b>Special Education Services Total</b>	<b>\$6,101,070</b>
Student Programs/Classrooms	4,997,704
EI/ECSE Evaluations	966,693
Other	136,674

<b>Technology Services Total</b>	<b>\$425,431</b>
Destiny Library Services	118,271
ORSpED	108,061
Network Connectivity	85,363
Technical Engineering Cooperative	71,291
Other	42,444

**Total** **\$8,862,808**

# BEAVERTON PROGRAM HIGHLIGHTS



## Early Intervention/Early Childhood Special Education

**821 evaluations were conducted  
and 1,144 babies/children received  
services.**



## Special Student Services

**62 students supported by our deaf/  
hard of hearing team, 41 by our vision  
team, 5 by our orthopedic team, and 4  
by our deafblind team.**



## Social Emotional Learning

**88 Beaverton SD students attended our  
five social emotional learning schools.**



## Deaf/Hard of Hearing

**3 students who are deaf or hard of  
hearing attended our program based at  
Groner Elementary.**



## Outdoor Science School

**5,069 students were offered Outdoor  
School via Comprehensive Distance  
Learning.**



## Northwest Promise

**\$647,800 in tuition cost savings thanks  
to college credits offered to high  
school students.**



## Diverse Educator Pathways

**3 high school students who aspire to  
teach were coached and supported  
through the Diverse Educator Pathways  
program.**



## Grant Funding Awarded

**Beaverton SD benefited from a  
\$1,605,424 proportional benefit from  
regional competitive grants sought by  
NWRESD.**



# **LOCAL SERVICE PLAN**

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**2022-23 FISCAL YEAR**

# ABOUT THE LOCAL SERVICE PLAN

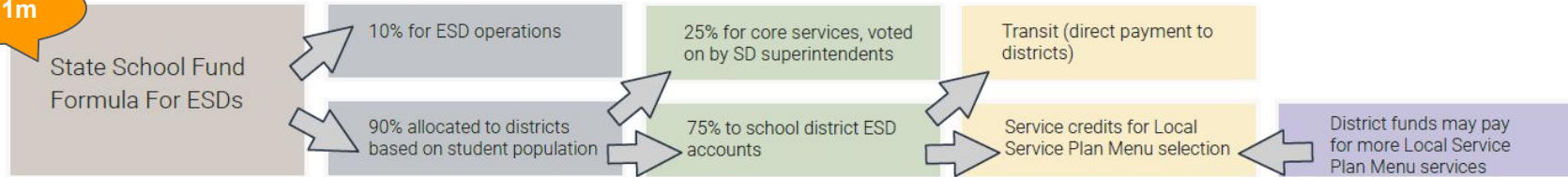
According to the Oregon State Legislature, "The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level." Toward that end, we work with component school districts annually to develop next school year's Local Service Plan. The Local Service Plan must address four areas as outlined in ORS 334.175: Special

Education, Technology, Instruction (referred to as school improvement in ORS), Administration. The plan also has three major components: 1) **Core services** are shared among school districts; 2) **Menu services** are available for individual districts to purchase with service credits or through other funding sources; 3) the **Student Success Act plan**, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

## FUNDING FLOW

The Local Service Plan is funded through the State School Fund (SSF) and local property taxes.

\$53.1m



## TIMELINE FOR DEVELOPMENT AND APPROVAL

School district superintendents, NWRES D's board of directors, and the 20 regional school boards approve the Local Service Plan (LSP) according to the following timeline.

Sept. to Nov. 2021

NWRES D co-developed the LSP with school district superintendents. Superintendents unanimously voted to approve the plan on Nov. 5, 2021.

Dec. 2021

NWRES D's Board of Directors took formal action on the LSP at the Dec. 14, 2021, meeting.

Jan. to Feb. 2022

Component school districts take formal action on the LSP. Per ORS 334.175, the plan must be approved by March 1.

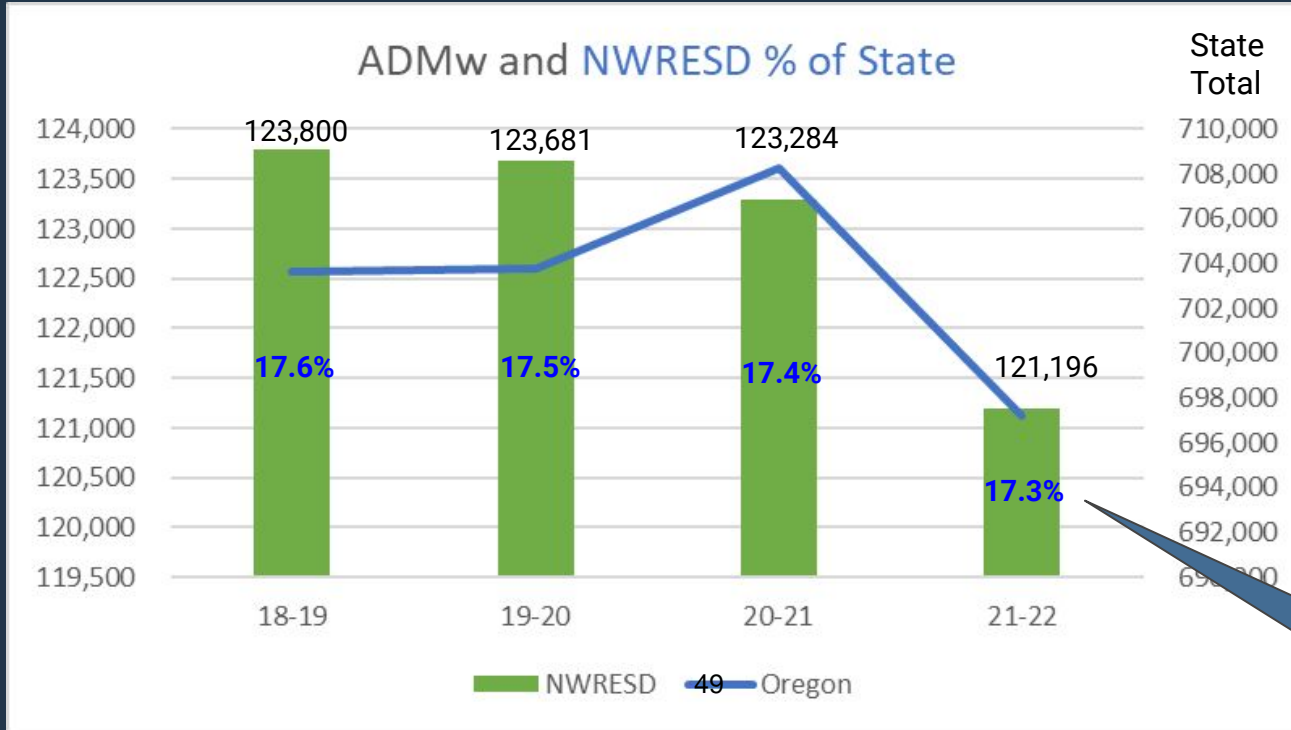
Feb. to June 2022

NWRES D staff and school district staff determine cost of services and complete service credit worksheets.

July 2022

2022-23 LSP goes into effect.

# Impact of ADMw Changes



Percent of State Enrollment for NWRESD



# LOCAL SERVICE PLAN - MENU

## TOTAL PROJECTED SERVICE CREDITS

School districts receive service credits that they may use to select and purchase services specific to their school district. They may also choose to purchase services above and beyond what is allocated. This section includes information about projected allocations and the menu of available services for purchase in the 2022-23 school year.

	2022-23 PROJECTED \$9.3B	2021-22 SSF ESTIMATE 6/24/21	DIFFERENCE
Est. SSF Allocation	\$53,138,745	\$51,054,873	\$2,083,872
ESD Operations at 10%	5,313,875	5,105,487	208,387
<b>Local Service Plan at 90%</b>	<b>47,824,870</b>	<b>45,949,386</b>	<b>1,875,484</b>
Beaverton (39.49%)	18,885,226	18,232,680	652,546
Hillsboro (20.08%)	9,601,317	9,176,461	424,856
<b>Amount Available for 18 Districts</b>	<b>19,338,327</b>	<b>18,540,245</b>	<b>798,082</b>
Core (25% of Local Service Plan)	4,834,582	4,635,061	199,521
Menu/Service Credits (75% of Local Service Plan)	<b>\$14,503,745</b>	<b>\$13,905,183</b>	<b>\$598,561</b>

# Menu of Services

## Administrative

- Business Services
- Cascade Alliance for Equity
- Communications
- Emergency Closure Network
- Equity and Family Partnerships
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation

## Technology

- Application Support
- Forecast5
- Help Desk
- Information Systems
- Library Services
- Network Services
- Oregon Virtual Education (ORVED)
- Substitute Services
- Technical Engineering Cooperative

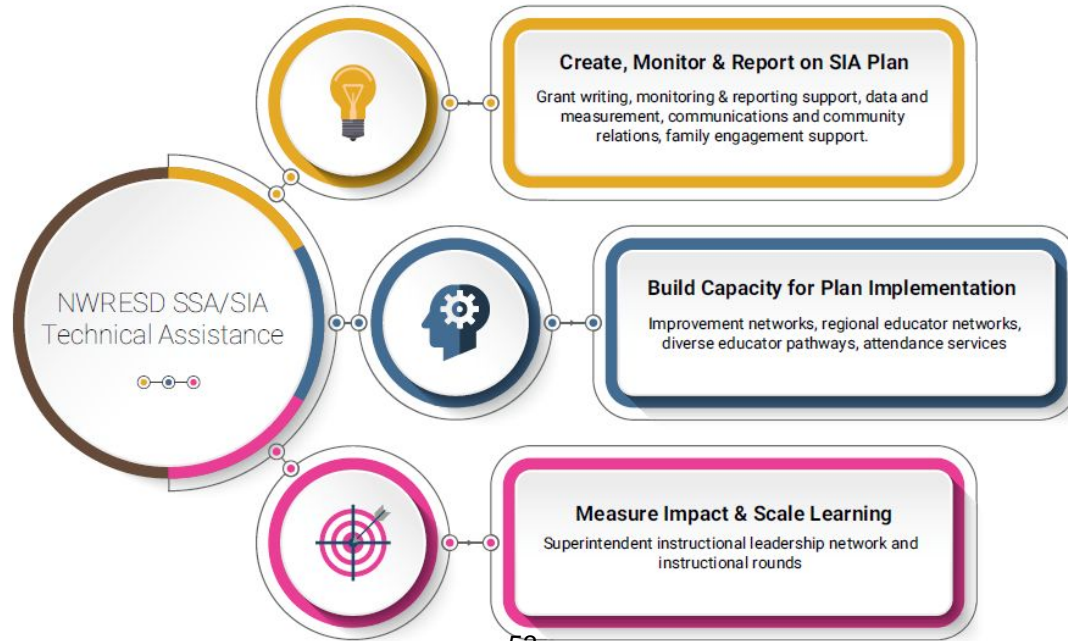
## Instructional

- Attendance Services
- Cascade Education Corps (CEC)
- Child Care Resource and Referral
- Diverse Educator Pathways
- Early Learning Hub
- English Language Learner Consortium
- Fire Science Program
- Grant Management
- Home School Notifications
- Ion MTSS Software
- Migrant Education Program (MEP)
- Northwest Promise
- Outdoor Science School
- Professional Learning
- Regional Educator Network
- Regional Innovations
- Research, Assessment and Evaluation
- School Safety and Prevention System
- STEM Hub
- Tillamook Education Consortium

## Special Education

- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder Services
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard of Hearing Services (D/ HH) and Audiology
- Early Childhood Special Education
- Early Intervention (EI)
- Early Intervention/Early Childhood Special Education (EI/ECSE) Screening and Evaluations
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Social Emotional Learning Schools
- Speech-Language Pathology (SLP) Services
- Traumatic Brain Injury (TBI) Services
- Youth Transition Program (YTP)

# STUDENT SUCCESS ACT (SSA) PLAN



# Student Success Act Plan

- Community engagement and communications
- support
- Assessment and data support for longitudinal
- performance growth targets
- SIA plan development, monitoring, amending and reporting
- Professional learning networks aligned to district
- Language interpretation and translation
- Professional learning networks aligned to district
  - SIA plans
  - Early Literacy Network
  - 9th Grade Success Network
  - Social, Emotional, and Mental Health Network
  - Instructional Coaching Network
  - Equity and family partnerships professional learning
  - Northwest Superintendent Instructional Leadership Network
  - Chronic absenteeism reduction
  - Multi-Tiered Systems of Support and data-based decision-making
  - Regional Educator Network (REN)
  - Diverse Educator Pathways

# Questions? Motion?

BE IT RESOLVED by the Board of Directors of the Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the County Allocation Fund described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board hereby approves the Northwest Regional Education Service District Local Service Plan for the 2022-23 school year.



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

**CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett**

School Board Chair Tom Colett called the public hearing on renewal request for Arco Iris to order at 5:31 p.m.

No public comment was submitted.

Meeting was adjourned 5:32 p.m.

**Board Members Present:**

Tom Collet, Chair  
Ugonna Enniyana  
Sunita Garg  
Susan Greenberg

Karen Pérez  
Eric Simpson  
Becky Tymchuk, Vice Chair

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Steven Sparks	Executive Administrator for Long Term Planning
Shellie Bailey-Shah	Public Communications Officer
Pat McCreery	Administrator for Equity and Inclusion
Tatiana Cevallos	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Brian Sica	Administrator for Curriculum, Instruction & Assessment
Camellia Osterink	District Legal Counsel
Jennifer DeMartino	Principal of Raleigh Hills Elementary
Brian Peerenboom	Principal of Whitford Middle School
Jon Bridges	Administrator for Accountability

**CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett**

School Board Chair Tom Colett called the meeting to order at 6:00 p.m. Chair Colett asked for changes to the agenda: None

**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

## COMMUNITY RECOGNITIONS

- A. Time Magazine Kid of the Year Finalist Award – Jenell Theobald
- B. BSD School Nurses – Lori Perkins, Meghan O’Loughlin, Frances O’Connor

### BEA Comments – Sara Schmitt – President

Written comments attached in Board Book

### OSEA Comments – Kyrsti Sackman – President

Unable to attend this evening

### BSAC Representatives – Jon Franco, Executive Administrator for Secondary Schools

Not in attendance this evening

### Questions and Comments: None

**Public Comments** - Board Chair Colett stated there were 143 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 14 who requested to be included in person, along with the topics of those that they stated they would speak live on the zoom. In person public comments may be viewed on the YouTube of the Board meeting.

## REPORTS

### A. Superintendent Comments – Don Grotting

Report attached in BoardBook

### Questions and Comments: None

### B. School Reports –

Reports attached in BoardBook

- a. Raleigh Hills – Jennifer DeMartino
- b. Whitford – Brian Peerenboom

### Questions and Comments:

Raleigh Hills - Thank you, for your team and teachers for giving students a chance to have their voices and advocate for themselves. I appreciate what your team has done to keep students safe.

Thank you for your well written key strategies. How many years have you been focusing on math? *This is our first year focusing on math and my third year at Raleigh Hills.* It was helpful when you described your collaborative piece of it and how you are including your multilingual learners in the various aspects of it.

Congratulations on the 95% improvement on collaborations with your teachers and the decrease on suspensions and expulsions. Thank you for your work on making all students feel safe and heard at school as the state law and our Board Policy requests.

Curious how what a suspension looks like in your school, the numbers have come down, can I get that data on the background of these students. *This could come from Teaching and Learning at a later time.*

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Whitford – So impressed with what Whitford is doing, kudos to you, your staff and kids. *The Upgrade program is within the district and has a Merlo teacher that works with us and the kids. What is a building monitor? He is there to keep students in the building and to feel safe. This is not an SRO. He is approachable and the students appreciate him.* Excited about your dual language program as well.

I have nothing but respect for those that are showing up. What have you done differently to bring up the number of how staff are feeling about being listened to? *What was good for the staff was to see the behavior of the students when they first returned to school.*

On your report, in the Parents report that they are feeling valued, is kind of low. How can you move this number up? *I flip every other month from evening to day engagements, in Spanish and English to encourage parents to come.*

Suspension days numbers are still quite high, what are you putting in place to bring down that number? *We are seeing frustration and trauma, while our numbers have decreased, we are trying to keep the students in learning.*

Thank you for all that you are doing and the Upgrade program, is this also at Mtn View and Five Oaks as well and is it successful? *The teachers collaborate, they work really well. It's a good thing. We hope to increase the program to other schools. It is for 7<sup>th</sup> and 8<sup>th</sup> graders at this time.*

I appreciate your structures and what you are setting up. I appreciate the collaboration and increasing the bilingual staff.

How do you come up with the data for the surveys, how is this sent out? *The district sends this out every year to parents from the district.*

BREAK – 10 minutes

**C. Financial Update–** Mike Schofield

Report attached in BoardBook

**Comments/Questions:**

Thank you for noting the numbers being down due to not hiring staff or subs. Can you update us on the SIA and ESSER funds? *Yes, I owe you a report on this, I was planning on this at the March meeting.*

The projected ending fund balance will change after bargaining, do you have a timeline on when we will see this? *It depends on when we resolve the BEA contract.*

**D. District COVID Update –**Danielle Hudson, Brian Sica

Report attached in BoardBook

**Questions/Comments:**

We appreciate all your efforts for keeping everyone in school. When you look at the numbers and staff absences, any time in the year, we hover somewhere between 10-14% of our students at any time. *We are looking at staff absences, the high peak is around 14%, typical is 4-7% of our staff.*

Thank you for being so amazing with the work you do. Substitutes can choose what schools that they go to, are we seeing some schools because they can't get subs that others are getting? Is this due to economic advantage? *The jobs have a lot to do with when they are entered. The later they come in, the harder it is to fill. Many are retired and have a connection to a school or community. All schools have unfilled jobs every day.*

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Why haven't some high schools been shut down? *The data shared was from a single day. If it is a COVID related absence it will be a fixed amount of time. The Exec, Jon Franco would work with the admin at a school and come forward with a recommendation. There are a lot of staff that may be able to cover the classes based on where they are at.*

Are we testing kids to ensure they can return? *The guidelines do not require a test to return to school. We would trust that a parent would keep home a child that is sick. Data is really important for the CDC, OHA and the local health department to see when testing is showing positives. I appreciate you trying to keep the students open. Right now, we don't have the capacity to test as students come back. Effective today, everyone can go on and apply for test kits to be mailed home. Along with the OHSU home testing. Given our resources we what not been able to fill the positions that we have. I really do appreciate your work.*

Thank you for all that you are doing to keep everyone safe. Remote work for our special needs students was not available, are we now offering them an education during the temporary remote learning? *At the beginning of the year families were requesting remote learning and we did not have the ability to do that then. The teachers of those students are able to do the remote teaching in a short-term situation. The whole class is transitioning to TRL with the teacher.*

Families that have childcare issues in remote learning, can we provide temporary assistance? *We are working with THPRD and the city, there is nothing immediate. Our existing facilities are facing the same staffing issues that we are facing. Meal pick up, is there a way to deliver meals to the families that are in remote learning? Families can pick up at the site, we do not have the ability to do that as the rest of the bus services are driving or the positions are vacant or out ill. We have the dispatch, secretaries and mechanics driving when they are short staffed.*

We have lowered the quarantining time frame; the PCR test shows positive longer. *We are depending on the parents to keep their students' home if ill.*

How are you sure on the date of when students can return? *We are keeping an eye on the absences for staff and students. Many staff are well enough to work remotely but not well enough to come in due to testing. We will look at information on Friday.*

When schools are scheduled to reopen, who will show up? *If parents had the tests in their hands, we might have more back. We are going to have to wait and see. It is difficult. COVID impacts us all in different ways.*

All of us wish we could be in control, our offices look like triages, parents there to pick up, everyone trying to fill in. It changes by the hour. How do we communicate this and how the information goes out? *It is a struggle, we've had so many changes. We are erring on the side of more information than less. Parent Square from district and each school, put it on the website, media partners. All messages are going out in 8 languages. We also update the FAQ. There has been a lot of info. What can we do as Board to support that effort? We put a lot of time and effort into updating the FAQ, point folks to that.*

I appreciate the mask update, and very helpful. Parent Square pushes down the message as they come in. It would be nice to see a differentiation for district messages. *We are not able to differentiate the way you asked. You can change your settings to "digest mode" and you can look at all the messages in the evening.* The distance learning is sending multiple messages, so it throws messages down.

Wondering what the County Health department is saying of the peak and drop? *January 27<sup>th</sup> is the peak date for the state. They don't think it will come down as fast as it came up. We meet with the County health dept weekly. The tests aren't showing Omicron as successfully as the other strains. We have not heard that from them. Can you show us an example how you chose to send a school to distance learning? School has over 20% staff and student absences, a high percentage is positive COVID absences, and we find out the positions are unfilled by subs. We*

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*look at whether they can fill with staff in house. The result is a large number of classes not having an educator in the class or student absences are so high we'd have more students engaged with TRL. Critical staff absences or student absences. Today we had a significant decrease in staff and student absences for 5 or 6 other schools that we thought we might have to move to TRL. For example we had more going out than coming back is what moved Greenway into TRL today.*

I know the work folks are doing is heroic. We hope that we can keep everyone in our schools healthy.

#### **DISCUSSION ITEMS –**

- A. Public Hearing Discussion for Arco Iris – Jon Bridges**  
Report attached in BoardBook

**Questions/Comments:** None

- B. Sato Classroom Addition – Carl mead, Josh Gamez**  
Report attached in BoardBook

**Questions/Comments:**

With the population of that area, do you see 4 classes being enough – can you share the plans from Vose? *What we know is that we have a peak, we feel that 4 is enough. We will have to have different plans for Sato to do permitting and it being in the county not the city of Beaverton.*

Great job to the Bond team to have savings to add the funds to this project.

I am glad that you have given us choices and we have heard that the staff have taken every space they can. Grateful to the taxpayers of Beaverton for the Bond that gives us the funds to do this.

Appreciate the report and the reasoning for building 4 classrooms instead of a boundary change.

- C. Proposed Capital Bond – Becky Tymchuk, Amy Ruiz**  
Report attached in BoardBook

**Questions/Comments:**

There is not anything in your Board Book, we are focusing on Omicron and kicking our Bond campaign as we get closer to the vote.

#### **ACTION ITEMS**

- A. Boys and Girls Swimming Co-op – Tom Colett**  
BE IT RESOLVED it is recommended that the School Board approve the following Beaverton/Aloha swimming co-op.

Susan Greenberg made the motion to approve the co-op. Eric Simpson seconded, and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions / Comments: None

- B. Consent Agenda – Tom Colett**

**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

1. **Personnel**

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

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

BE IT RESOLVED that the minutes of the December 13, 2021 Board Meeting are hereby approved as submitted at this meeting.

3. **Grant Report**

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

4. **Public Contracts**

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

5. **World Language Project Team Members**

BE IT RESOLVED that the School Board approves the revised Social Science Project Team Membership.

6. **Social Science Project Team Members**

BE IT RESOLVED that the School Board approves the revised Social Science Project Team membership.

7. **Behavioral Health and Wellness Project Team Charge**

BE IT RESOLVED that the School Board affirm members of the Behavioral Health and Wellness Project team membership.

8. **Social Science Project Team Members**

BE IT RESOLVED that the School Board approves the revised Social Science Project Team membership.

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

Questions/Comments: None

**BOARD COMMUNICATION – Board Members**

- A. **Individual School Board Member Comments** – Thank you to Jacob Wismer for allowing me to visit before the shutdown of visitors and Five Oaks for allowing me to volunteer in the cafeteria. I appreciate that Josh has allowed us to have the hygiene products needed before the state provides it. Hope that we look at bringing a student onto our Board. I want to thank the staff at Mt View for taking the initiative to move forward with collaboration. Thank you to those that share their comments. We appreciate the input and you are heard. This is a difficult time right now, education, community health. We are doing what is best for kids and we will be lead out of this pandemic eventually.

**ADJOURNMENT**

Tom Colett adjourned the meeting at 9:53 p.m.

**Information Items – Bond Status Update**

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Submitted by Dianna Hess

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Tom Colett, School Board Chair

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**Board Members Present:**

Tom Colett, Chair	Karen Pérez
Ugonna Enyinnaya – joined at 3:15 p.m.	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Office
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Tatiana Cevallos	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Camellia Osterink	District Legal Counsel
Steven Sparks	Executive Administrator for Long Range Planning
Jon Bridges	Administrator for Accountability/Instruction

**WELCOME**– Tom Colett

Meeting called to order at 3:03. Tom Colett announced he will need to leave at 4:00 for about 20 minutes, where Becky Tymchuk will act as Chair.

**Children’s Institute** – Kayla Bell, CI- Karen Twain, Laura Labarre, Soobin Oh, Yonny Castillo-Flores, BSD - Angela Vargas – Early Learning Coach at 8 schools across the district, Chrissy Lawrence - , Emily McNeff – McKay Kindergarten teacher

Presentation and Report attached in Board Book

## Comments/Questions:

Watching students in Aloha Huber Park was wonderful. Have you seen a difference with the Pre-K, as they are learning in a masked world? *Yes, we have to find a way to have the kids learn and enjoy school. Children’s social emotional learning is important and we are seeing development domains that have clear indicators that we promote with the youngsters. Recognize everything that children do well and learning curves with expressing themselves and working together were challenges. Bringing*

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*intentional lessons about working together. We had to teach them to play with each other and not individuals. Within a week, their depth of the intentional play was enriched.*

Thank you for all your work, it brought me joy to see what is happening. The importance of oral story telling is exciting. Thank you for doing this in Spanish at Vose, many kids don't get that. We learn our basic skills with play. Thank you for your work.

I am proud of the Pre-K programs at many of our schools. Thank you to Don, Kayla and teachers in these Pre-K classes.

Do you have any plans of adding school districts to the program? *Yes, we are working at capacity of our employees and funding but hope to add more. We do some work in other districts as well.*

It has been a pleasure to hear these presentations. I feel this will help mitigate the children's learning during the pandemic and will make a huge difference for our children.

Are there only two school is BSD participating, will you add more? Your coaching model works throughout the district, directly with 2 and indirectly with many.

Superintendent Grotting – congratulations to Children's Institute and Kayla for the hard work. Play is important for all students and family engagement. We need to expand the family engagement for all. Thank you school board for taking the chance on this program and supporting it.

### **SRO Review Update – Pooja Bhatt, Aimee Craig, Monica Cox**

Presentation and Report attached in Board Book

Comments/Questions:

Thank you for you attention to the RFP.

Thank you for all the outreach and thoughtfulness on how we approach the students and community. Look forward to hearing more, later in the Spring.

### **STRATEGIC PLAN REPORTS –Ginny Hansmann – Deputy Supt of Teaching and Learning**

Teaching and Learning Administrators are listed below that presented:

- **Accountability** – Jon Bridges
- **Pre-K – 12 Curriculum, Instruction and Assessment (Secondary) AVID**– Dr. Brian Sica
- **Pre-K – 12 Curriculum, Instruction and Assessment (Elementary), Early Learning**– Kayla Bell
- **Curriculum, Instruction and Assessment, CTE and Future Ready** – John Peplinski
- **Multilingual Programs** – Dr. Toshiko Maurizio and Andrew Robinson
- **Special Education** – Kelly Raf, Lenore Johansen, Chris Harvey Foltz, AnnMarie Polignano
- **Student Services** – Dr. Danielle Hudson
- **High Schools** – Dr. Jon Franco
- **Middle Schools** – Ken Struckmeier
- **Elementary Schools** – Dr. Patrick Meigs, Nicole Will, Kathleen Skidmore

Presentation and Report attached in Board Book

Questions/Comments:

Thank you for your presentation, you all work so hard on these. Are you looking at school districts where there gap is smaller and numbers higher- can we model what McMinnville is doing? *We all have networks, we have PLC's that meet and constantly sharing ideas and understand how we can apply those learning stars.*

Are we looking at an online school where the curriculum is ours? *Principal Ottum is looking into what is best and asynchronous learning for our students.*

Thank you, one of the goals is consistent curriculum? How do you ensure that new curriculum is followed by educators? Where do they go? Like the Social Studies adoption, are the parents and communities able to see this or speak to it? *We have stakeholders giving input. Teachers must meet the Learning targets that the state requires. Teachers may use supplemental materials as long as it goes to the targets. Community members may go to the website to see the instruction. We always encourage families to talk to the classroom teacher.*

The Children's Institute – when do they give reports and when? *We meet weekly and discuss the learning. They meet with schools once a month. We put together practices that would be beneficial with all students.*

For parents listening, what is the impact on credit recovery on graduation rate? *Credit recovery has always had a great impact. Including the changes to the N and I for students. It brings back standards based learning. We broke all of our content areas into Learning Targets and focus in the instruction on that. Our systems are moving in the right direction.*

When we do have data available, will you adjust the Strategic Plan? *We have short term plans and long term plans to address the Strategic Plan measures. We when we get the data, we don't throw out the plan as it's in place, correct? We would address the pieces that need to be addressed with adjustments if possible. We'd make adjustments as we can.*

It's very likely we'd update the plan with a new Superintendent.

We took a hit with achievement scores, but we have really big goals, is that realistic? *As a team we would not be surprised to see a decline in test scores. Is it bad to lower the goals? We'd have to have a basis for lowering goals.*

Are we diluting too much? *Shifting away from the "F" mark it did not lower the standards but is giving a longer time frame to students if needed, to pass.*

The work you are doing is amazing. We have a commitment to all our students, I am thankful for the credit recovery. Some of the lower attendance in our Latino or Hispanic students. Students of our students of color are missing more than ten days. They are not attending but they are graduating, is that what I am seeing? Our commitment to all our students is exciting. Supports that we need to provide our Administrators and teachers.

This is a lot of information, I am glad that we are focusing on all the amazing things we are doing. I really appreciated all of the bigger picture. How much money are we going to be able to put into summer programs? Will we have enough people to teach these programs? *We are looking at our ESSER funds to hire an Administrator to coordinate the summer school programs. We know we want to be able to replicate what we did last summer. ESSER funds are temporary funding we could look into using SIA funds to be used for this.*

We are bringing in new Social Studies curriculum and how are we going to engage our community? *We have community conversations around race is one venue.*

You can take a look at the what to the why and the how. This is super helpful. Attendance is an area that is a potential driver for other issues. Do you think this attendance issue is due to the pandemic or a longer term issue? *Attendance is an issue across the state. We need to make sure all our student see that experience in school is reflective to them. We want our kids to be safe, relevant, and inclusive. High school success is around attendance and early leavers is a focus, where they feel safe and welcomed. Grad mentors are integral for the relationships with students. Funding is needed to do the work we want to do. There is a collective approach around ABAR, how they are greeted at the door, are they seeing visions of themselves in the classroom, are they seeing a connection.*

ODE is also requiring we are incorporating the pieces that the state has put into place for history. Teaching history of many more peoples.

## **Meal Break**

Resume at 6:16 p.m.

## District Future Enrollment – Steven Sparks, Robert McCracken

Presentation and Report attached in Board Book

Questions/Comments:

Is there any way of knowing what ages of the children that are attending online charters are? *I believe that it is predominately elementary students.* Have we seen a large change in the FLEX enrollments? *We have lost 150 students there but I am not sure if they all have gone back to home school.* I am concerned about the students that were attending FLEX as they return are they behind or on target when they return? I know it's not your specialty, but I'd like that information.

I'm seeing students returning to the schools in my zone.

At what age do students return if home schooled? What does the research say? *I don't have an answer and the answer may be scrambled over the past couple of years, due to the pandemic.*

The area of Bonny Slope and Sato are continuing to grow, what are the numbers that we are talking about? It's too early to predict that. We are looking at all option available to us to create an equitable educational experience for all.

What are you saying about our K-5 students that are in FLEX now, will they come back once the pandemic is over? *We anticipate that those younger students will return to their home school eventually. We are counting the number of FLEX students in the total number of students in the district.* Appreciate the information as we are planning on going out for a Bond and our budget season. Do we count any of the students that have been with us K-12? *Not as a specific number, but we could get that information.* A family could move in at any grade, I'd be interested in getting the numbers that went K-12 with us.

When students return to their home schools, will we lose the FLEX program? *We plan to keep it long term. At the present time only students of our district are eligible to attend FLEX. We hope to bring back our resident students that are attending another Charter to bring them back to BSD.* Could we bring other students into an online charter in the area? *That is something we could look at but we wouldn't want to go after students in Hillsboro, Tigard and PPS.*

We need to get as many back if possible. Hard decisions if we don't get them all back and the birth rates go down.

Online Charter schools are an interesting online conundrum.

Do you see employees that came here for work that might leave? Not sure if that will pull folks away. Have you seen any trend to have people move for work anywhere? *We have not seen anything at this point.*

If we get a rebound to schools, do we reach out to families coming back? We have thought about it, trying to understand why you chose this.

This report shows that we will have difficult times ahead of us.

## BOARD COMMITTEE REPORTS – School Board

### **Multilingual & Equity Committee:** *Karen Pérez*

We have been focusing in on two areas – How do we provide are newcomers to gain credits to graduate.

Upping the age to graduate to 21 for all students.

Dual language program expansions and how successful the programs that we currently have.

Human resources – What are our practices for hiring diverse staff? Increase, support, retain and diversify our work force. We meet again this Friday.

### **Bond and Planning Committee:** *Becky Tymchuk*

The Bond committee is where we started and all of us will finish it. Community Involvement put together all the PTO meetings coming up with Bond presentations that Board members should attend. If you cannot make your presentation, please let Shellie know. Staff cannot advocate for the Bond once we vote it forward. We

own this bond and need to ask people to vote for this. If we don't pass this bond there will be expenses that we will have to take from the general funds. Do we fill our names in by our schools, you can but the expectation is to attend your schools?

**ACTION ITEM –**

**Consent Agenda – Tom Colett**

**Public Contracts**

BE IT RESOLVED that the Consent agenda is hereby approved.

Susan Greenberg made the motion to accept the Consent agenda by the School Board as submitted at this meeting. Becky Tymchuk 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.

The work session was adjourned at 7:33 p.m.

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Dianna Hess

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Tom Colett, School Board Chair



**Board Members Present:**

Tom Colett, Chair	Karen Pérez
Ugonna Enyinnaya	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

**Staff Present:**

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Steven Sparks	Executive Administrator for Long Range Planning
Aaron Boyle	

**WELCOME**– Tom Colett  
Meeting called to order at 6:00.

**Authorizing Bond Election and Adopting Ballot Title** – Becky Tymchuk, Carl Mead

Presentation and Report attached in Board Book

Questions/Comments:

Thank you for answering all questions that we have had in prior meetings. *Please keep the questions coming so we get clear information out to the community.*

What will be the impact if this bond does not pass? *We will continue to have a district with aging buildings, we will have things break and if that happens, we will have to use money from the General Fund, which is where we pay teachers and classified staff from.*

What would happen with the deferred maintenance list? *We would continue to have to do the repairs that were essential but if we did not have resources, we would potentially have to take some areas or classrooms off line if repairs need to be made and we don't have the funds. We would easily approach \$1B in deferred maintenance without any problem at all. We will have emergencies and won't be able to be preemptive without a bond. Is there a cost savings with your PM's? That's part of our general fund, that is something I am working on the general fund side to help with the preventative maintenance.*

If the bond didn't pass and we had to use general funds this could affect class sizes? *Absolutely This would have an immediate effect on class size because we wouldn't be able to allocate as many teachers as we currently do.*

Last year we spent \$50M on Capital improvements. If the bond doesn't pass, how much would we be able to spend for capital improvements or deferred maintenance? *I can give you what we have for an*

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*operation budget. Every year I get \$3M and I take \$2M off the top right away to do regulatory inspections that have to be done. I have less than \$1M to operate 60 facilities and that's going to go quickly. Can you talk a little about the matching grant? Yes, that is the Oregon School Capital Improvement matching program. When a district passes a general obligation bond, we get that matching grant from the state which is \$8M. It helps to improve our top line to get more projects completed.*

**ACTION ITEM** – Tom Colett

**A RESOLUTION OF BEAVERTON SCHOOL DISTRICT NO. 48J CALLING A MEASURE ELECTION FOR GENERAL OBLIGATION BONDS; AND RELATED MATTERS.**

WHEREAS, the Board of Directors (the “Board”) of Beaverton School District No. 48J, located in Washington and Multnomah Counties, Oregon, (the “District”) has determined that a need exists for the District to finance capital costs, as more fully described in the ballot title attached hereto as Exhibit A (collectively, the “Project”); and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, including the joint funding of safety improvements with other public and private entities and the funding of safety improvements in accordance with ORS 332.176; and

WHEREAS, modernizing school buildings ensures that our facilities last longer and provides our students with safer and healthier learning environments, and helps maintain high-quality academics; and

WHEREAS, the District applied for the Oregon School Capital Improvement Match (the “Match Program”) and has received a \$8,000,000 grant assuming voters approve the Bonds; and

WHEREAS, the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds which may be issued as tax-exempt obligations; and

WHEREAS, ORS 328.205 subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project;

NOW, THEREFORE, the Board of Directors of Beaverton School District No. 48J, located in Washington and Multnomah Counties, Oregon, resolves as follows:

1. The measure election is hereby called for the purpose of submitting to the electors of the District the question of authorizing general obligation bonds in the name of the District in a principal amount not to exceed \$723,000,000 (the “Bonds”). Bond proceeds will be used to finance the Project.

2. The measure election hereby called shall be held in the District on the 17<sup>th</sup> day of May, 2022.

3. The District authorizes the Chair, Superintendent, Associate Superintendent for Business Services (each an “Authorized Representative”) or designee of any of those officials to finalize the ballot title in substantially the form attached hereto as Exhibit A but with such changes as

the Authorized Representative shall approve (the “Ballot Title”), to submit the Ballot Title and explanatory statement, if required, and to execute any documents and take any other action necessary or desirable to facilitate the measure election and to obtain funds through the Match Program.

4. The Authorized Representative shall cause Form SEL 805 to be delivered to the Election Officer of Washington County, Oregon (the “Election Officer”) not later than February 25, 2022 (eighty (80) days prior to the election date). The Authorized Representative shall also cause Form SEL 803 to be delivered to the Election Officer not later than March 17, 2022 (sixty-one (61) days prior to the election date).

5. The District hereby declares its official intent pursuant to Treasury Regulation Section 1.150-2 to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

6. The law firm of Hawkins Delafield & Wood LLP, is hereby appointed to serve as Bond Counsel with respect to the issuance of the Bonds. Piper Sandler & Co. is hereby appointed to serve as Underwriter or Placement Agent with respect to the issuance of the Bonds.

ADOPTED by the Board of Directors of Beaverton School District No. 48J, located in Washington and Multnomah Counties, Oregon this 15<sup>th</sup> day of February, 2022.

Comments:

I am proud to be a part of a community that shows we pass bonds for our district and look at what we need for the years ahead. We upgrade and build as needed. This is a community that values education. The levies that pay for teaching positions and bonds for maintaining our buildings are very important

As a former BSD teacher and community member, I am voting for this bond to keep our students safe and maintain our sites for our students. Our students and staff deserve to feel safe at school.

I want to thank the operations and communications teams for getting all the information together during a pandemic.

Very proud as a voter to vote for the 2014 bond and put our money towards the buildings needs. Safety is our number one goal and this bond allows us to stay on track for our larger goal for seismic upgrades. Completing our deferred maintenance is key to ensure we maximize our funds and keep general funds in the classroom.

I will be voting yes as well, I don't have children in the schools right now, but I believe this is best for our students.

Superintendent Grotting stated he believes that this is best for our district, you are working hard for the district, hiring a new superintendent, going out for a bond and I applaud your work ethic as unpaid public officials. Thank you for trying to make a difference for the students and families of the Beaverton School District.

Susan Greenberg made the motion to approve the Resolution of Beaverton School District No. 48J calling a measure election for General Obligation Bond; and Related Matters by the School Board as submitted at this meeting. Eric Simpson seconded the motion. 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.

Going forward this is ‘Yes, for Beaverton Schools’ campaign. We encourage you to go to the website for additional information.

The work session was adjourned at 6:36 p.m.

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Dianna Hess

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Tom Colett, School Board Chair



### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Environment Hazard Assessment TAP Grant	Oregon Department of Education	\$25,000	15 Jan 2022	15 Mar 2022
Funds assist districts to meet the federally mandated requirements of the <a href="#">Asbestos Hazard Emergency Response Act (AHERA)</a> by covering the costs of asbestos inspections, periodic surveillance, AHERA-related training for staff, and upgrading to a web-based record-keeping system.				
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.				
Meyer Nature & Neighborhoods Grant Funds	Meyer Memorial Trust	\$60,000	NA	NA
The purpose of these funds is to restore native landscaping through invasive species removal at Terra Nova to enhance native plant learning gardens and food systems.				

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Educator Health and Well-being Support Funding	OEA Trust	\$25,000	\$25,000
The impact of COVID-19 has made promoting educators' emotional, social, and mental well-being more important than ever. Funds support public school districts, education service districts and community colleges to address the health and well-being of their educators, administrators, and staff.			

**RECOMMENDATION:**

It is recommended that the proposals be approved.

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WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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

**POLICY ISSUE/SITUATION**

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

**BACKGROUND INFORMATION**

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

**RECOMMENDATION**

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Diesel Fuel and Petroleum Products Services	Craig Beaver	DAS Statewide Contract #8680	Bretthauer Oil Company	\$1,100,000	7/2021	6/2022	Authorization to Award Contract
K-8 Culturally Responsive Library Materials	John Peplinski	Sole Source, Copyright Materials	Overdrive, Inc.	\$183,262.00	3/2022	6/2022	Authorization to Award Contract
Chromebook Maintenance and Repair	Steve Langford	OETC Cooperative Agreement	Acer	\$250,000.00	3/2022	6/2022	Authorization to Award Contract
Security Upgrades: Classroom Walls- Phase 1 & 2	Aaron Boyle	Invitation to Bid (ITB) 21-0013	Buildskape, LLC.	\$904,300.00	3/2022	12/2022	Authorization to Award Contract
Sato Classroom Addition	Aaron Boyle	Request for Proposal (RFP) 15-0015	DLR Group	\$140,000.00	3/2022	10/2023	Authorization to Award Contract
Purchase of Hygiene Dispensers	Josh Gamez	Omnia Partners Cooperative Contract 202329-01	Walter E Nelson	\$219,000.00	3/2022	6/2022	Authorization to Award Contract



**PROJECT NAME:** Diesel Fuel and Petroleum Products Services

**PROJECT TIMELINE:** 07/01/2021 – 06/30/2022

**PROJECT BUDGET:** \$1,100,000

**PROJECT SCOPE:** Purchase of Diesel Fuel and Petroleum Products for School Buses for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements.

**CONTRACT NAME:** Propane Fuel Services

**SOLICITATION METHOD:** DAS Statewide Contract #8680

**CONTRACT TIMELINE:** 07/01/2021 – 06/30/2022

**CONTRACT AMOUNT:** \$1,100,000

**CONTRACT SCOPE:** Purchase of Diesel Fuel and Petroleum Products for School Buses for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements. Expenses are eligible for 70% Reimbursement from SSF.

**CONTRACTOR SELECTED:** Bretthauer Oil Company, Inc. Hillsboro OR

**RECOMMENDATION:** Authorize Award of Contract

**RECOMMENDED BY:** Craig Beaver/Administrator for Transportation

**FUNDING SOURCE:** General Fund



**PROJECT NAME:** K-8 culturally responsive library materials

**PROJECT TIMELINE:** Approval date—6/2022

**PROJECT BUDGET:** \$383,262.00

**PROJECT SCOPE:** Create Culturally responsive libraries for all K through 8 classrooms. Students need to read and hear stories that reflect their own experiences as well as the experiences of others. These are often referred to as mirrors and windows. A mirror is a story that reflects your own culture and helps you build your identity. A window is a story that offers you a view into someone else’s experiences. We need to continue to invest in literature that supports student learning and the understanding of the world and people around them.

**CONTRACT NAME:** K-8 culturally responsive library materials

**RECOMMENDED BY:** John Peplinski

**SOLICITATION METHOD:** Sole source, copyright materials

**CONTRACT TIMELINE:** Approval date—6/2022

**CONTRACT AMOUNT:** \$183,262.00

**CONTRACT SCOPE:** Enhance BSD’s digital library with ebooks, audiobooks, titles in Spanish to support dual language programs, and in other languages. Digital titles are available to readers within 24 hours of purchase.

**RECOMMENDATION:** Authorization to Award Contract to Overdrive, Inc

**FUNDING SOURCE:** Student Investment Account



**PROJECT NAME:** Acer Service Corporation

**PROJECTTIMELINE:** 3/2022–6/2022

**PROJECT BUDGET:** \$250,000

**PROJECT SCOPE:** Purchase of Chromebook parts to repair student Chromebook devices.

**CONTRACT NAME:** Acer Service

**RECOMMENDED BY:** Steve Langford

**SOLICITATION METHOD:** OETC Cooperative Agreement

**CONTRACTTIMELINE:** 3/1/2022–6/30/2022

**CONTRACT AMOUNT:** \$250,000

**CONTRACT SCOPE:** Increase existing purchase order to order additional replacement parts for student Chromebooks

**RECOMMENDATION:** Authorization to increase purchase order

**FUNDING SOURCE:** Chromebook Damage/Loss fund



**PROJECT NAME:** Security Upgrades: Classroom Walls (Phase 1 & 2)

**PROJECT TIMELINE:** 11/2020-12/2022

**PROJECT BUDGET:** \$2,000,000.00

**PROJECT SCOPE:** Provide walls and doors to secure classrooms.

**CONTRACT NAME:** Classroom Walls-Phase 2

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Invitation to Bid (ITB) 21-0013

**CONTRACT TIMELINE:** 3/2022-12/2022

**CONTRACT AMOUNT:** \$904,300.00

**CONTRACT SCOPE:** General contractor services for Phase 2 work at Elmonica Elementary, Errol Hassel Elementary and Greenway Elementary schools.

**RECOMMENDATION:** Buildskape, LLC

**FUNDING SOURCE:** 2014 Bond; Added Projects; Security Upgrades: Classroom Walls (Phase 1 & 2)



**PROJECT NAME:** Sato Classroom Addition

**PROJECTTIMELINE:** 3/2022–10/2023

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

**PROJECT SCOPE:** Add 4 classrooms to Sato ES

**CONTRACT NAME:** Additional Classroom Design

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** RFP 15-0015

**CONTRACTTIMELINE:** 3/2022–10/2023

**CONTRACT AMOUNT:** \$140,000.00

**CONTRACT SCOPE:** Provide permit and bid documents to add 4 classrooms to Sato ES

**RECOMMENDATION:** Authorization to Award Contract to DLR Group

**FUNDING SOURCE:** 2014 Bond; Added Projects: Vose Classroom Addition



**PROJECT NAME:** Menstrual product dispensers in support of the Menstrual Dignity Act and per OAR 581-021-0603

**PROJECT TIMELINE:** 3/2022 – 8/2022

**PROJECT BUDGET:** \$300,000.00

**PROJECT SCOPE:** Purchase menstrual product dispensers for all student bathrooms.

**RECOMMENDED BY:** Joshua Gamez, Chief Facilities Officer

**SOLICITATION METHOD:** OMNIA Partners Cooperative Contract #202329-01

**RECOMMENDATION:** Walter E. Nelson

**FUNDING SOURCE:** General Fund/Grant Fund. The district will be reimbursed by the state for allowable expenses and up to the allocated grant ceiling. For BSD, the grant ceiling is \$177,049.32.

**BACKGROUND:**

The Oregon Department of Education has adopted a Menstrual Dignity Act for Students. The Act requires all Oregon schools to install a dispenser, basket, or cabinet to hold a variety of menstrual products with different absorbency levels for our students. The product dispensers or baskets are to be installed in all girls, boys, and gender-neutral restrooms in elementary, middle, and high schools.

The district’s custodial leadership team is in the process of determining the location for each dispenser, basket, or cabinet needed in our schools as well as additional trash dispensers in bathroom stalls as needed. The location of the dispenser, basket, or cabinet will be driven first by meeting The Americans with Disabilities Act (ADA) requirements and next by the ability of students to access the product in as private a setting as possible.

The district will submit a purchase order for 1) the dispensers, baskets, or cabinets and 2) the stickers indicating that the product is free in 3/2022. Due to lead times, the order will need to be placed in 3/2022 so the installation will take place over the coming summer and be ready at the start of the 2022-2023 school year.

After the purchase order is made, the district will submit a reimbursement form to the state for the grant funding.



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**BEAVERTON SCHOOL DISTRICT INTER DISTRICT TRANSFER PROCESS, 2022-2023****BACKGROUND INFORMATION:**

Senate Bill 709 was enacted by the February 2015 Legislature, providing new rules for school choice for Oregon students. Senate Bill 709 will be applied to the 2022–2023 school year.

The proposal for 2022-2023 Inter District Transfers is as follows:

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

Five Oaks Middle School – 29 open slots for students (no grade levels designated)

Beaverton High School – 17 open slots for students (no grade levels designated)

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

**RECOMMENDATION:**

It is recommended that the Beaverton School District Board approve the Inter District Transfer proposal for the 2022–2023 school year.

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

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



## Approval of Arco Iris Charter Renewal

### POLICY ISSUE/SITUATION

The second renewal of the Charter for Arco Iris Charter School (Arco Iris) expires on June 30, 2022. The Arco Iris Charter School Board is seeking renewal of the Charter. By state law, renewals of a charter after the first renewal shall be for a minimum of five years but may not exceed 10 years.

As outlined in the approved Charter (section 2.2) Renewal:

If Arco Iris desires to renew this Charter, it must submit a written renewal request to the District at least 180 days before the then-current Charter term expires. Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. Within 30 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and Arco Iris must negotiate a new charter school contract within 90 days after the date on which the District approved the renewal, unless the District and Arco Iris agree to an extension of the time. If the District does not approve the renewal, Arco Iris may address the reasons stated in the District's denial notice and any remedial measures suggested by the District, and submit a revised request for renewal to the District.

### BACKGROUND INFORMATION

According to ORS 338.065 there are five factors required for consideration in the renewal decision. The sponsor bases the renewal decision on a good faith evaluation of whether the charter school is:

- In compliance with the chapter and all other applicable state and federal laws
- In compliance with the charter of the public charter schools
- Is meeting or working toward meeting the student performance goals and agreement specified in the charter or any other written agreement between the sponsor and other public charter school governing body;
- Is fiscally stable and evidence that a sound financial management system described in the proposal and incorporated into the written charter was used; and
- Is in compliance with any renewal criteria specified in the previous charter, if any.

The sponsor must base the evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.

After reviewing the supporting evidence shared with the Board in January, staff have determined that Arco Iris has met the five criteria for renewal outlined above.

### RECOMMENDATION:

The Board approve the renewal of the Charter for Arco Iris Charter School.

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

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

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE 

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## SATO ADDITIONAL CLASSROOMS

### POLICY ISSUE/SITUATION

The 2014 Capital Improvement Bond included the new Sato ES. The school was constructed with a capacity of 750 students based on 30 students per classroom. Based on current enrollment projections at Sato ES due to new residential development it is recommended that four (4) classrooms be added. The other option to consider is a targeted boundary adjustment.

### BACKGROUND INFORMATION

Staff propose the Board authorize the preparation of design and construction documents for the classroom addition at Sato. Should the Board authorize proceeding with the design process, staff will complete the land use and construction permitting review and approval at Washington County. This effort will take approximately 12 months. The core facilities (gym, bathrooms, cafeteria) at the school are sized to support the additional classrooms.

Staff have completed the design for the exact same classroom addition at Vose which will be constructed summer 2022. Staff propose to construct the classrooms at Sato during the spring/summer of 2023.

### BUDGET IMPLICATIONS

The total cost for the Sato classroom addition design will be approximately \$150,000 and will be funded from the 2014 Bond. Due to favorable bid results, the Vose classroom addition has excess budget that would be transferred to the Sato classroom addition.

Staff's estimate for constructing the classrooms is approximately \$3M. The Sato classroom addition is currently listed as a project for the May 2022 Capital Bond. Should the bond be successful, staff will be able to quickly bid the project in preparation for summer 2023 construction.

### RECOMMENDATION

Recommend the BSD Board vote to approve allocation of \$150,000 to this project from Vose.



**DLR Group Architecture & Engineering inc.**  
an Oregon corporation

110 Southwest Yamhill Street, Suite 105  
Portland, OR 97204

January 11, 2022

Attn: Aaron Boyle  
Beaverton School District - Facilities  
16550 SW Merlo Road  
Beaverton, Oregon 97003

Dear Aaron:

Thank you for providing DLR Group with the opportunity to provide a proposal to continue our design services for an addition to Sato Elementary School site.

**Project Description:**

Four Classroom addition to the existing school. The addition will be within the school site and located under the courtyard overhang. The design for the addition will replicate the design recently done by DLR Group at Vose Elementary School.

**Fee Proposal for Basic Services:**

Architecture & Interiors- DLR Group:	\$70,000
Structural- DLR Group:	\$12,000
Mechanical, Electrical & Plumbing- DLR Group:	\$28,000
Civil Engineering- WH Pacific:	\$10,000
<u>Landscape Architecture- Cameron McCarthy:</u>	<u>\$20,000</u>
<b>TOTAL:</b>	<b>\$140,000</b>

**Project Assumptions:**

Design Deliverables and Client Reviews:

- Assume (2) Design Deliverables: 50% CD for BSD review and Bid/Permit Set.
- Review Feedback from BSD for 50% CD set to be collected via virtual meeting and/or digital spreadsheet.
- Assume up to three additional design coordination meetings (Zoom or sim) with BSD Project Manager.

Project Schedule

- The fee for Basic Services is based on a (10) week project schedule:
- Outline Schedule:
  - Construction Documents: 8 weeks
  - Bidding + Schedule Contingency: 2 weeks
  - Land-Use Process and BSD Reviews would occur throughout by others and not included in this proposal.

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January 11, 2022

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Construction Administration:

- Architect to attend three OAC meetings (assume monthly, including one punch walk)
- Review Submittals, pay applications, and RFI's

Bid & Permit Documentation:

- (1) Bid package that includes drawings and specifications.
- Permit Submittal of Bid Docs to AHJ, including structural calculations and ComCheck.
- Assume (1) round of revisions/resubmittal.
- Contractor to submit (deferred) submittals and RFIs to AHJ as needed.

Land-Use:

- Owner to manage schedule, documentation and presentation to Land Use Planning Commission, if required, using Land Use Consultant (contracted separately).

Site Scope:

- Renovation of courtyard hardscape and plantings (limit to south half, adjacent to addition).
- Removal of concrete seat wall, analysis of grades, door thresholds, and walking slopes.
- Assume egress door at courtyard side, to reduce regrading to south of addition.
- Design and coordination of pedestrian egress from playground.
- Consultants to include Civil and Landscape.

Architectural Scope:

- Addition of new area in area below soffit to create (4) new classrooms, including plans, RCPs, exterior elevations and interior elevations replicating the Vose Elementary School addition.
- Layout at library, workroom, and computer lab.
- Reuse and modification of Vose Elementary School drawings
- As-Built details including openings, casework, interiors.
- Reuse of As-Built specifications, where applicable.
- Reuse of As-Built details for envelope transitions at connections to existing.

Structural scope (based on Vose Elementary School drawings):

- The base fee assumes that the existing structure is adequate for the addition.
- Analysis of wind and seismic loads with new exterior walls.
- Analysis of existing roof structure for new mechanical unit(s)
- Design footings, walls, and connections at new area to existing structure.
- Proposing DLR Group Structural Engineers

Mechanical scope (based on Vose Elementary School drawings):

- Analysis of existing mechanical rooftop unit(s) for adding new enclosed space. Base fee assumes new rooftop unit only (no screening).
- Design of ductwork and mechanical units at new enclosed space (under canopy), and shaft at Level 2 for connection to new rooftop unit.
- Coordination with architecture and electrical.
- Renovation of ductwork at library, workroom, and new computer lab.

Plumbing Scope (based on Vose Elementary School drawings):

- Analysis of existing roof drain piping and possible minor relocation as needed.
- Cap piping at existing Work Room sink.
- Base fee assumes "dry" addition or the exact approach used at Vose.

Fire Sprinkler Scope (based on Vose Elementary School drawings):

- Design intent diagrams.
- Base fee assumes fire sprinklers are design/build deferred submittal.

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January 11, 2022

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Electrical Scope (based on Vose Elementary School drawings):

- Analysis of existing panels and power loads for adding four classrooms.
- Design of circuiting, switching, and outlet layouts at new enclosed space.
- Renovation work at library, workroom, and computer lab.
- Design of lighting at new enclosed space.
- Renovation / relocation of light fixtures, if required.

Technology and Low Voltage Scope:

- Technology and low voltage will be contracted separately as a design/build service.

**Project Exclusions:**

- Pre-design, Schematic Design & Design Development
- Rooftop mechanical screening design if required by AHJ
- Land Use Process or Meeting Attendance
- Alternative Cost Studies
- Energy Life Cycle Cost Analysis
- Life Cycle Cost Analysis, including Energy
- Commissioning and Training by Owner
- On-Site Representative
- Thermal Scans
- Value Engineering or Implementation
- Travel and Per Diem assumes no out-of-town travel, and (5) walks by the Architect.
- Renderings, presentations, and models if needed for Land-Use, to be identified by Owner's consultant and provided an Additional Service.
- Meetings with staff, community or Land Use Document Reproduction
- Constructability Review
- Leadership in Energy & Environmental Design Separate Bid Packages
- Geotechnical Investigation
- HVAC Testing & Balancing by Owner
- Site Survey
- Constructability Review
- Graphics
- Conformed Set
- As-Builts by Contractor
- Classroom Acoustics (team to assume acoustics design same as existing classrooms)

Please note the following:

- The design fee is based on reuse of the Vose classroom addition design.
- This fee does not include pre-design work, as the prototype has been established.
- Attached are fee proposals from additional consultants as needed per project scope.

We are eager to continue to provide design services for Beaverton School District and available for discussion and negotiation on all aspects of the work. Please let us know next steps at your earliest convenience.

Sincerely,



DLR Group  
Tim Ganey  
Principal in the Firm

Attachments: Consultant Fee Proposals  
cc: Lisa Johnson, Jane Gooding, DLR Group

January 11, 2022 (Revised)

Tim Ganey, Principal  
DLR Group  
421 SW 6<sup>th</sup> Avenue, Suite 1212  
Portland, OR 97204

RE: Beaverton School District (BSD)  
Sato Elementary School Classroom Expansion Project  
Proposal for Landscape Architecture Services

Dear Tim,

Thank you for this opportunity to be a member of DLR's design team on this classroom expansion project at Sato Elementary School. Based upon our understanding of project scope and fee budget, our conversations, the materials we have received, and our knowledge of the existing site and facilities, we have prepared the following proposal for services we envision providing.

#### PROJECT UNDERSTANDING

The project is a four-classroom expansion of the existing Sato Elementary School. The project includes the addition of a new classroom wing (4 total classrooms) and relocation of the existing library and computer lab. The approach is to relocate the library and computer lab in the south west corner of the existing building, in a newly enclosed space that is currently an overhang zone from the second floor. The new classrooms will then be located in the existing library and computer lab zone. The project will close off part of the existing courtyard. Please see attached map for proposed work area.

#### GENERAL APPROACH

Our firm will assist in coordinating with the consultant team all site related improvements and in developing and managing the site base. This will include importing the architectural CAD files into our site plan. We will provide comprehensive landscape architectural services that include the design and the vertical and horizontal control of all site surface improvements including repair/adjustment of hardscapes (paving/courtyard) and landscapes impacted by building expansion. We will follow current design standards established by BSD and current state and local development codes.

#### PROPOSED SERVICES

##### A. SCHEMATIC DESIGN (SD)

We will assume primary responsibility for site development during schematic design. We will lead the design and position of all exterior surface site improvements.

Attend one (1) meeting and/or workshop in Beaverton (if possible) to present design options and obtain information. Based upon input from meetings and project team work sessions we will prepare preliminary hand drawn plans for review with Architect and District. Plans will incorporate both the old and new site and will include schematic illustrative site plan, grading plan and landscape plan (combined).

As this project is mostly focused on an interior building addition, site design and impact will be minimized as much as possible.

Deliverables:

- 100% SD Site Plan (hand-drawn or Bluebeam mark-up)

CM Meetings attendance: Assume (1) meeting/workshop via teleconference with BSD; assume bi-weekly web meetings via teleconference with the project team.

#### B. DESIGN DEVELOPMENT (DD)

We will continue to lead the design and position of all exterior surface site improvements and will provide a CAD site base to the team, incorporating the Architect's refined building footprint. We will continue to coordinate scope of work with other disciplines (Civil, Structural, and Architectural).

Prepare a refined site plan, grading plan and landscape plan for a 100% DD submittal. It is anticipated that pavements types, landscape and fencing components, and learning/play facility impacts will follow the approved approach from the original project.

New specification sections or updates are not anticipated. We intend to use the specifications from the original project for this expansion. We will attend meetings with the Architect, Owner, and related team members as stated below. Assume preparation of 100% review document drawings.

Deliverables:

- Site Plan – 100%
- Grading Plan–100%
- Landscape Plan– 100%

CM Meetings attendance: Assume (1) meeting/workshop via teleconference with BSD; assume bi-weekly web meetings via teleconference with the project team.

#### C. CONSTRUCTION DOCUMENTS (CD)

Preparation of Construction Drawings for all site components described above, landscape and hardscape details, and technical specifications for all site improvements identified below. Attend meetings with Owner, Architect and other team members as described below. Assume preparation of 80% and 100% review document drawings.

Prepare bid documents to be included in Permits and Bid Package for identified site improvements. There will be one (1) construction package.

DRAWINGS:  
Site/Layout Plan  
Grading Plan  
Irrigation Plan  
Planting Plan  
Landscape Details  
Hardscape Details

SPECIFICATIONS BY CM,  
CSI Format Sections:  
32 13 13 – Concrete Paving  
32 80 00 – Irrigation  
32 92 19 – Landscape Grading  
32-92 19 - Seeding  
32 93 00 – Plants

CM Meetings attendance: Assume bi-weekly web meetings via teleconference with the project team.

D. PERMITTING AND BIDDING ASSISTANCE

Minimal/Reduced AIA consulting services related to site improvements. Assist Architect with preparation of one (1) addendum. Respond to City review comments for one permit package. Respond to contractor's inquiries during Bidding.

E. CONTRACT ADMINISTRATION (CA) & POST CONSTRUCTION

Minimal/Reduced AIA consulting services related to site improvements. Attend one construction meeting/site visit related to site development. Attend required site inspection as stated in project specifications. Prepare drawing revisions related to CR's, CCD's etc (2 total). Respond to RFI's (2 total); review submittals, shop drawings.

Meetings:

Attend one (1) construction site visit.

COMPENSATION

• FEES FOR PROFESSIONAL SERVICE

The fees for professional services are presented on a Lump Sum basis, by phase of design as follows:

A. Schematic Design	\$2,500
B. Design Development	\$4,000
C. Construction Documents	\$11,000
D. Permitting & Bidding	\$500
<u>E. Construction Administration</u>	<u>\$2,000</u>
Total Proposed Fees	\$20,000

We propose that all services noted above be provided for a Lump Sum = **\$20,000**. Invoices will be submitted monthly with payment requests based upon percentage of completion for each phase of design.

• REIMBURSABLE EXPENSES

Reimbursable expenses are in addition to the Lump Sum shown above. The following expenses are considered reimbursable and will be charged at the rates listed below.

Personal Car Mileage (trips to/from Corvallis)	\$0.585 per mile
Postage, Shipping & Delivery	Actual Cost
Printing and Reproduction of Deliverables	Actual Cost
Meals (applicable for trips involving night meetings or daytime meetings =/or greater than 4 hours).	per diem, Federal Rates

We propose that the expenses noted above be provided within a budget = **\$350**.

ASSUMPTIONS & EXCLUSIONS

In addition to the narrative above describing our work, please note the following assumptions and exclusions made in determining our fees for service:

- The anticipated design schedule duration is 2-3 months total. Extension of the design schedule (or added check points) may require an additional service.
- Provision of base map / topographic information prepared by a professional land surveyor is by others.
- Geotechnical engineering report with foundation, soil percolation, groundwater and pavement recommendations will be provided by others.
- Our documents will be prepared for inclusion in one (1) complete document set.
- An erosion control permit and related documentation will be prepared by the Civil Engineer.
- A site demolition and salvage plan will be prepared by the Civil Engineer.
- Traffic signs, ADA signs, and Entry sign (monument type or reader board) design is by others.
- Vehicle parking and/or bus and parent drop-off renovation/design is excluded.
- Structural engineering for walls and footings exceeding 3' height, footings of fences or poles exceeding 6' height, and site lighting will be provided by design team structural engineer. Provision includes footing dimensions and reinforcement design.
- Green roof or similar on-structure design is excluded.
- Services related to LEED Certification are excluded.
- Coordination or documentation of 'public art' is excluded.
- Nursery visits to examine plants prior to site delivery is excluded.
- Services in the preparation of a 'Consolidated Construction Set' is excluded.
- Services in the preparation of Record Documentation is excluded.
- Services in the preparation of Land Use/Site Review is excluded.
- Cost estimation will be provided by others (Project Cost Estimator).
- Design and permitting documentation required for public right-of-way roadway paving improvements, is not anticipated and is therefore excluded. We assume if ROW design and/or documentation is required, that it will be primarily led by the Civil Engineer.
- Our proposal assumes that minor revisions may be necessary with each successive stage of the work as it progresses. If, however, major revisions are necessary to work previously executed and submitted as the result of a change in program, budget or other decisions beyond our control after one of the designated checkpoints, we will require the extra work be compensated through an Additional Service agreement.

#### ADDITIONAL SERVICES

Additional services and expenses (beyond those covered by the noted Lump Sum Fees & Maximum Reimbursable Expenses) requested by the Owner or Architect will be provided through a supplement to our agreement or on a time and expense basis at the rates listed below and stated above. Work on major revisions will not be undertaken as Additional Service until written authorization is received.

The following rates for Professional Services apply:

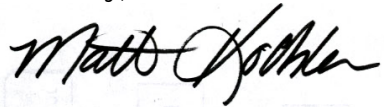
➤ Professional Services

Principal	\$160.00
Associate Principal	\$145.00
Associate	\$130.00
Landscape Architect	\$120.00

Planner	\$120.00
Project Arborist	\$115.00
Assistant Planner	\$110.00
Designer 1	\$110.00
Designer 2	\$ 95.00
Designer 3	\$ 80.00

Again, we look forward to the opportunity to collaborate with DLR Group on this expansion and project for Beaverton School District. We hope this proposal meets with your approval. Please don't hesitate to contact us if you have any questions or concerns. We welcome your feedback in consideration of an approach different from what we have described in this proposal.

Sincerely,



Matthew S. Koehler, ASLA, LEED AP  
Principal



## SHORT FORM CONTRACT / WORK AUTHORIZATION

Date: December 21, 2021 Project #: \_\_\_\_\_  
 Project: Sato/Kaiser School Storm modification Amendment #: \_\_\_\_\_  
 Client: DLR Group Client Contact: Jane Gooding  
 Phone #: 503.274.2675 Fax #: \_\_\_\_\_  
 Physical Address: 110 SW Yamhill St, Suite 105 Billing Address (if different): \_\_\_\_\_  
Portland, OR 97204

**Services to be performed:**

See Exhibit A

Requested By: Jane Gooding Schedule: 8 weeks

**Compensation:** Client agrees to pay WHPacific, Inc. for the above services on the basis of:

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- A lump sum fee of \$ 10,000.
- A lump sum fee of \$ \_\_\_\_\_, plus reimbursable expenses as set forth in the attached Fee Schedule.
- Hourly Time & Materials Basis - Not to Exceed: \$ \_\_\_\_\_.
- For extra work, salary cost times a factor plus incurred expenses as set forth in the attached Fee Schedule.

This Work Authorization, together with the attached Exhibits (if any), represents the entire understanding between the Client and WHPacific, and can only be modified by duly executed written instrument. WHPacific's Standard Contract Provisions are also incorporated herein. By its signature below, Client: 1) acknowledges receipt and approval of such Standard Contract Provisions, including the Limitation of Liability provisions included therein, and 2) authorizes WHPacific to proceed with the Services.

**WHPACIFIC, INC.**

**CLIENT: DLR GROUP**

Name: Daniel Boultinghouse, PE  
 Signature:   
 Title: Operations Manager  
 Date: 12/21/2021

Name: \_\_\_\_\_  
 Signature: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

Name: Tyler Ott, PE  
 Signature:   
 Title: Project Manager  
 Date: 12/21/2021

**EXHIBIT A**  
**Sato Elementary School – Engineering Services**  
**Beaverton, Oregon**

**A. PROJECT UNDERSTANDING**

Sato Elementary school will be adding an additional 4 classrooms underneath the existing overhang located on the SE corner of the existing school. Due to these additions, two existing storm lines will be impacted and need relocation.

**B. SCOPE OF WORK**

**CIVIL ENGINEERING**

**CIVIL PLANS AND DOCUMENTS**

1. Attend design team meetings during this phase, 2 budgeted.
2. Prepare monthly status reports and invoicing.
3. Prepare an Existing Conditions and Demo Plan.
4. Prepare Civil Utility Plan at 1" = 20' scale.
  - a) Indicate proposed storm relocation.
  - b) Provide details for Utility plan work.
5. Prepare Erosion Control Plan at 1" = 20' scale.
  - a) Provide an erosion control plan conforming to agency requirements.
6. Develop final Stormwater Memo with drainage calculations and supporting documentation for permit submittal.
  - a) Prepare final water quality/quantity calculations.
  - b) Prepare final storm drainage conveyance hydraulics.
7. Prepare Detail Sheets as necessary to support the Plan set. (2 sheets estimated)
8. Review points will be defined as follows:
  - a) Permit Construction Documents (90%) – Check set submitted for coordination prior to submittal for permit.
  - b) Permit Plans (100% CD's) – Permit submittal package.
9. Prepare project specifications in 6 digit format.
10. Provide permit documents to the Architect for their submittal to permitting agencies.

**Deliverables**

- 90% CD's for Coordination prior to submittal for Permit
- 100% CD's for Permit submittal
- Technical Specifications
- Storm Memo

**C. FEE SUMMARY**

<b>Item</b>	<b>Fee Amount</b>
Project Management and accounting	\$250
Storm Memo	\$2,500.00
Existing Conditions and Demo Plan	\$1,500.00
Site/Utility Plan	\$3,000.00
Erosion Control Plan	\$2,000.00
Detail Sheets	\$750.00
Estimated Expenses	\$0
<b>Total Fixed Labor Fee Amount</b>	<b>\$10,000.00</b>

**Assumptions**

1. WHPacific, Inc. drawing standards will be utilized for preparing the drawings.
2. All work will be completed in AutoCAD Civil 3D 2018. Conversions will be provided if other team members are using an earlier version of the AutoCAD.
3. WHPacific will provide permit drawings and storm drainage reports as required.
4. All utilities if revised will be designed with stubs to the site.
5. It is assumed that the existing public water, storm and sanitary flows are adequate to accommodate this project's future flows.

**Services not included and/ or to be provided by others**

- Design revisions after approval to proceed with construction documents. If design revisions are requested, WHPacific will perform the revision after receiving written authorization.
- Design of site signage.
- Gas, electrical, cable television, and telephone service designs. Service companies typically provide this design; however, MEP consultant will coordinate with the utility companies.
- Interior power or lighting
- Traffic engineering, including the design of new traffic signals.
- Addenda or change orders resulting from a change from the Owner, Architect, or other Consultants.
- Construction cost estimates.
- Site lighting

- Landscape Architecture or irrigation
- Environmental Permitting, Wetland Delineation and Mitigation
- Dewatering and foundation excavation plans.
- Site retaining walls in excess of 4 feet.
- Lot Consolidation
- Permit Fees
- Geotechnical Engineering Services
- 1200-C erosion control package
- Full Storm report
- Design or detail grading

# Annual Report & Local Service Plan

*A report to school boards and community about the services provided to school districts in the 2020-21 school year and planned services for the 2022-2023 school year*





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# ABOUT



**NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT**

# BOARD OF DIRECTORS

NWRESD is governed by a nine-member board. Five zoned members are elected by school boards from the represented zone. Four members are appointed by the elected members. Appointed positions include representation from the social services, higher education and business sectors. There is also an at-large position.



**TONY ERICKSON, CHAIR**

Zone 4: Beaverton (Beaverton and Sunset High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



**ROSS TOMLIN, VICE CHAIR**

Higher Education



**CHRISTINE RILEY**

Zone 1: Gaston, Sherwood and Tigard-Tualatin



**DOUG DOUGHERTY**

Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



**LISA POEHLITZ**

Zone 3: Hillsboro



**KAREN CUNNINGHAM**

Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



**MAUREEN WOLF**

At-Large



**ERNEST STEPHENS**

Business



**DIANE WILKINSON**

Social Services

# EXECUTIVE LEADERSHIP



DAN GOLDMAN  
Superintendent



SARAH POPE  
Deputy Superintendent



JOHNNA TIMMES  
Executive Director of Early Learning



CATHLEEN JENSEN  
Executive Director of  
K-12 Special Education



MEGAN MCCARTER  
Executive Director of  
Instructional Services



SHARIF ZAKIR LIWARU  
Director of Equity and  
Family Partnerships



DEBBIE SIMONS  
Chief Human Resources Officer



STUART LONG  
Chief Information Officer

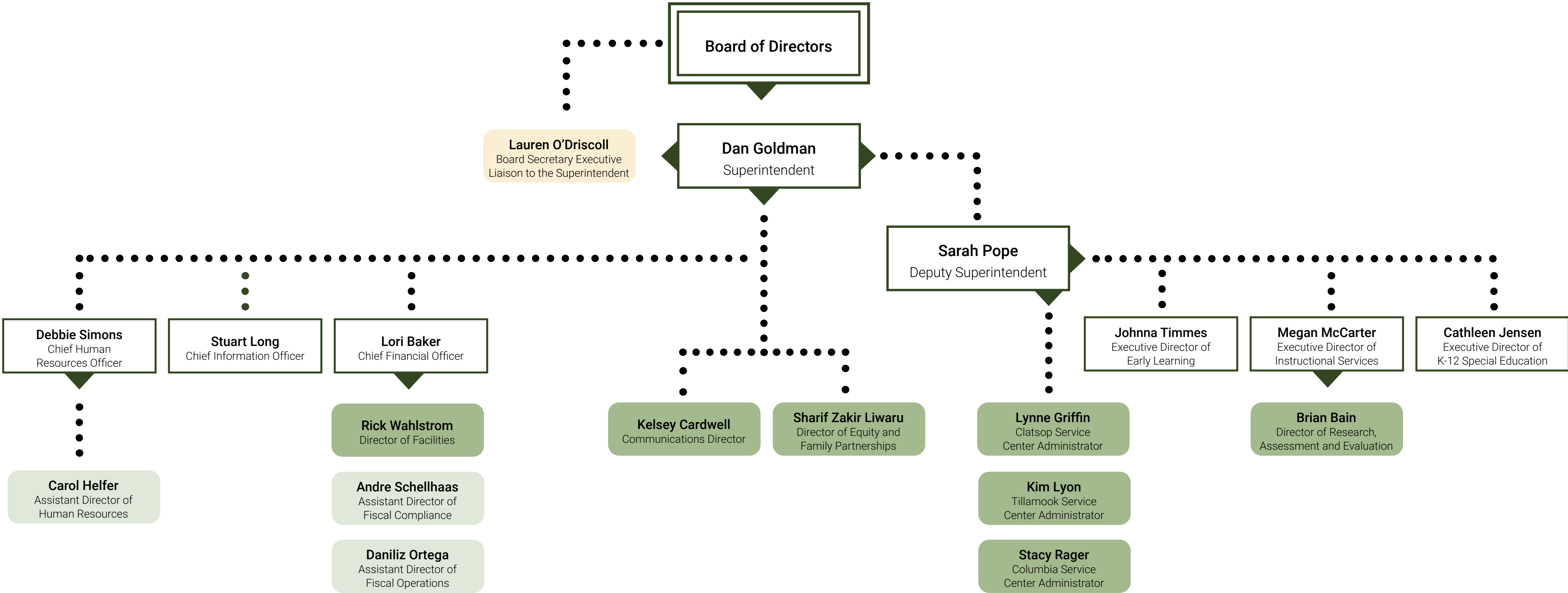


LORI BAKER  
Chief Financial Officer



KELSEY CARDWELL  
Director of Communications

# ORGANIZATIONAL CHART





# ANNUAL REPORT

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2020-21 FISCAL YEAR

# REFLECTING ON THE 2020-21 SCHOOL YEAR

## A Message from Superintendent Dan Goldman



To the school boards, staff, community partners, students and families that we have the privilege of working with:

This past school year has undoubtedly challenged educators beyond what we could have ever imagined when we first set out to inspire and support students. As your partner

and a regional convener of public agencies and child and family services, Northwest Regional Education Service District (NWRES D) was uniquely positioned to witness the untold, and often heroic, efforts of educators across northwest Oregon. Reflecting on 2020-21, I am deeply, deeply grateful to my fellow superintendents and countless other school leaders throughout our region who have worked tirelessly, selflessly and with genuine care for the well-being of the children and

families they've committed to serving. There is ample evidence that—despite the difficulties navigating the pandemic, a national social justice awakening, and increased politicization of schooling—our region's teachers, support staff and specialists have kept students' needs at the forefront of their efforts. Shoulder-to-shoulder, our teams routinely persisted to improve the lives of the students and families we serve. I'm proud and honored to deliver a report highlighting what we were able to accomplish together.

In the enclosed pages, you will find celebrations and snapshots from the 2020-21 school year. As one of the most geographically, racially and economically diverse education service districts in Oregon, serving the largest student population, our work can be complex and is frequently intertwined with many different partners. Each year, we struggle to neatly summarize our work at a high level so the information enclosed in the annual report is meaningful to our partners and stakeholders. Between my summary of our work and the

individual school district sections that follow, I hope you get an authentic and accurate picture of how NWRES D is working for you, the varied programs and activities we employ with our partners to improve student outcomes, and our commitment to improving educational access, equity and success for every child in our territory.

### **2020-2025 Strategic Plan Progress**

The 2020-21 school year was the first year in our current strategic plan. When we drafted the plan, we had not forecasted a crippling global pandemic, nor did we anticipate the opportunities that would arise from historic levels of social unrest and uprising across the country and at home. Through an incredible number of curveballs, detours and delays, I am proud to share substantive progress.

Our strategic plan is organized as a set of six collective commitments. We know that only when all of our staff work collaboratively to pursue these six collective commitments, will

we achieve our organizational vision: “Every student educated, equipped and inspired to achieve their full potential and enrich their communities.”

To highlight how our collective work impacts students, we recently enlisted the Lopez family to tell their story and share more about what educator success looks like from their perspective. The Lopez’s connection to our services are extensive and include:

- The entire family received services from the Migrant Education Program.
- Alejandra (eldest daughter) was a member of our 9th Grade Success Student Network, a network of students from school districts across the region who work together to identify and pilot opportunities for improving the rate of success for 9th grade students.
- Leti (mom) attended our adult technology courses to learn how to support her children through comprehensive distance learning.
- Rosalinda (youngest daughter) interned with the Migrant Education Program, providing leadership to younger students with a similar life experience.

At a personal level, the Lopez family’s story embodies what is possible when educators work together toward a common vision.

We hope you enjoy meeting them by watching the short clip below:



Alejandra Lopez, a 17-year-old from the rural Oregon coast, shares her experience as the child of immigrants. “The Migrant Education Program has been absolutely essential for me and my family,” she says. Watch the video at [nwresd.org/migrantspirit](https://nwresd.org/migrantspirit).

Zooming out to a higher level, I’ve also enclosed some of the milestones we achieved last year within each of the collective commitments.

### **Collective Commitment 1: Cultivate antiracism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making.**

- Launched the Board Equity Policy Advisory Committee to ensure our policies increase, rather than limit, access and outcomes for each NWRESD student.
- Grew the Diverse Educator Pathways program to 116 participants, an increase of more than 300%. This program provides mentorship and support to aspiring multilingual, multicultural educators.
- Created an anti-bias training module for those participating on job interview panels; added an exit interview process to identify staff retention strategies and opportunities.
- NWRESD leaders completed a six-part workshop series with the National Equity Project to pave the way for the creation of region-wide Equity Learning Teams (ELTs).

- Published the NWRESA Antiracist Multicultural Continuum and had NWRESA staff measure where they feel our organization lives along the continuum to help us set measurable equity goals.

**Collective Commitment 2: Create culturally sustaining learning environments that ensure each student is safe, known, and connected.**

- The speech language pathology, autism spectrum disorder and school psychology teams administered over 1,400 virtual sub-tests to diagnose students' needs while in comprehensive distance learning.
- Schools teams attended the Northwest Positive Behavior and Intervention Supports conference to systematically strengthen PBIS structures in the coming school year.
- Students at Columbia Academy received 80 minutes of Lions Quest Social Emotional Learning Curriculum each week (the remaining schools will select curriculum this school year).
- We provided more than 250 wireless devices to staff and families without internet access and 364 EI/ECSE families with iPads to

ensure continuation of services during the pandemic.

**Collective Commitment 3: Establish high expectations for the achievement and personal growth of each student.**

- 20 high schools serving over 5,800 students adopted more equitable and motivating grading policies to support student success during the pandemic.
- 35 students across our four counties completed local change projects to improve their schools through the 9th Grade Success Network.
- 92% of participants said 9th Grade Success Network professional development will lead to improved outcomes for historically underserved students.
- We increased the use of data-driven decision-making software (supporting MTSS) from 20% of districts to 55%.

**Collective Commitment 4: Utilize culturally sustaining, research-based practices for designing and delivering instruction.**



Stephen Ferbrache, a student at Columbia Academy, sits atop a play structure during recess on March 31, 2021. Photo by Kelsey Cardwell.

- Teacher teams worked collaboratively in weekly Professional Learning Communities to refine their practice and support students in the areas of math, language arts, social emotional learning and equity.
- Members of the instructional services team developed three popular Every Student Belongs curriculum modules with facilitator guides to assist teachers, principals and students to create safe and welcoming classroom spaces.

**Collective Commitment 5: Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners.**

- We piloted a continuous improvement planning process to connect department-level actions to the agency strategic plan, including data monitoring, evaluation and professional learning requirements.
- We launched new accessible, user-



Robbie, an elementary student at Day Treatment Program, focuses on matching cards with a Life-Works milieu counselor. Photo by Kelsey Cardwell.

centered, multilingual communications tools including a new website and email/SMS bulletin system. We trained more than 30 program team members to use the tools for communicating with families and partners.

**Collective Commitment 6: Seek, organize, and allocate resources toward achieving these commitments**

- We created a new annual report and annual budget document to demonstrate alignment of resources to agency values and the new strategic plan.
- We increased our general fund reserve to 9.3% from 8%.

**Detours: COVID-19 Response**

- In partnership with metro region education service districts and health care providers, NWRESD coordinated a COVID-19 vaccination site at the Oregon Convention Center. As a result of the partnership, more than 70,000 educators efficiently received their vaccines. Our staff also recruited and coordinated more than 165 volunteers from Washington County to work at the vaccination site.

- In response to distance learning and the pandemic, we hosted a weekly professional learning series and conducted individual coaching sessions for staff from 11 of our component districts. Topics included: educational technology, the Canvas learning management system, culturally responsive teaching in a virtual setting, and social emotional learning in the pandemic context.
- We posted weekly COVID-19 metrics to help component school districts plan for a return to face-to-face instruction.
- We coordinated regular and ongoing meetings between county public health offices and our component school districts.

My best-

Dan Goldman  
Superintendent

# OUR SERVICE AREA

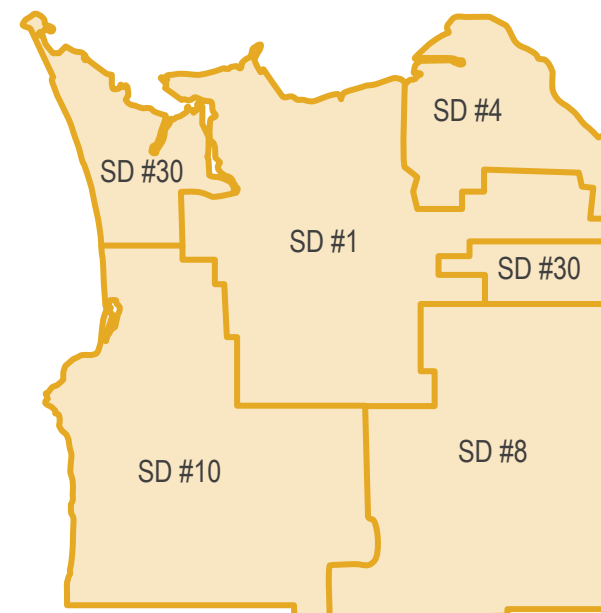
## Land Acknowledgement:

Every community owes its existence to those who took part in making the history that led us to where we are today.

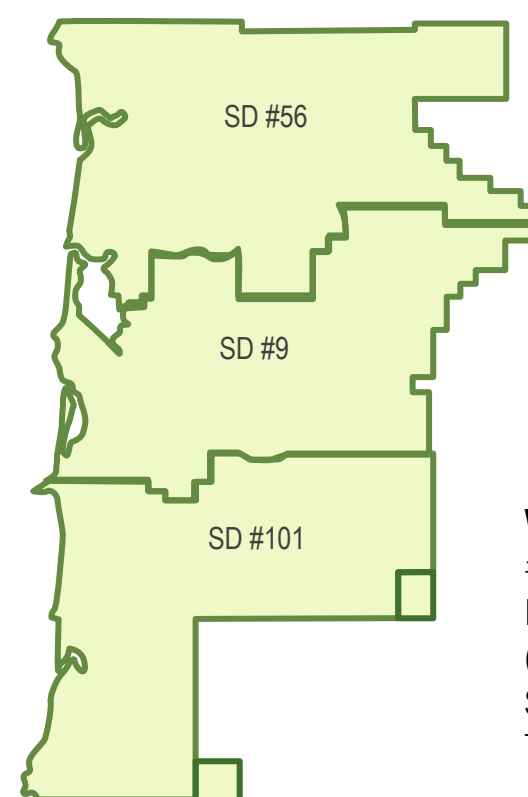
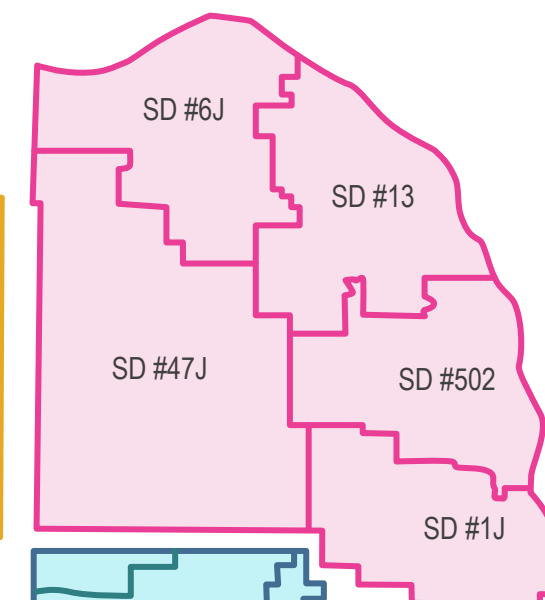
Some were brought to this region against their will, some were drawn to leave distant homes in pursuit of a better life, and some have lived here for countless generations.

We acknowledge that our service area overlays the traditional lands of the Atfalati, Nekelim, Siletz and Tillamook peoples. In our daily work in service to this region, we aspire to honor with gratitude the land itself and the people who have stewarded it over the centuries.

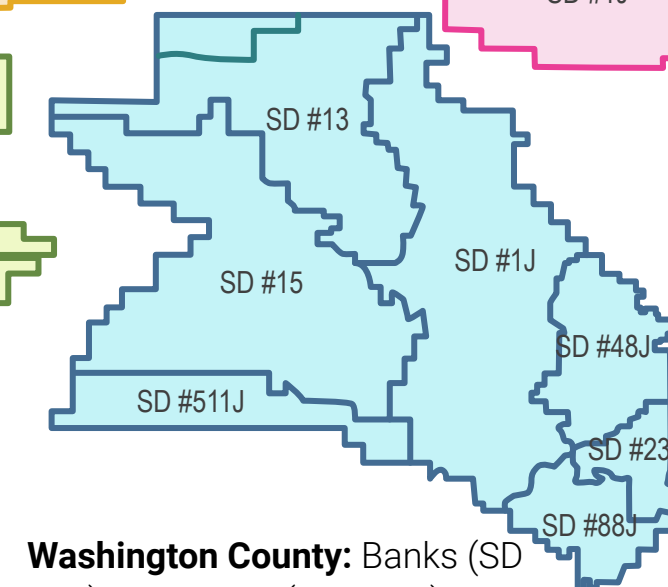
**Clatsop County:** Astoria (SD #1), Jewell (SD #8), Knappa (SD #4), Seaside (SD #10), Warrenton-Hammond (SD #30)



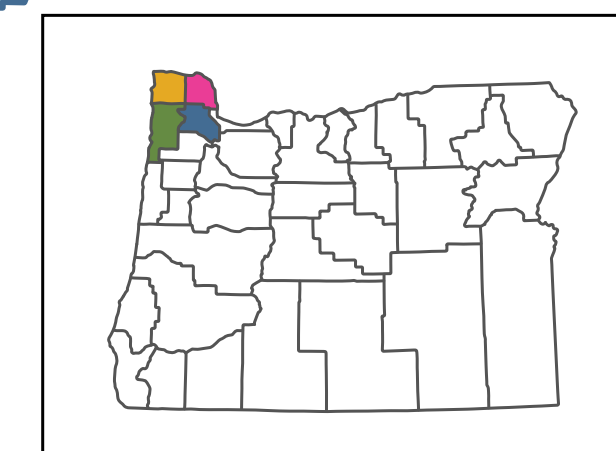
**Columbia County:** Clatskanie (SD #6J), Rainier (SD #13), Scappoose (SD #1J), St. Helens (SD #502), Vernonia (SD #47J)



**Tillamook County:** Neah-Kah-Nie (SD #56), Nestucca Valley (SD #101J), Tillamook (SD #9)



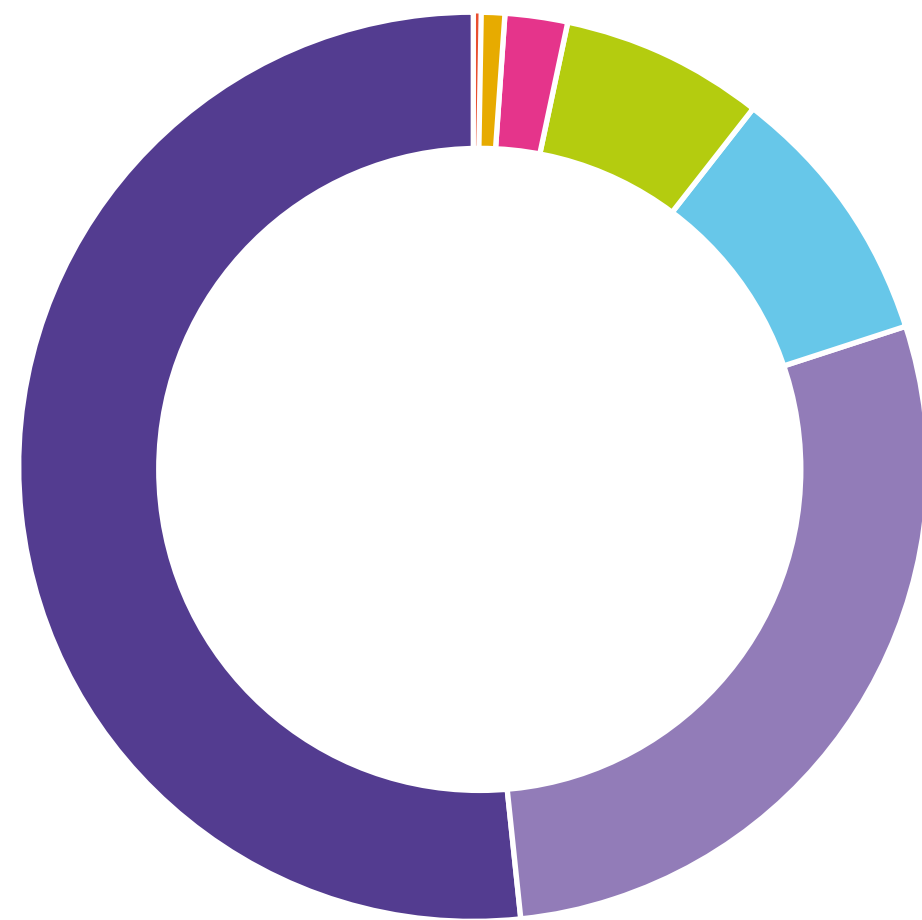
**Washington County:** Banks (SD #13), Beaverton (SD #48J), Forest Grove (SD #15), Gaston (SD #511J), Hillsboro (SD #1J), Sherwood (SD #88J), Tigard-Tualatin (SD #23J)



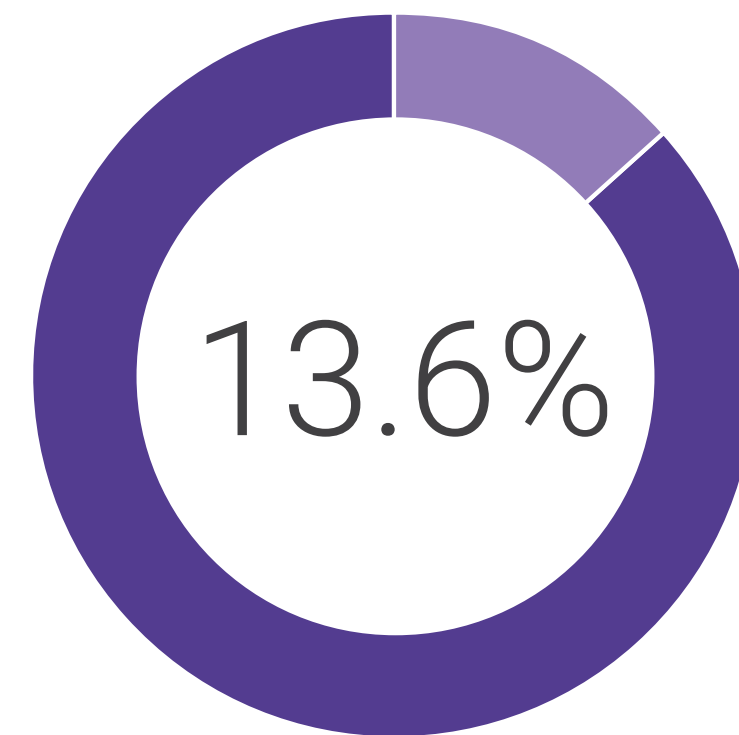
# REGIONAL DEMOGRAPHICS

## STUDENT RACIAL DEMOGRAPHICS

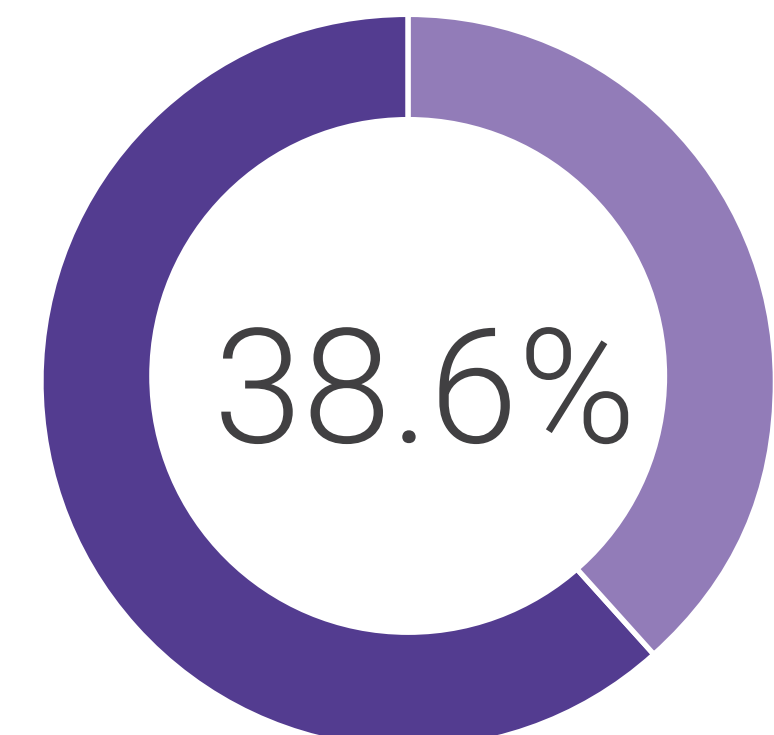
- Indigenous - .55%
- Pacific Islander - .83%
- Black - 2.1%
- Multiracial - 7.1%
- Asian - 9.4%
- Latino/a/x - 28.4%
- White - 51.6%



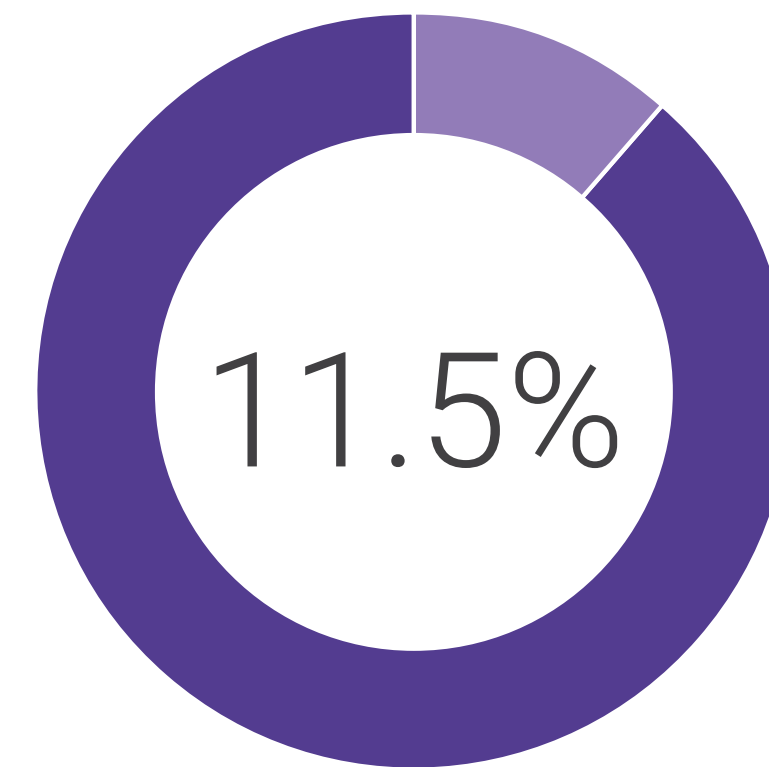
## STUDENTS RECEIVING SPECIAL EDUCATION SERVICES



## STUDENTS RECEIVING FREE OR REDUCED LUNCH



## STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

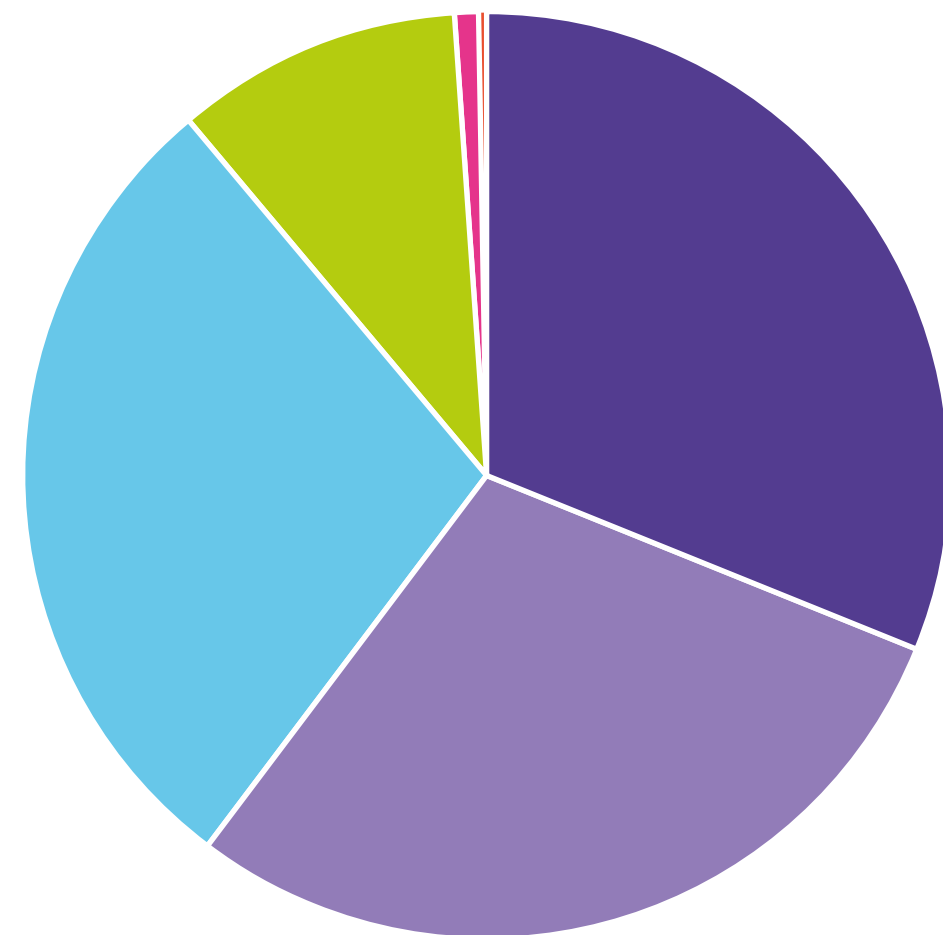


# OVERVIEW OF 2020-21 FINANCIALS

## TOTAL NWRES D RESOURCES

- **State, Federal & Private Grants** - \$41,067,998
- **State School Fund & Timber** - \$38,441,531
- **Charges for Services** - \$37,722,702
- **Property Taxes** - \$13,162,514
- **Sale of Capital Assets** - \$1,131,285
- **Other** - \$238,925

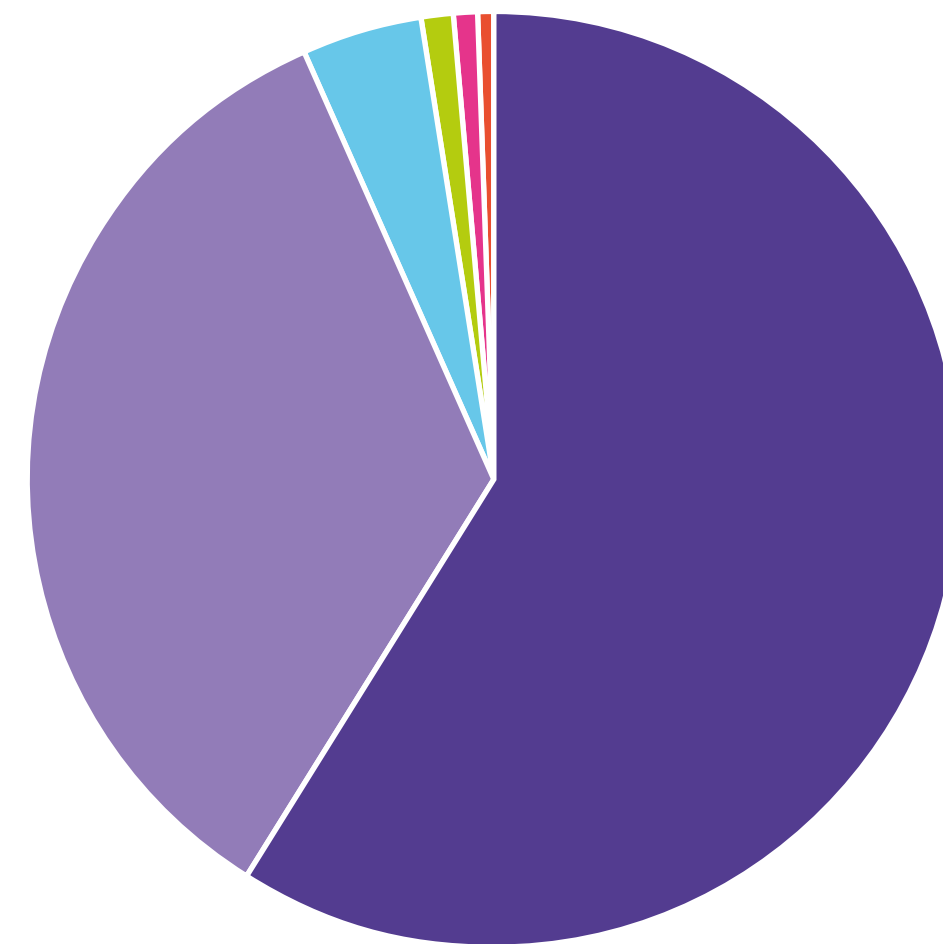
**Total** - \$131,764,955



## TOTAL NWRES D EXPENDITURES

- **Support Services** - \$71,566,087
- **Instruction** - \$41,739,981
- **Apportionment of Funds** - \$5,115,906
- **Enterprises and Community Services** - \$1,563,512
- **Debt Service** - \$779,379
- **Capital Outlay and Construction** - \$602,022

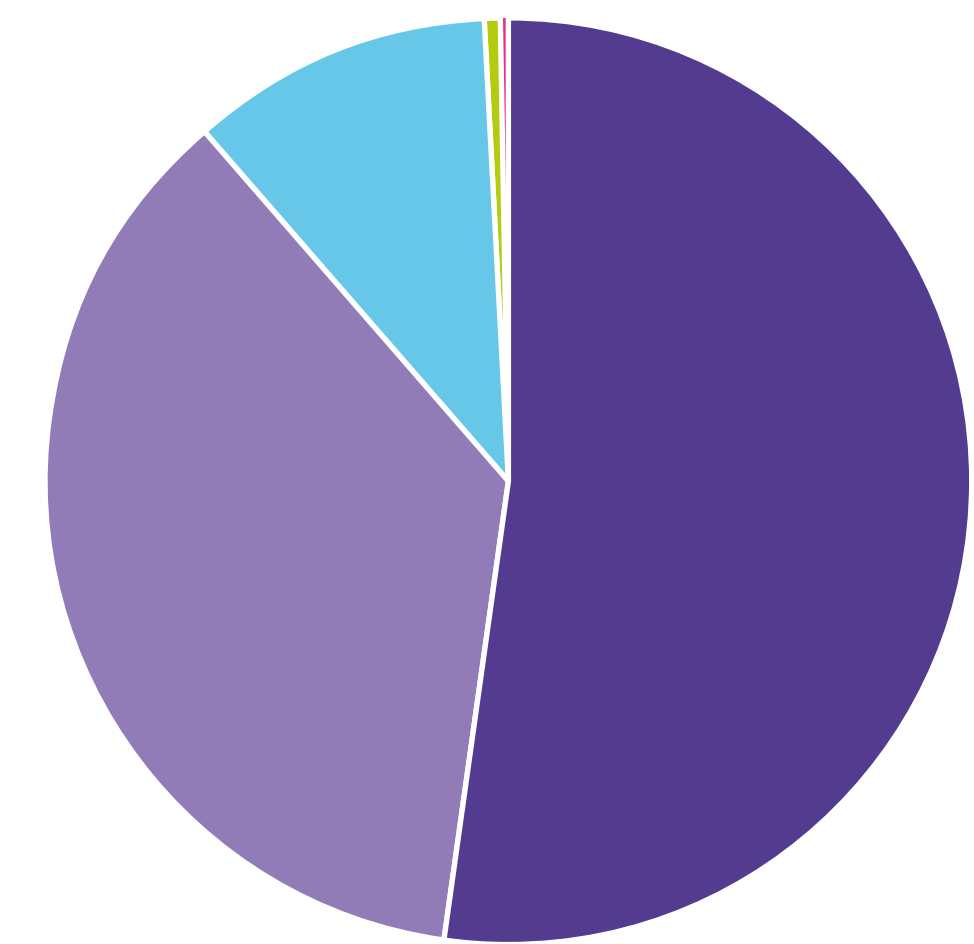
**Total** - \$121,366,887



## 2020-21 CORE SERVICES EXPENDITURES

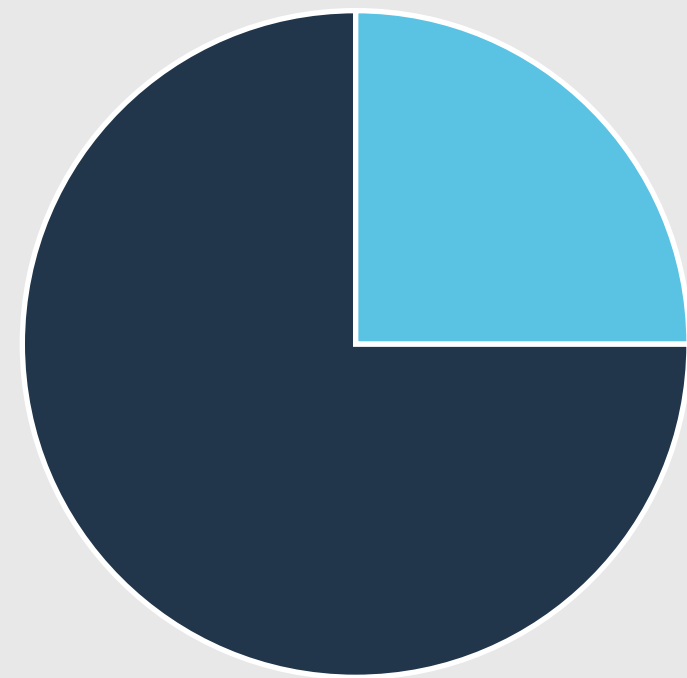
- **Technology** - \$2,437,748
- **County Allocations** - \$1,699,798
- **Instructional Services** - \$497,144
- **Home School Registration** - \$15,000
- **Emergency Closure** - \$10,500

**Total** - \$4,660,190



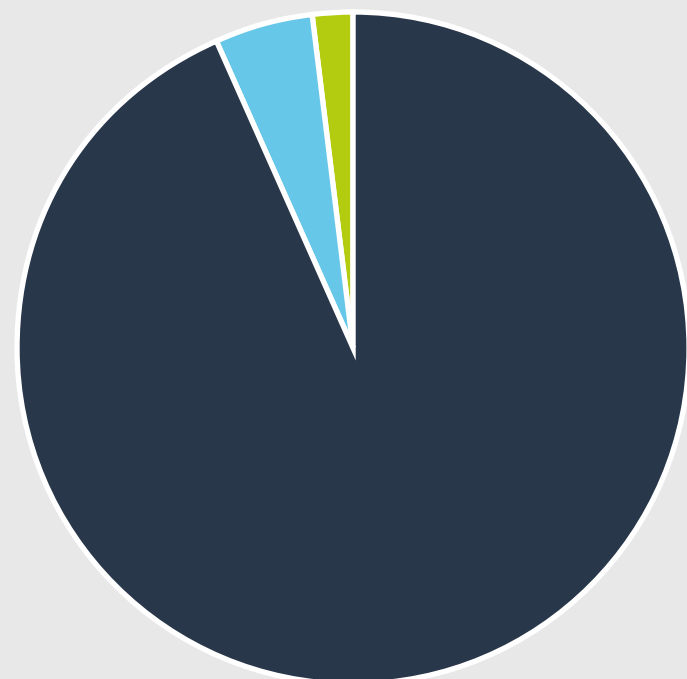
# DISTRICT PROFILE: ASTORIA

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$613,998
- **Core Services** - \$204,666

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$750,645
- **Technology** - \$38,618
- **Instruction** - \$14,521

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$14,521</b>
Northwest Promise Membership	8,821
Ion MTSS Software	5,700
<b>Special Education Services Total</b>	<b>\$750,645</b>
Staffing Services	682,300
EI/ECSE Evaluations	55,686
Other Student Services	12,659
<b>Technology Services Total</b>	<b>\$38,618</b>
Infinite Visions	28,698
Regional Data Warehouse	4,950
CRIS - Background Checks	2,636
Other Technology Services	2,334
<b>Total</b>	<b>\$803,784</b>

# ASTORIA PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood  
Special Education  
**93 evaluations were conducted and 80 babies/children received services.**



Autism  
**37 students were supported by our autism specialists.**



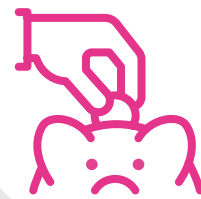
Equipment Center for Severe  
Orthopedic Impairment  
**4 students received critical equipment to support mobility.**



Deaf/Hard of Hearing  
**3 students who are deaf or hard of hearing received services that helped them fully access instruction.**



Migrant Education Program  
**96 Astoria students whose families migrate frequently for work received academic and social support.**



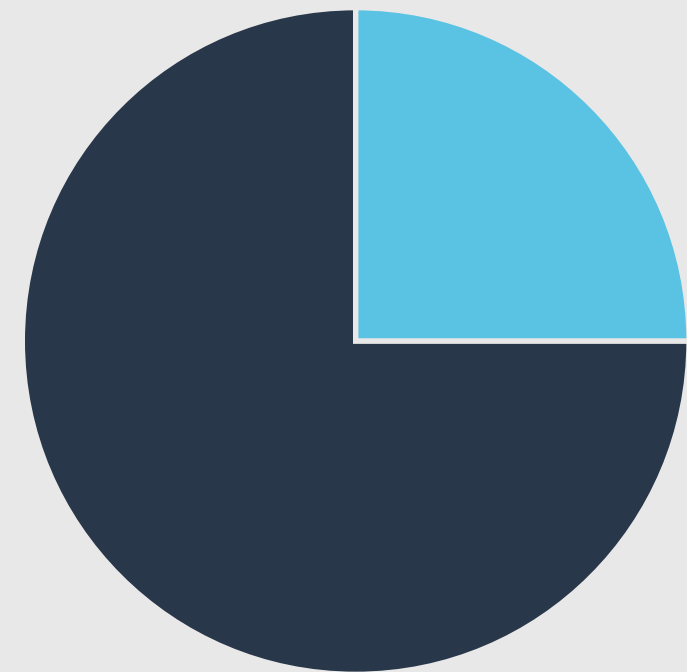
Medicaid Administrative Claiming  
**\$70,981 in district funds recovered through Medicaid claiming.**



Grant Funding  
**\$366,279 total grant funding awarded thanks to our grant writer, including \$71,529 proportional benefit from regional grants and \$294,750 in direct funding for Astoria.**

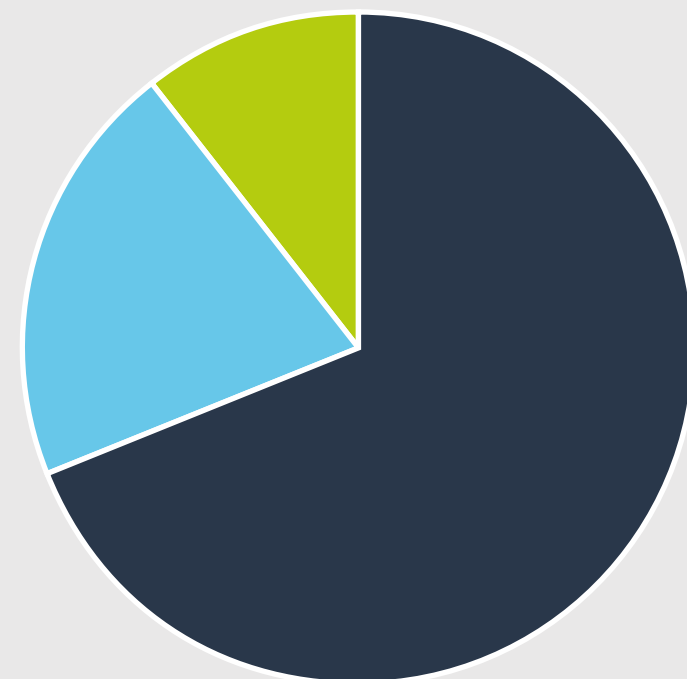
# DISTRICT PROFILE: BANKS

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$359,240
- **Core Services** - \$119,747

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$442,086
- **Technology** - \$129,891
- **Instruction** - \$67,217

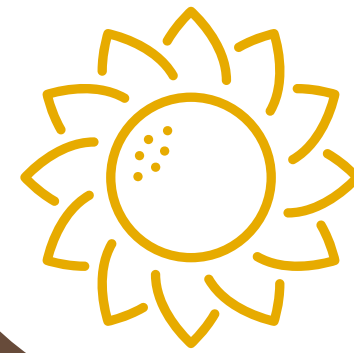
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$67,217</b>
Preschool Research Project	37,844
Outdoor School	23,200
Northwest Promise Membership	5,207
Other	966
<b>Special Education Services Total</b>	<b>\$442,086</b>
Staffing Services	427,396
EI/ECSE Evaluations	12,062
Other	2,628
<b>Technology Services Total</b>	<b>\$129,891</b>
Technology Purchasing	60,004
Technology Support	46,500
Other	23,387
<b>Total</b>	<b>\$639,194</b>

# BANKS PROGRAM HIGHLIGHTS



Grant Funding Awarded  
**Banks SD benefited from a \$43,712 proportional benefit from regional competitive grants sought by NWRESD.**



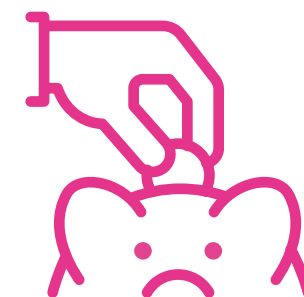
Migrant Education Program  
**20 Banks SD students whose families migrate frequently for work received academic and social support.**



Early Intervention/Early Childhood Special Education  
**10 evaluations were conducted and 22 babies/children received services.**



Special Student Services  
**19 students supported by our autism team, 2 by our orthopedic team, 2 by our vision team, and 1 by our deaf/hard of hearing team.**



Northwest Promise  
**\$19,680 in tuition cost savings thanks to college credits offered to high school students.**



Outdoor Science School  
**80 students were offered Outdoor School via Comprehensive Distance Learning.**

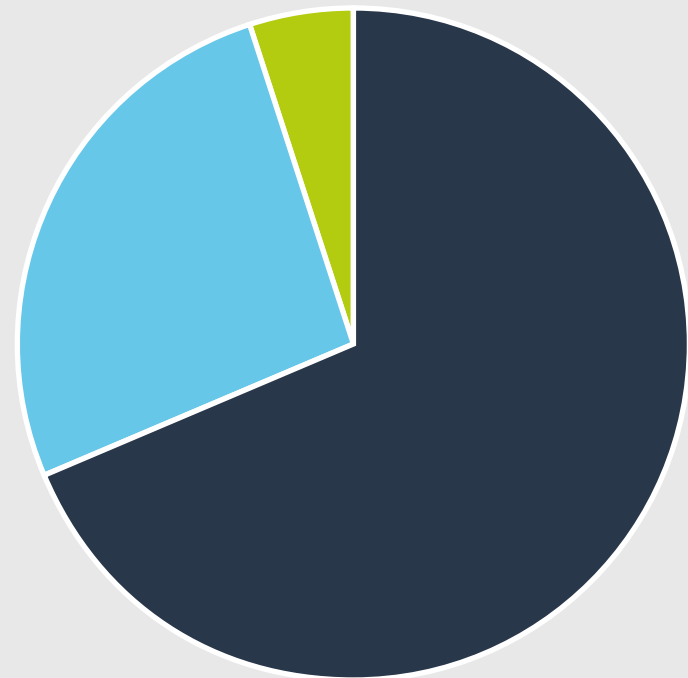
# DISTRICT PROFILE: BEAVERTON

## LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$17,875,065

## SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$6,101,070

■ **Instruction** - \$2,336,307

■ **Technology** - \$425,431

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

### Instructional Services Total **\$2,336,307**

Outdoor School	1,470,010
Regional Innovations	393,750
Professional Development Services	226,463
Northwest Promise Membership	200,408
Other	45,676

### Special Education Services Total **\$6,101,070**

Student Programs/Classrooms	4,997,704
EI/ECSE Evaluations	966,693
Other	136,674

### Technology Services Total **\$425,431**

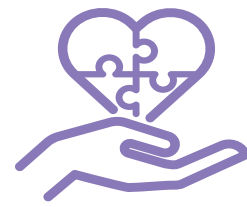
Destiny Library Services	118,271
ORSpED	108,061
Network Connectivity	85,363
Technical Engineering Cooperative	71,291
Other	42,444

### **Total** **\$8,862,808**

# BEAVERTON PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood  
Special Education  
**821 evaluations were conducted  
and 1,144 babies/children received  
services.**



Special Student Services  
**62 students supported by our deaf/  
hard of hearing team, 41 by our vision  
team, 5 by our orthopedic team, and 4  
by our deafblind team.**



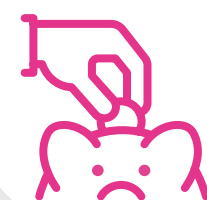
Social Emotional Learning  
**88 Beaverton SD students attended our  
five social emotional learning schools.**



Deaf/Hard of Hearing  
**3 students who are deaf or hard of  
hearing attended our program based at  
Groner Elementary.**



Outdoor Science School  
**5,069 students were offered Outdoor  
School via Comprehensive Distance  
Learning.**



Northwest Promise  
**\$647,800 in tuition cost savings thanks  
to college credits offered to high  
school students.**



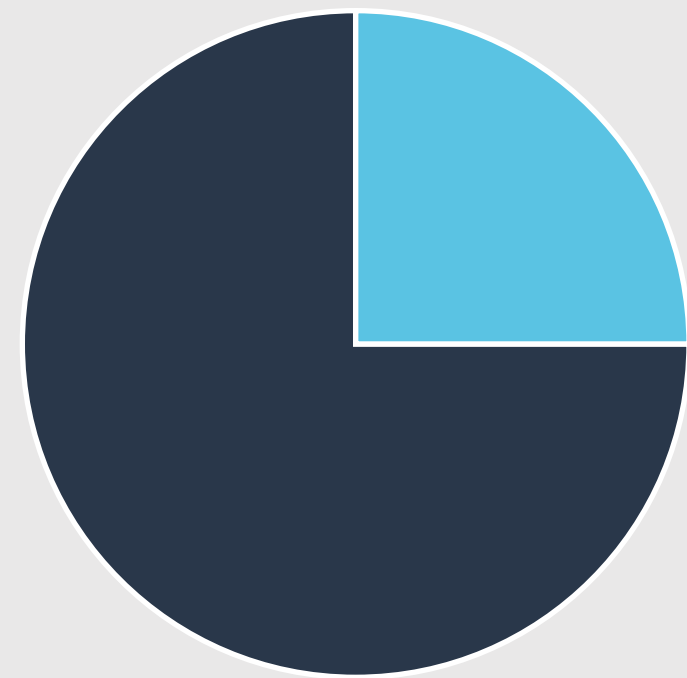
Diverse Educator Pathways  
**3 high school students who aspire to  
teach were coached and supported  
through the Diverse Educator Pathways  
program.**



Grant Funding Awarded  
**Beaverton SD benefited from a  
\$1,605,424 proportional benefit from  
regional competitive grants sought by  
NWRESD.**

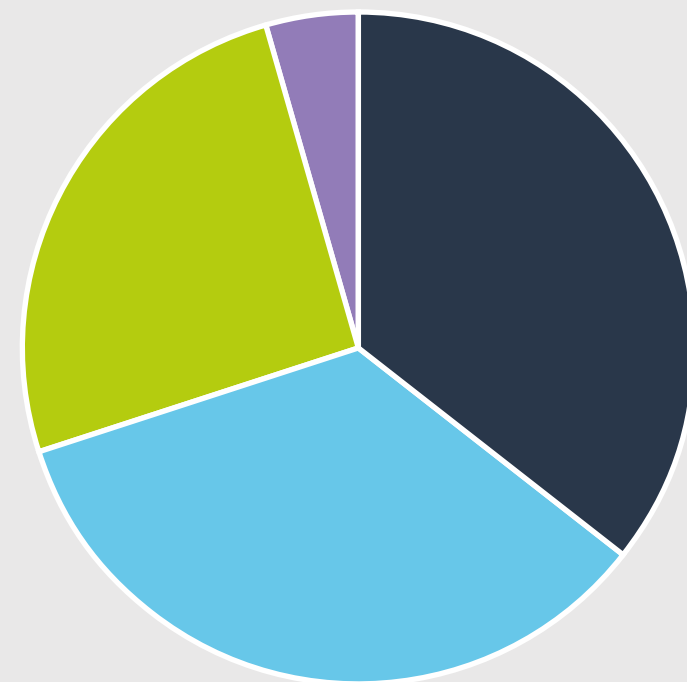
# DISTRICT PROFILE: CLATSKANIE

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$268,811
- **Core Services** - \$89,604

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Technology** - \$54,236
- **Special Education** - \$52,542
- **Administrative** - \$39,119
- **Instruction** - \$6,551

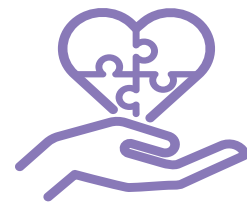
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$39,119</b>
Business Services	29,250
Substitute Management Services	5,144
Medicaid Technical Guidance	4,725
<b>Instructional Services Total</b>	<b>\$6,551</b>
Northwest Promise Membership	4,151
Ion MTSS Software	2,400
<b>Special Education Services Total</b>	<b>\$52,542</b>
Staffing Services	30,770
EI/ECSE Evaluations	21,772
<b>Technology Services Total</b>	<b>\$54,236</b>
Distance Learning Technology	23,917
Infinite Visions	18,044
Technology Support	8,720
Other	3,555
<b>Total</b>	<b>\$152,448</b>

# CLATSKANIE PROGRAM HIGHLIGHTS



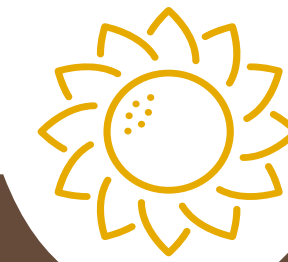
Early Intervention/Early Childhood  
Special Education  
**20 evaluations were conducted and 42 babies/children received services.**



Special Student Services  
**25 students supported by our autism team, 4 by our orthopedic team, 2 by our vision team, 2 by our deaf/hard of hearing team and 1 by our traumatic brain injury team.**



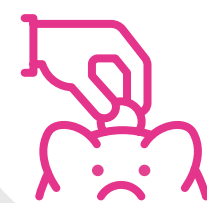
ORVED  
**30 ORVED virtual courses taken.**



Migrant Education Program  
**9 Clatskanie SD students whose families migrate frequently for work received academic and social support.**



Substitute Services  
**726 sub requests filled.**



Northwest Promise  
**\$14,760 in tuition cost savings thanks to college credits offered to high school students.**



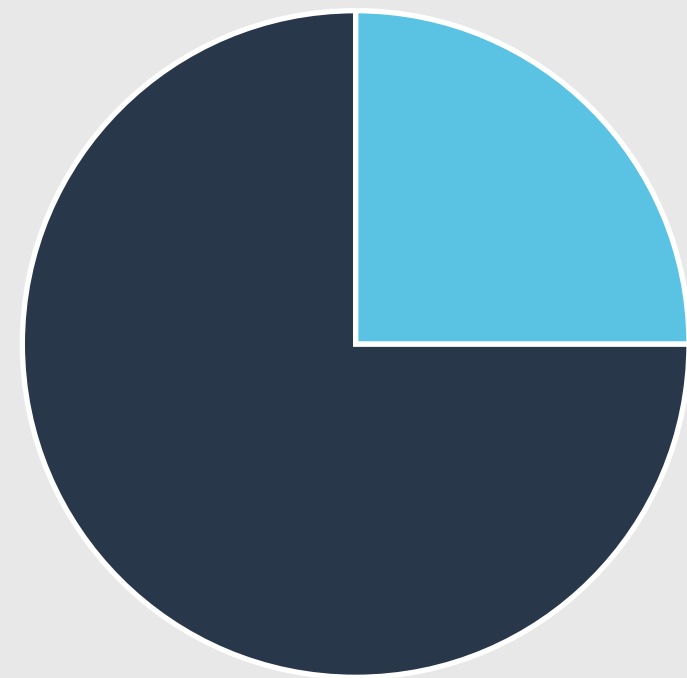
Medicaid Administrative Claiming  
**\$26,453 in district funds recovered through Medicaid claiming.**



Grant Funding Awarded  
**Clatskanie SD benefited from a \$27,817 proportional benefit from regional competitive grants sought by NWRESD.**

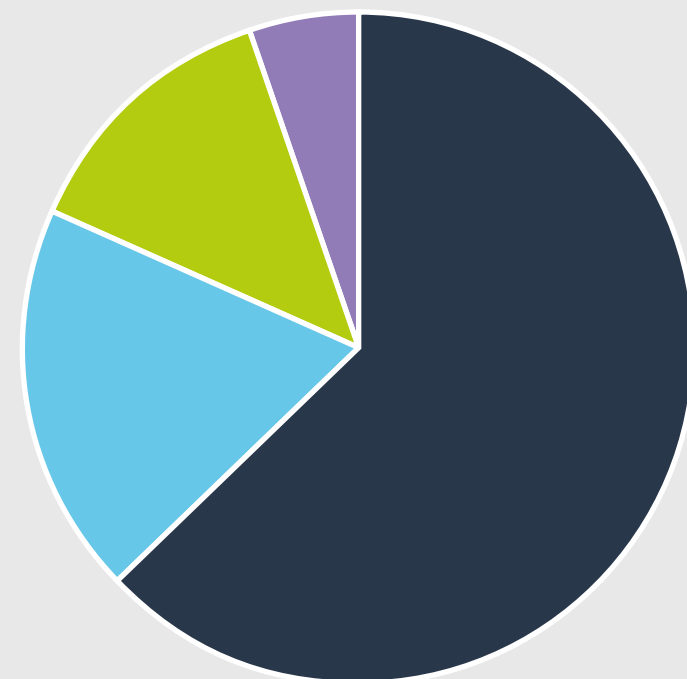
# DISTRICT PROFILE: FOREST GROVE

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$2,088,818
- **Core Services** - \$696,273

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$313,198
- **Technology** - \$93,015
- **Instruction** - \$65,549
- **Administrative** - \$25,260

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$25,260</b>
Substitute Management Services	25,260
<b>Instructional Services Total</b>	<b>\$65,549</b>
Northwest Promise	31,536
Diverse Educator Pathways Program	22,400
Attendance Services	6,383
Preschool Research Project	5,000
Other	230
<b>Special Education Services Total</b>	<b>\$313,198</b>
EI/ECSE Evaluations	154,813
Student Programs/Classrooms	150,712
Other	7,673
<b>Technology Services Total</b>	<b>\$93,015</b>
Infinite Visions	70,509
Regional Data Warehouse	16,761
Other	5,745
<b>Total</b>	<b>\$497,022</b>

# FOREST GROVE PROGRAM HIGHLIGHTS

## Early Intervention/Early Childhood Special Education

123 evaluations were conducted and 187 babies/children received services.

## Special Student Services

19 students supported by our orthopedic team, 10 by our vision team, 8 by our deaf/hard of hearing team, 2 by our deafblind team, 1 by our traumatic brain injury team.

## Social Emotional Learning

1 Forest Grove student attended one of our social emotional learning schools.

## Substitute Services

2,255 sub requests filled.



## Northwest Promise

\$135,300 in tuition cost savings thanks to college credits offered to high school students.

## Medicaid Administrative Claiming

\$52,679 in district funds recovered through Medicaid claiming.

## Diverse Educator Pathways

1 classified employee and 7 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.

## Grant Funding Awarded

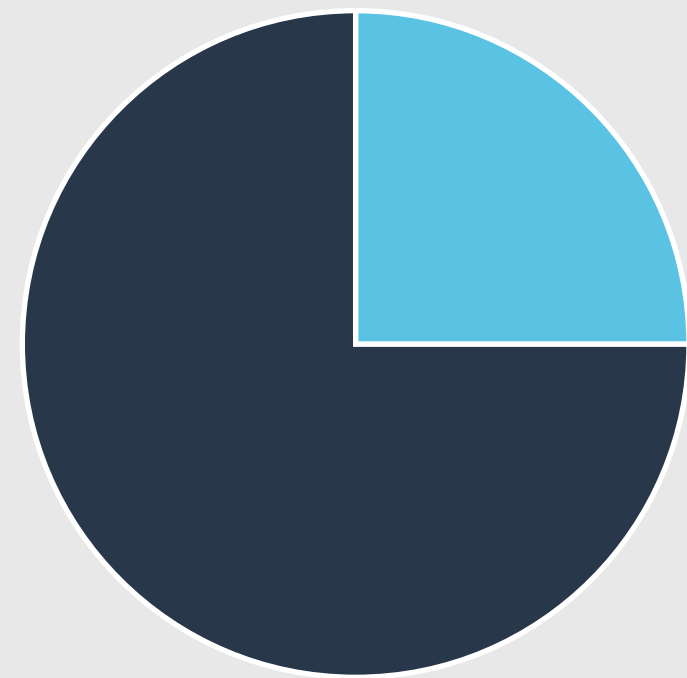
\$899,331 total grant funding awarded thanks to our grant writer, including \$234,456 proportional benefit from regional grants and \$664,875 in direct funding for Forest Grove.

## Outdoor Science School

471 students were offered Outdoor School via Comprehensive Distance Learning.

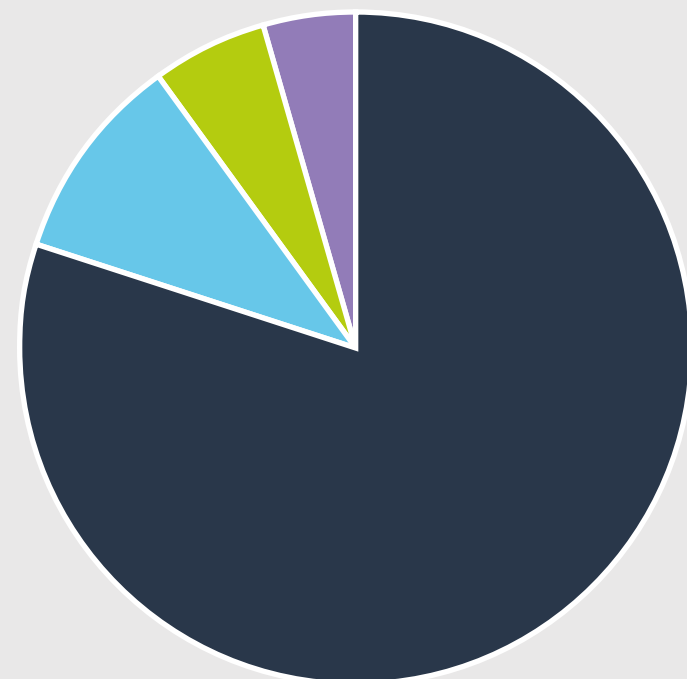
# DISTRICT PROFILE: GASTON

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$211,841
- **Core Services** - \$70,614

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$277,042
- **Technology** - \$34,058
- **Instruction** - \$19,078
- **Administrative** - \$15,000

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$15,000</b>
Business Services	15,000
<b>Instructional Services Total</b>	<b>\$19,078</b>
Outdoor School	13,920
Northwest Promise	2,858
Ion MTSS Software	1,500
Preschool Research Project	800
<b>Special Education Services Total</b>	<b>\$277,042</b>
Staffing Services	158,459
Student Programs/Classrooms	103,864
Other	14,719
<b>Technology Services Total</b>	<b>\$34,058</b>
Infinite Visions	17,273
Technology Support	15,000
Other	1,785
<b>Total</b>	<b>\$345,178</b>

# GASTON PROGRAM HIGHLIGHTS



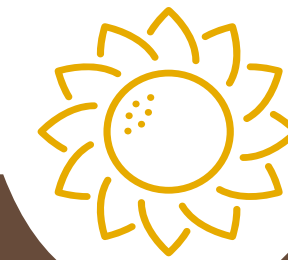
Early Intervention/Early Childhood  
Special Education  
**16 evaluations were conducted and 26 babies/children received services.**



Special Student Services  
**7 students supported by our autism team and 1 by our vision team.**



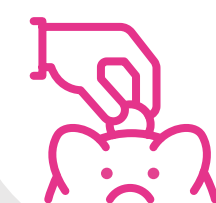
Social Emotional Learning  
**2 Gaston students attended our social emotional learning schools.**



Migrant Education Program  
**7 Gaston SD students whose families migrate frequently for work received academic and social support.**



Outdoor Science School  
**48 students were offered Outdoor School via Comprehensive Distance Learning.**



Northwest Promise  
**\$9,840 in tuition cost savings thanks to college credits offered to high school students.**



Diverse Educator Pathways  
**1 classified employee and 2 Gaston community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.**



Grant Funding Awarded  
**Gaston SD benefited from a \$19,869 proportional benefit from regional competitive grants sought by NWRESD.**

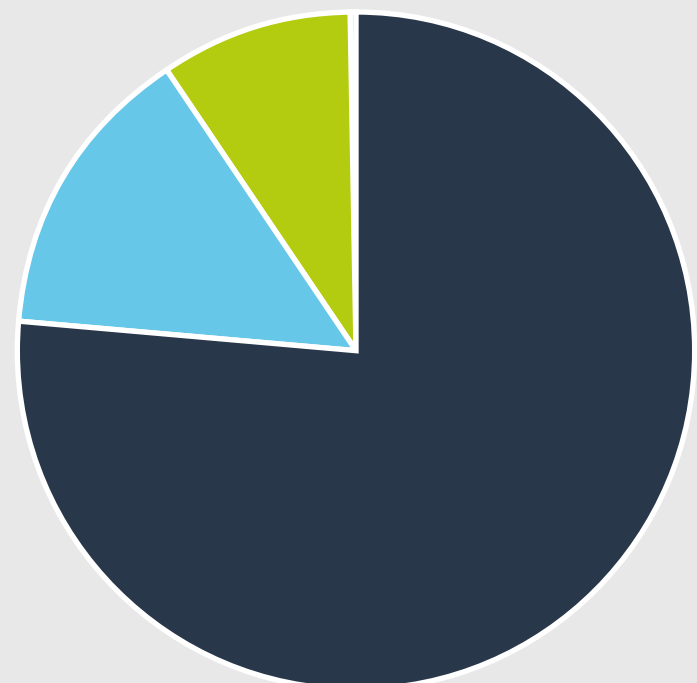
# DISTRICT PROFILE: HILLSBORO

## LOCAL SERVICE PLAN RESOURCES



■ **Service Credits** - \$9,202,378

## SERVICE CREDIT SPENDING BY SERVICE AREA



■ **Special Education** - \$4,965,288

■ **Instruction** - \$936,883

■ **Technology** - \$594,622

■ **Administrative** - \$3,065

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services</b>	<b>\$3,065</b>
Business Services	3,065
<b>Instructional Services Total</b>	<b>\$936,883</b>
Outdoor School	352,800
Regional Innovations	225,000
Professional Development Services	116,587
Northwest Promise	103,567
Fire Science Program	100,529
Diverse Educator Pathways Program	22,400
Preschool Research Project	16,000
<b>Special Education Services Total</b>	<b>\$4,965,288</b>
Student Programs/Classrooms	3,016,364
Staffing Services	1,448,133
EI/ECSE Evaluations	498,635
Other	2,156
<b>Technology Services Total</b>	<b>\$594,622</b>
Infinite Visions	181,031
Synergy/Synergy Applications	133,311
Destiny Library Services	92,760
ORSpED	54,170
Network Connectivity	44,832
Technical Engineering Cooperative	35,737
Other	52,781
<b>Total</b>	<b>\$6,499,858</b>

### **Early Intervention/Early Childhood Special Education**

439 evaluations were conducted and 730 babies/children received services.

### **Special Student Services**

35 students supported by our deaf/hard of hearing team, 30 by our orthopedic team, 21 by our vision team, 5 by our traumatic brain injury team, 4 by our deafblind team.

### **Social Emotional Learning**

46 Hillsboro students attended our five social emotional learning schools.

### **Deaf/Hard of Hearing**

1 Hillsboro student who is deaf or hard of hearing attended our program based at Groner Elementary.



### **Northwest Promise**

\$260,965 in tuition cost savings thanks to college credits offered to high school students.

### **Medicaid Administrative Claiming**

\$87,645 in district funds recovered through Medicaid claiming.

### **Diverse Educator Pathways**

4 high school students, 18 classified employees and 2 community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.

### **Grant Funding Awarded**

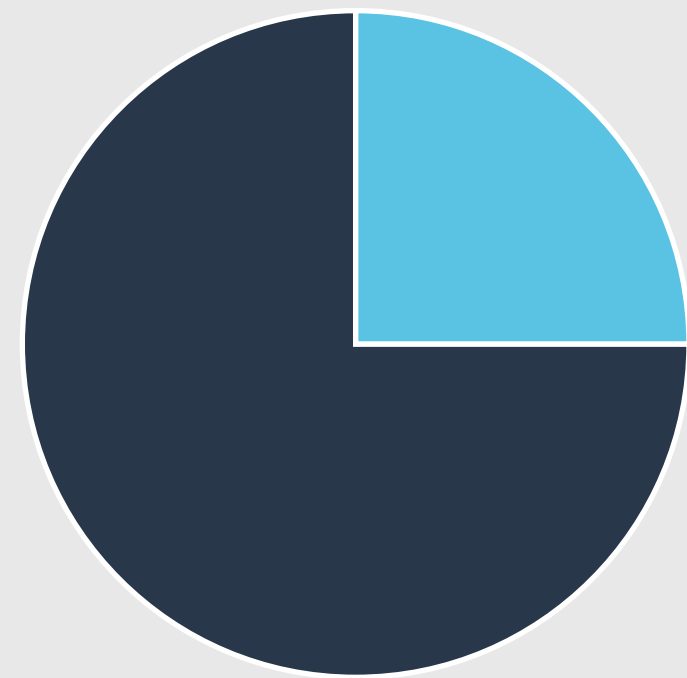
\$1,403,817 total grant funding awarded thanks to our grant writer, including \$786,817 proportional benefit from regional grants and \$617,000 in direct funding for Hillsboro.

### **Outdoor Science School**

1,575 students were offered Outdoor School via Comprehensive Distance Learning.

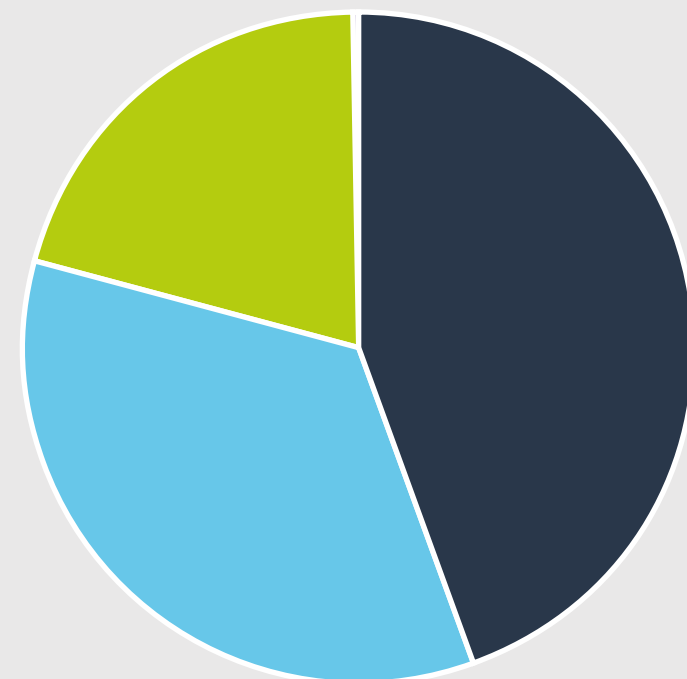
# DISTRICT PROFILE: JEWELL

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$83,070
- **Core Services** - \$27,690

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Technology** - \$165,506
- **Special Education** - \$128,869
- **Administrative** - \$76,851
- **Instruction** - \$600

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$76,851</b>
Business Services	73,240
Substitute Services	3,611
<b>Instructional Services Total</b>	<b>\$600</b>
Ion MTSS Software	600
<b>Special Education Services Total</b>	<b>\$128,869</b>
Staffing Services	125,036
Youth Transition Program	3,574
EI/ECSE Evaluations	259
<b>Technology Services Total</b>	<b>\$165,506</b>
Technology Support	73,900
Technology Purchasing	70,422
Other	21,184
<b>Total</b>	<b>\$371,826</b>

# JEWELL PROGRAM HIGHLIGHTS



## Grant Funding Awarded

**\$127,724 total grant funding awarded thanks to our grant writer, including \$3,974 proportional benefit from regional grants and \$123,750 in direct funding for Jewell.**



## Early Intervention/Early Childhood Special Education

**4 evaluations were conducted and 7 babies/children received services.**



## Special Student Services

**3 students were supported by our autism team.**

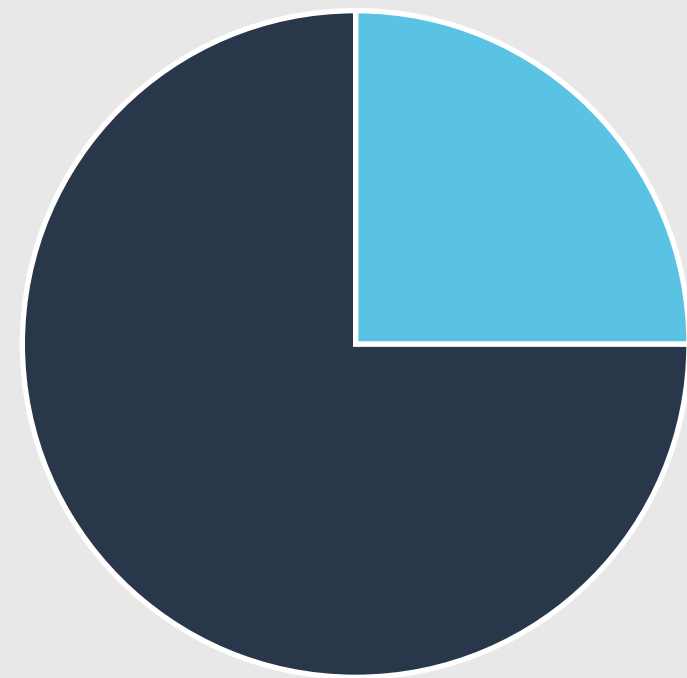


## Substitute Services

**261 sub requests filled.**

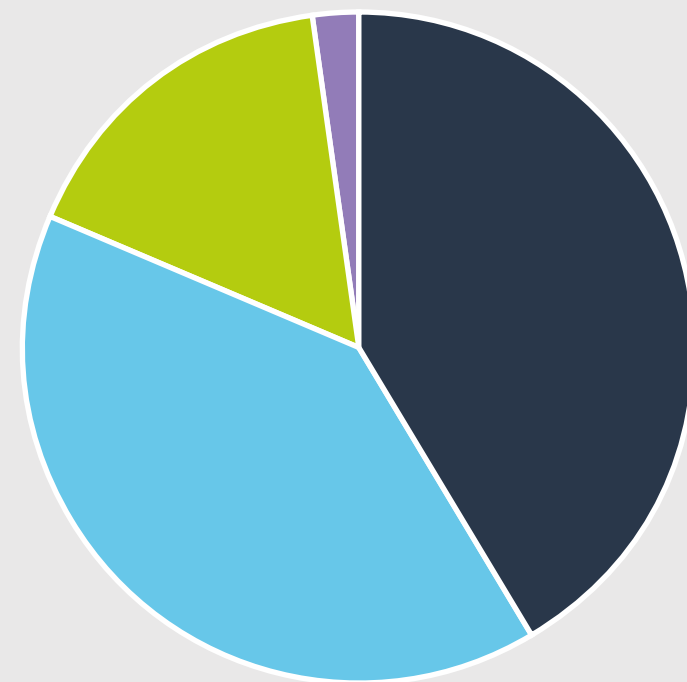
# DISTRICT PROFILE: KNAPPA

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$185,622
- **Core Services** - \$61,874

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Technology** - \$81,692
- **Special Education** - \$78,455
- **Administrative** - \$32,250
- **Instruction** - \$4,477

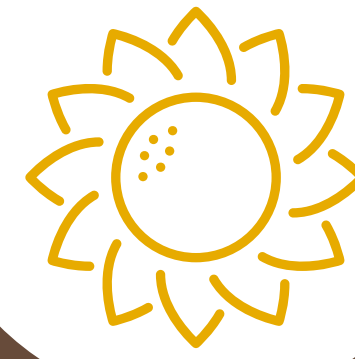
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services</b>	<b>\$32,250</b>
Business Services	32,250
<b>Instructional Services Total</b>	<b>\$4,477</b>
Northwest Promise	2,727
Ion MTSS Software	1,500
Workshops/Trainings	250
<b>Special Education Services Total</b>	<b>\$78,455</b>
Staffing Services	52,877
EI/ECSE Evaluations	16,282
Other	9,296
<b>Technology Services Total</b>	<b>\$81,692</b>
ORVED Tuition	36,285
Infinite Visions	28,360
Distance Learning Technology	16,606
Other	441
<b>Total</b>	<b>\$196,874</b>

# KNAPPA PROGRAM HIGHLIGHTS



Grant Funding Awarded  
**Knappa SD benefited from a \$19,869 proportional benefit from regional competitive grants sought by NWRESD.**



Migrant Education Program  
**2 Knappa SD students whose families migrate frequently for work received academic and social support.**



Early Intervention/Early Childhood  
Special Education  
**19 evaluations were conducted and 26 babies/children received services.**



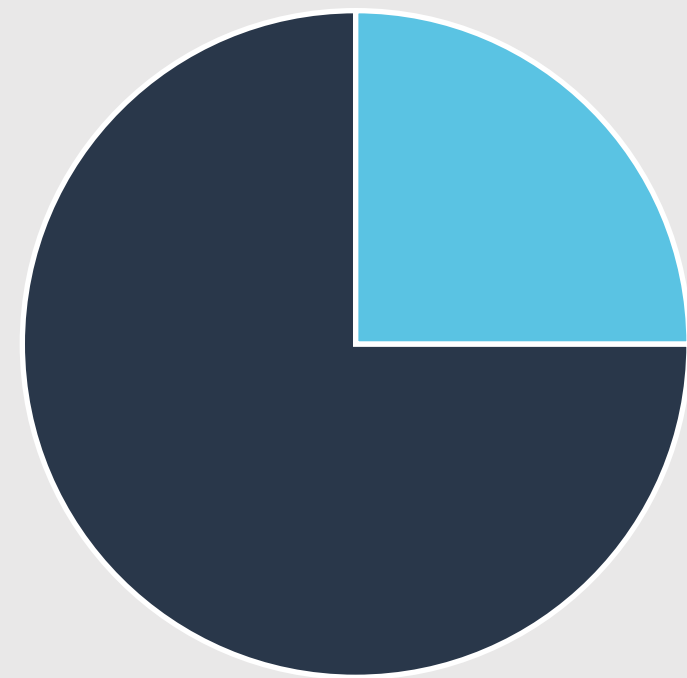
Special Student Services  
**10 students supported by our autism team, 2 by our deaf/hard of hearing team and 1 by our orthopedic team.**



ORVED  
**286 ORVED virtual courses taken by Knappa students.**

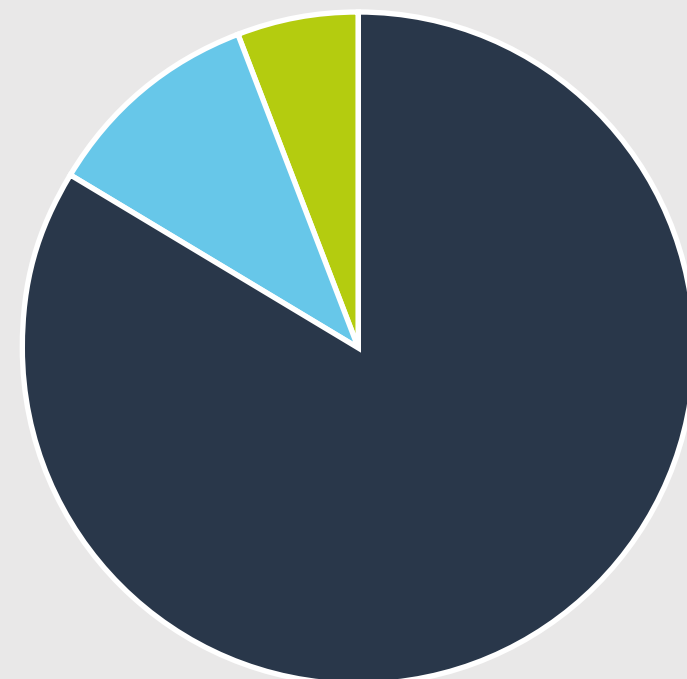
# DISTRICT PROFILE: NEAH-KAH-NIE

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$288,464
- **Core Services** - \$96,155

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$319,498
- **Technology** - \$39,582
- **Instruction** - \$21,890

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$21,890</b>
Tillamook Education Consortium	15,000
Northwest Promise	4,490
Ion MTSS Software	2,400
<b>Special Education Services Total</b>	<b>\$319,498</b>
Staffing Services	307,705
EI/ECSE Evaluations	11,793
<b>Technology Services Total</b>	<b>\$39,582</b>
Infinite Visions	20,673
Technology Support	11,500
Distance Learning Technology	4,248
Other	3,161
<b>Total</b>	<b>\$380,970</b>

# NEAH-KAH-NIE PROGRAM HIGHLIGHTS



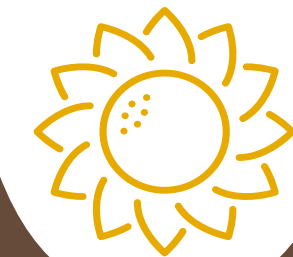
Early Intervention/Early Childhood  
Special Education  
**11 evaluations were conducted and 15 babies/children received services.**



Special Student Services  
**17 students supported by our autism team, 2 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.**



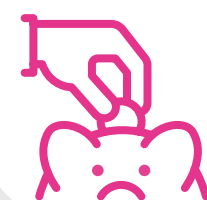
Grant Funding Awarded  
**\$197,317 total grant funding awarded thanks to our grant writer, including \$27,817 proportional benefit from regional grants and \$169,500 in direct funding for Neah-Kah-Nie.**



Migrant Education Program  
**11 Neah-Kah-Nie SD students whose families migrate frequently for work received academic and social support.**



Diverse Educator Pathways  
**4 Neah-Kah-Nie high school students and 2 classified staff who aspire to teach were coached and supported through the Diverse Educator Pathways program.**



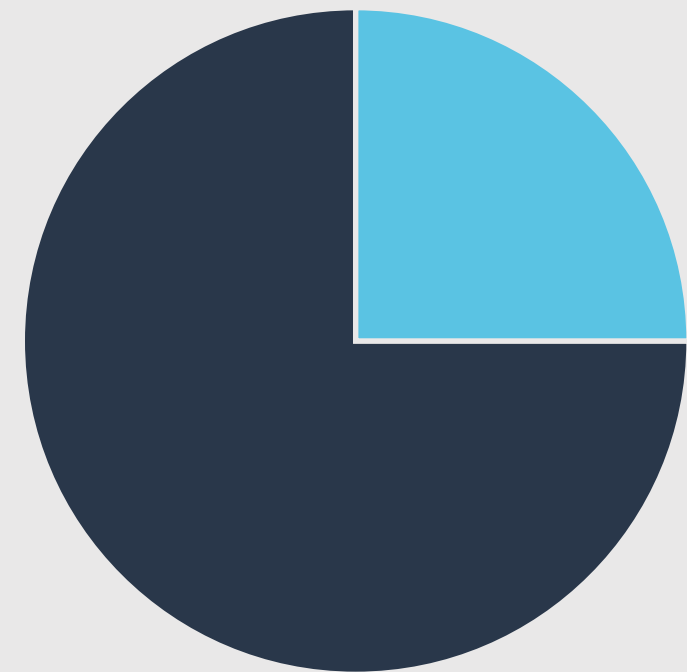
Northwest Promise  
**\$5,535 in tuition cost savings thanks to college credits offered to high school students.**



ORVED  
**9 ORVED virtual course taken by Neah-Kah-Nie students.**

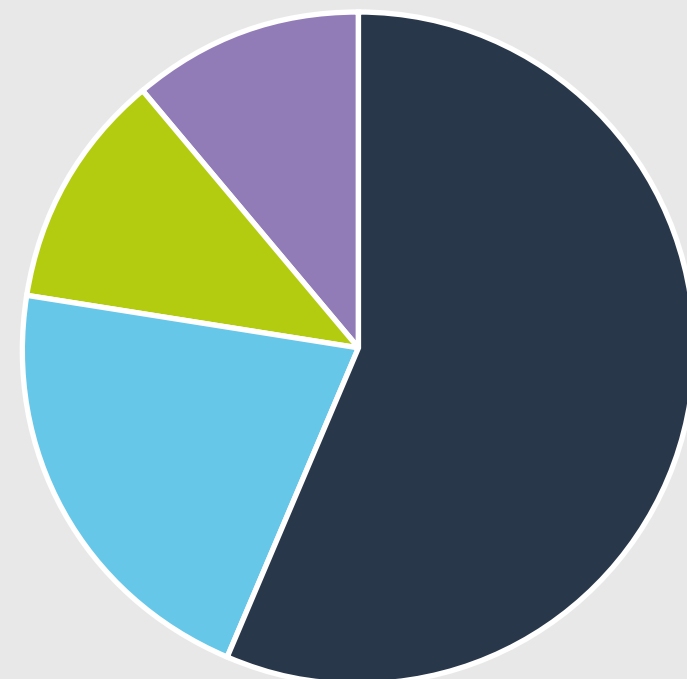
# DISTRICT PROFILE: NESTUCCA VALLEY

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$193,385
- **Core Services** - \$64,462

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$198,813
- **Administrative** - \$74,725
- **Technology** - \$39,596
- **Instruction** - \$39,055

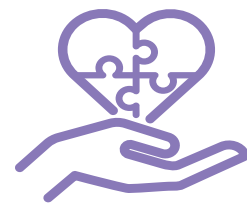
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$74,725</b>
Business Services	71,114
Substitute Services	3,611
<b>Instructional Services Total</b>	<b>\$39,055</b>
Outdoor School	21,170
Tillamook Education Consortium	15,000
Northwest Promise	2,885
<b>Special Education Services Total</b>	<b>\$198,813</b>
Staffing Services	192,884
EI/ECSE Evaluations	5,929
<b>Technology Services Total</b>	<b>\$39,596</b>
Infinite Visions	20,674
Distance Learning Technology	16,209
Other	2,713
<b>Total</b>	<b>\$352,189</b>

# NESTUCCA VALLEY PROGRAM HIGHLIGHTS



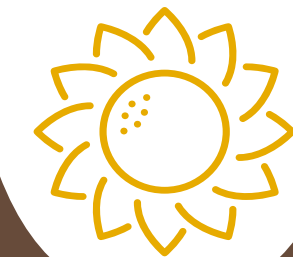
Early Intervention/Early Childhood  
Special Education  
**5 evaluations were conducted and 11 babies/children received services.**



Special Student Services  
**10 students supported by our autism team, 3 by our orthopedic team, 1 by our vision team, 1 by our traumatic brain injury team.**



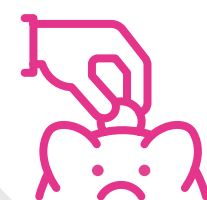
Outdoor Science School  
**73 students were offered Outdoor School via Comprehensive Distance Learning.**



Migrant Education Program  
**19 Nestucca Valley SD students whose families migrate frequently for work received academic and social support.**



Diverse Educator Pathways  
**3 Nestucca Valley high school students and 2 community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.**



Northwest Promise  
**\$1,640 in tuition cost savings thanks to college credits offered to high school students.**



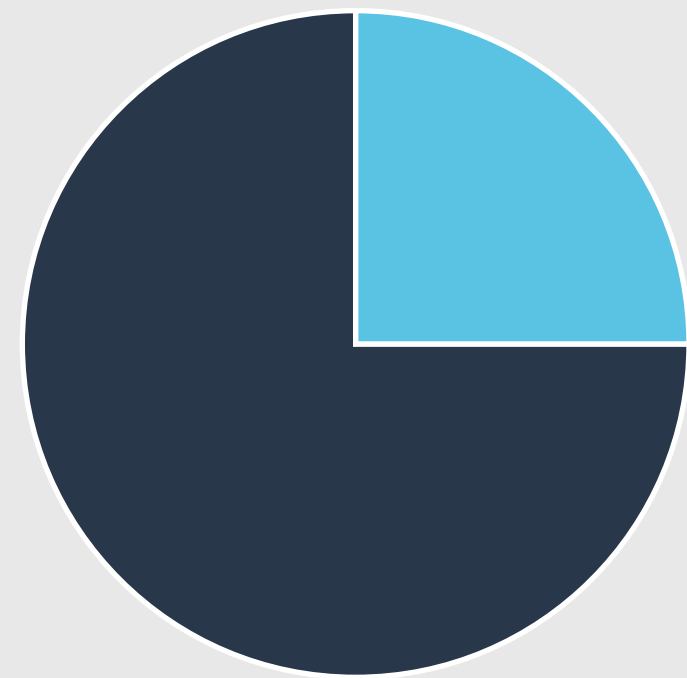
Substitute Services  
**258 sub requests filled.**



Grant Funding Awarded  
**\$206,269 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$186,400 in direct funding for Nestucca Valley.**

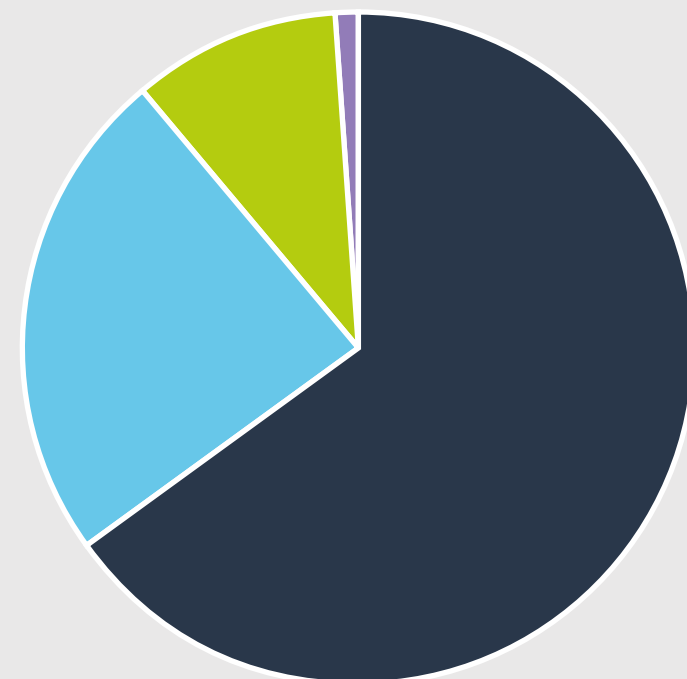
# DISTRICT PROFILE: RAINIER

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$293,349
- **Core Services** - \$97,783

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$263,496
- **Administrative** - \$96,455
- **Technology** - \$40,453
- **Instruction** - \$4,206

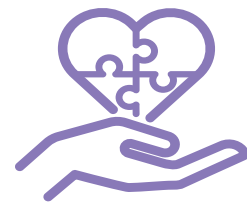
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$96,455</b>
Business Services	96,455
<b>Instructional Services Total</b>	<b>\$4,206</b>
Northwest Promise	4,206
<b>Special Education Services Total</b>	<b>\$263,496</b>
Staffing Services	241,309
EI/ECSE Evaluations	22,187
<b>Technology Services Total</b>	<b>\$40,453</b>
Infinite Visions	19,991
Technology Support	11,500
Other	8,962
<b>Total</b>	<b>\$404,610</b>

# RAINIER PROGRAM HIGHLIGHTS



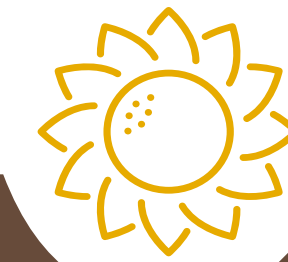
Early Intervention/Early Childhood  
Special Education  
**19 evaluations were conducted and 32 babies/children received services.**



Special Student Services  
**8 students supported by our autism team, 2 by our orthopedic team, 1 by our vision team, 1 by our traumatic brain injury team.**



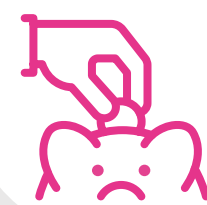
ORVED  
**3 ORVED virtual course taken by Rainier students.**



Migrant Education Program  
**6 Rainier SD students whose families migrate frequently for work received academic and social support.**



Medicaid Administrative Claiming  
**\$73,891 in district funds recovered through Medicaid claiming.**



Northwest Promise  
**\$32,800 in tuition cost savings thanks to college credits offered to high school students.**



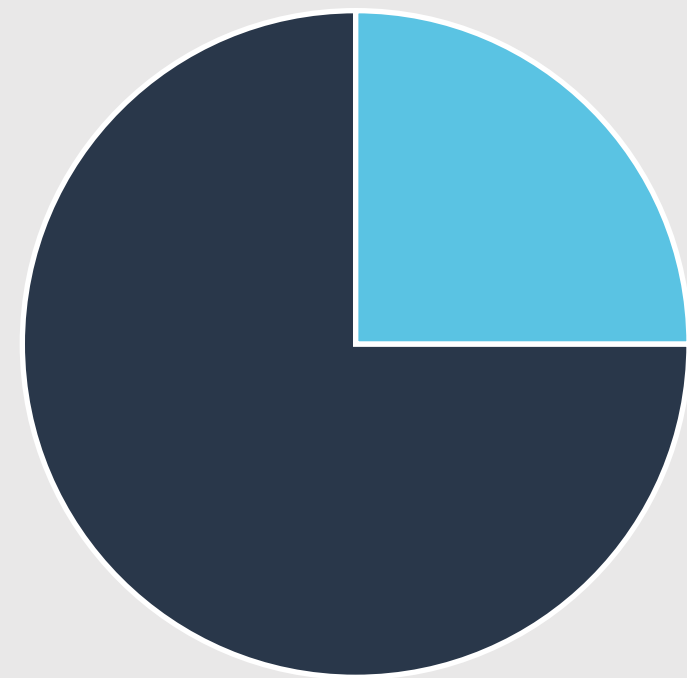
Substitute Services  
**545 sub requests filled.**



Grant Funding Awarded  
**\$258,514 total grant funding awarded thanks to our grant writer, including \$35,764 proportional benefit from regional grants and \$222,750 in direct funding for Rainier.**

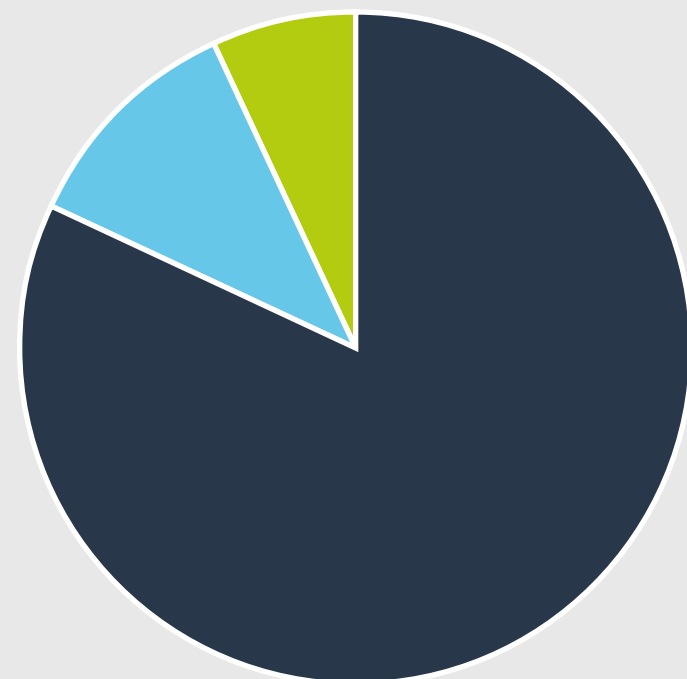
# DISTRICT PROFILE: SCAPPOOSE

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$785,034
- **Core Services** - \$261,678

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$907,712
- **Technology** - \$122,871
- **Instruction** - \$75,813

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$75,813</b>
Outdoor School	53,359
Northwest Promise	11,193
Other	11,261
<b>Special Education Services Total</b>	<b>\$907,712</b>
Staffing Services	563,830
Student Programs/Classrooms	315,269
EI/ECSE Evaluations	28,613
<b>Technology Services Total</b>	<b>\$122,871</b>
Distance Learning Technology	79,557
Infinite Visions	29,682
Technology Support	11,500
Other	2,132
<b>Total</b>	<b>\$1,106,396</b>

### **Early Intervention/Early Childhood Special Education**

27 evaluations were conducted and 66 babies/children received services.

### **Special Student Services**

36 students supported by our autism team, 4 by our deaf/hard of hearing team, 4 by our orthopedic team, 2 by our vision team, 1 by our deafblind team.

### **Social Emotional Learning**

3 Scappoose students attended our social emotional learning schools.

### **Deaf/Hard of Hearing**

1 Scappoose student who is deaf or hard of hearing attended our program based at Groner Elementary.



### **Northwest Promise**

\$102,500 in tuition cost savings thanks to college credits offered to high school students.

### **Medicaid Administrative Claiming**

\$152,822 in district funds recovered through Medicaid claiming.

### **Migrant Education Program**

48 Scappoose SD students whose families migrate frequently for work received academic and social support.

### **Grant Funding Awarded**

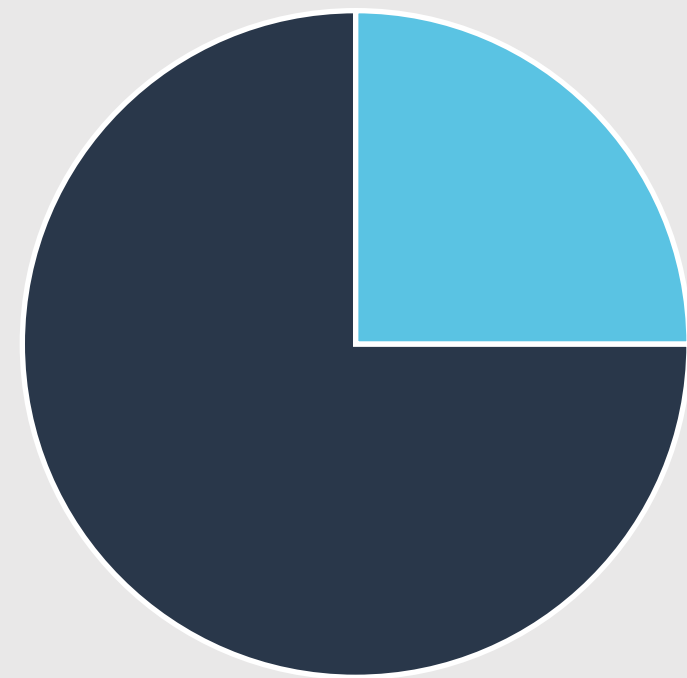
\$177,424 total grant funding awarded thanks to our grant writer, including \$87,424 proportional benefit from regional grants and \$90,000 in direct funding for Scappoose.

### **Outdoor Science School**

184 students were offered Outdoor School via Comprehensive Distance Learning.

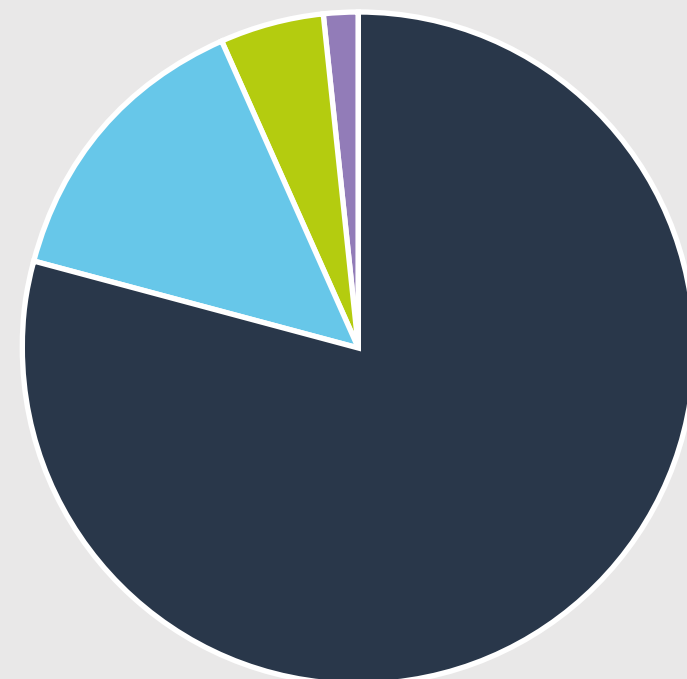
# DISTRICT PROFILE: SEASIDE

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$557,454
- **Core Services** - \$185,818

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$725,400
- **Technology** - \$130,425
- **Instruction** - \$43,948
- **Administrative** - \$14,350

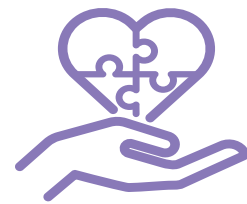
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$14,350</b>
Business Services	14,350
<b>Instructional Services Total</b>	<b>\$43,948</b>
Outdoor School	39,148
Ion MTSS Software	4,800
<b>Special Education Services Total</b>	<b>\$725,400</b>
Staffing Services	675,894
EI/ECSE Evaluations	35,072
Other	14,434
<b>Technology Services Total</b>	<b>\$130,425</b>
Distance Learning Technology	93,715
Infinite Visions	27,247
Other	9,463
<b>Total</b>	<b>\$914,123</b>

# SEASIDE PROGRAM HIGHLIGHTS



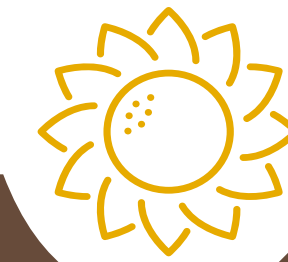
Early Intervention/Early Childhood  
Special Education  
**49 evaluations were conducted and 62  
babies/children received services.**



Autism Services  
**17 students supported via consultation,  
evaluation, professional learning and  
other forms of support for schools and  
their special education teams.**



ORVED  
**5 ORVED virtual courses taken by  
Seaside students.**



Migrant Education Program  
**5 Seaside SD students whose families  
migrate frequently for work received  
academic and social support.**



Deaf/Hard of Hearing  
**2 students who are deaf or hard of  
hearing received services that helped  
them fully access instruction.**



Outdoor Science School  
**135 students were offered Outdoor  
School via Comprehensive Distance  
Learning.**



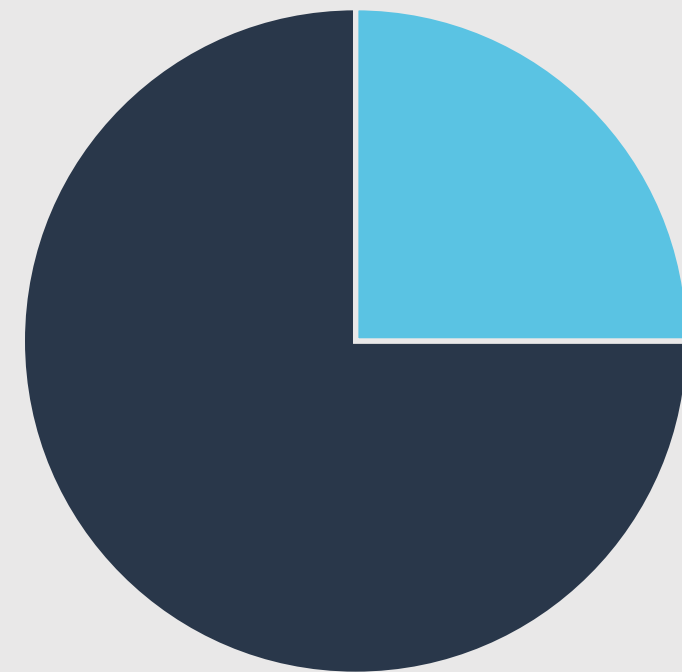
Medicaid Administrative Claiming  
**\$102,949 in district funds recovered  
through Medicaid claiming.**



Grant Funding Awarded  
**\$472,040 total grant funding awarded  
thanks to our grant writer, including  
\$59,607 proportional benefit from  
regional grants and \$412,433 in direct  
funding for Seaside.**

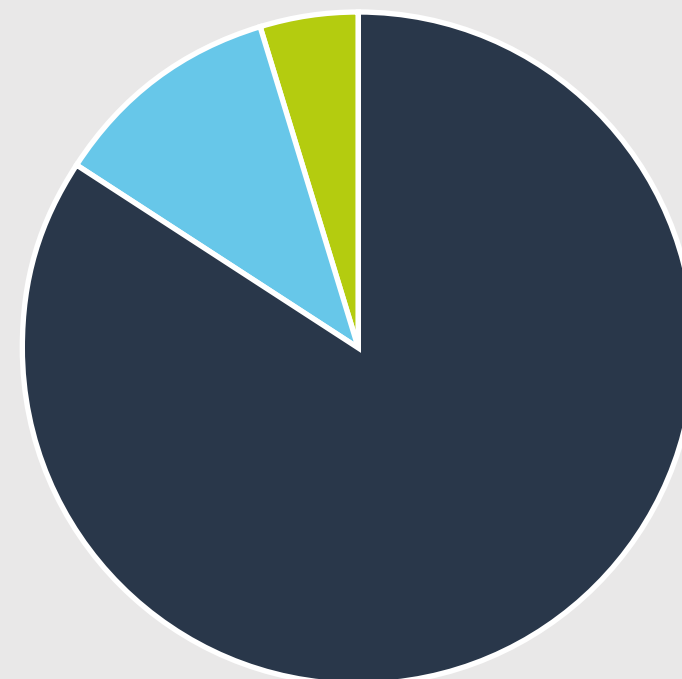
# DISTRICT PROFILE: SHERWOOD

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$1,661,713
- **Core Services** - \$553,904

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$1,280,190
- **Instruction** - \$168,515
- **Technology** - \$69,583

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$168,515</b>
Outdoor School	112,520
Northwest Promise	29,095
Diverse Educator Pathways Program	22,400
Preschool Research Project	4,500
<b>Special Education Services Total</b>	<b>\$1,280,190</b>
Student Programs/Classrooms	702,332
Staffing Services	501,354
Other	76,504
<b>Technology Services Total</b>	<b>\$69,583</b>
Infinite Visions	51,304
Regional Data Warehouse	13,805
Other	4,474
<b>Total</b>	<b>\$1,518,288</b>

**Early Intervention/Early Childhood Special Education**

62 evaluations were conducted and 110 babies/children received services.

**Special Student Services**

79 students supported by our autism team, 6 by our deaf/hard of hearing team, 2 by our vision team, and 1 by our orthopedic team.

**Social Emotional Learning**

8 Sherwood students attended our social emotional learning schools.

**Diverse Educator Pathways**

1 classified employee, 1 community member and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



**Northwest Promise**

\$129,355 in tuition cost savings thanks to college credits offered to high school students.

**Medicaid Administrative Claiming**

\$7,242 in district funds recovered through Medicaid claiming.

**Migrant Education Program**

10 Sherwood SD students whose families migrate frequently for work received academic and social support.

**Grant Funding Awarded**

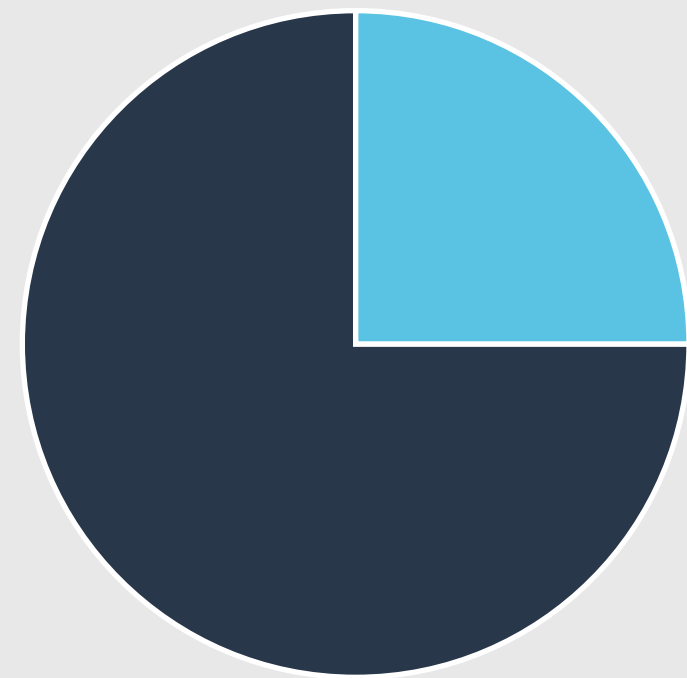
Sherwood SD benefited from a \$194,717 proportional benefit from regional competitive grants sought by NWRESD.

**Outdoor Science School**

388 students were offered Outdoor School via Comprehensive Distance Learning.

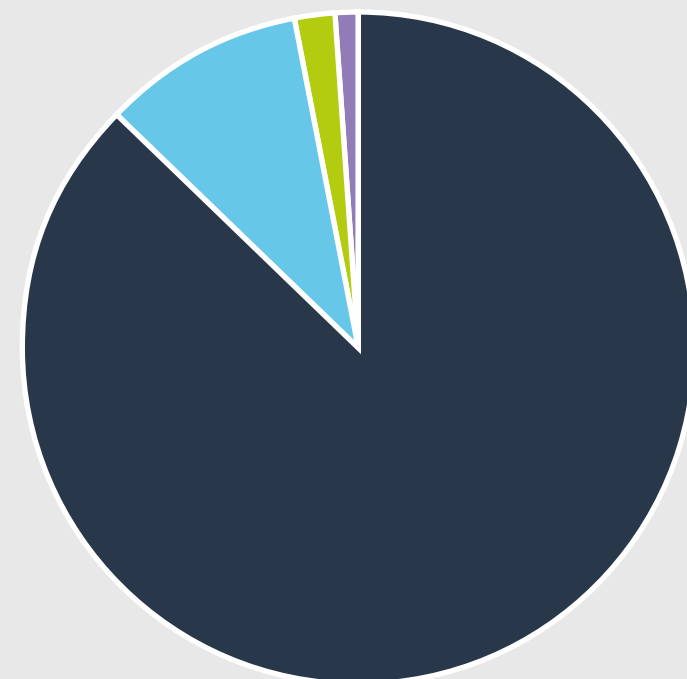
# DISTRICT PROFILE: ST. HELENS

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$951,295
- **Core Services** - \$317,098

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$1,019,363
- **Technology** - \$112,761
- **Instruction** - \$21,823
- **Administrative** - \$11,366

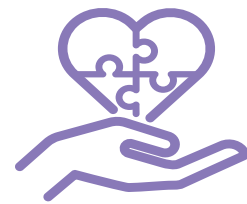
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$11,366</b>
Substitute Services	11,366
<b>Instructional Services Total</b>	<b>\$21,823</b>
Northwest Promise	13,123
Ion MTSS Software	8,700
<b>Special Education Services Total</b>	<b>\$1,019,363</b>
Staffing Services	926,688
EI/ECSE Evaluations	92,489
FM Rentals	186
<b>Technology Services Total</b>	<b>\$112,761</b>
Distance Learning Technology	53,523
Infinite Visions	38,790
Public School Works	7,768
Other	12,680
<b>Total</b>	<b>\$1,165,313</b>

# ST. HELENS PROGRAM HIGHLIGHTS



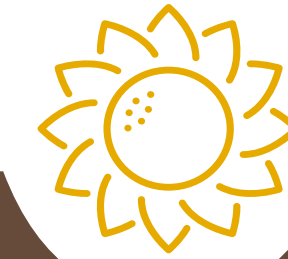
Early Intervention/Early Childhood  
Special Education  
**84 evaluations were conducted and  
145 babies/children received services.**



Special Student Services  
**51 students supported by our autism  
team, 5 by our orthopedic team, 5 by  
our deaf/hard of hearing team and 1 by  
our vision team.**



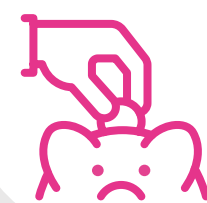
Grant Funding Awarded  
**\$735,043 total grant funding awarded  
thanks to our grant writer, including  
\$107,293 proportional benefit from  
regional grants and \$627,750 in direct  
funding for St. Helens.**



Migrant Education Program  
**7 St. Helens SD students whose  
families migrate frequently for work  
received academic and social support.**



Substitute Services  
**617 sub requests filled.**



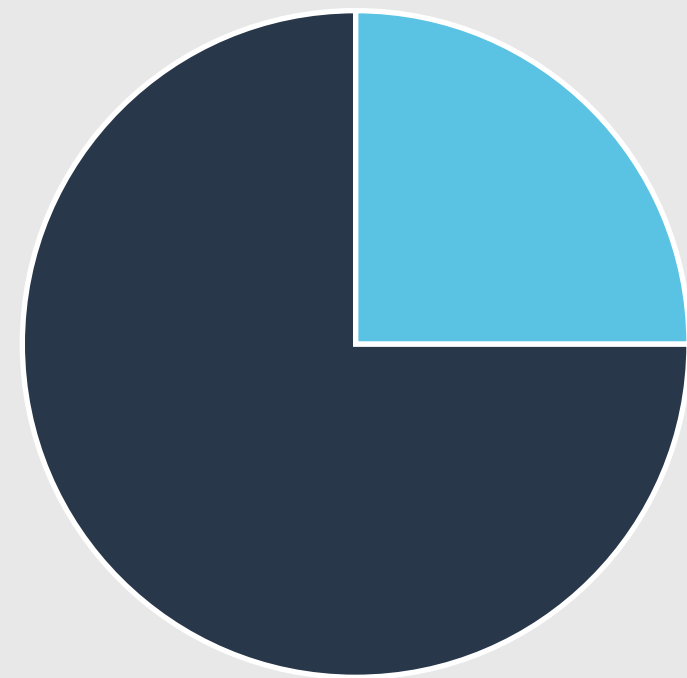
Northwest Promise  
**\$16,400 in tuition cost savings thanks  
to college credits offered to high  
school students.**



Medicaid Administrative Claiming  
**\$22,382 in district funds recovered  
through Medicaid claiming.**

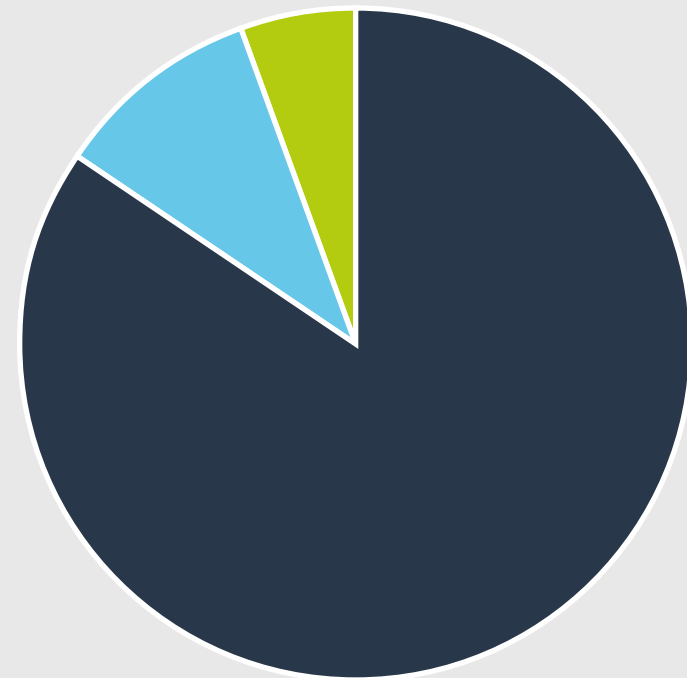
# DISTRICT PROFILE: TIGARD-TUALATIN

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$4,129,386
- **Core Services** - \$1,376,462

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$3,351,413
- **Technology** - \$392,872
- **Instruction** - \$214,946

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$214,946</b>
Cascade Education Corps	80,500
Northwest Promise	62,493
Ion MTSS Software	37,500
Diverse Educator Pathways Program	22,400
Preschool Research Project	9,500
Attendance Services	2,553
<b>Special Education Services Total</b>	<b>\$3,351,413</b>
Staffing Services	1,966,662
Student Programs/Classrooms	1,107,218
Other	277,533
<b>Technology Services Total</b>	<b>\$392,872</b>
Infinite Visions	160,199
Technology Support	94,564
District Technology Purchasing	57,543
Synergy/Synergy Applications	43,157
Other	37,409
<b>Total</b>	<b>\$3,959,231</b>

**Early Intervention/Early Childhood Special Education**

237 evaluations were conducted and 375 babies/children received services.

**Special Student Services**

219 students supported by our autism team, 28 by our deaf/hard of hearing team, 20 by our orthopedic team and 17 by our vision team.

**Social Emotional Learning**

8 TTSD students attended our social emotional learning schools.

**Diverse Educator Pathways**

11 classified employees and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



**Northwest Promise**

\$247,640 in tuition cost savings thanks to college credits offered to high school students.

**Medicaid Administrative Claiming**

\$84,488 in district funds recovered through Medicaid claiming.

**Migrant Education Program**

38 TTSD students whose families migrate frequently for work received academic and social support.

**Grant Funding Awarded**

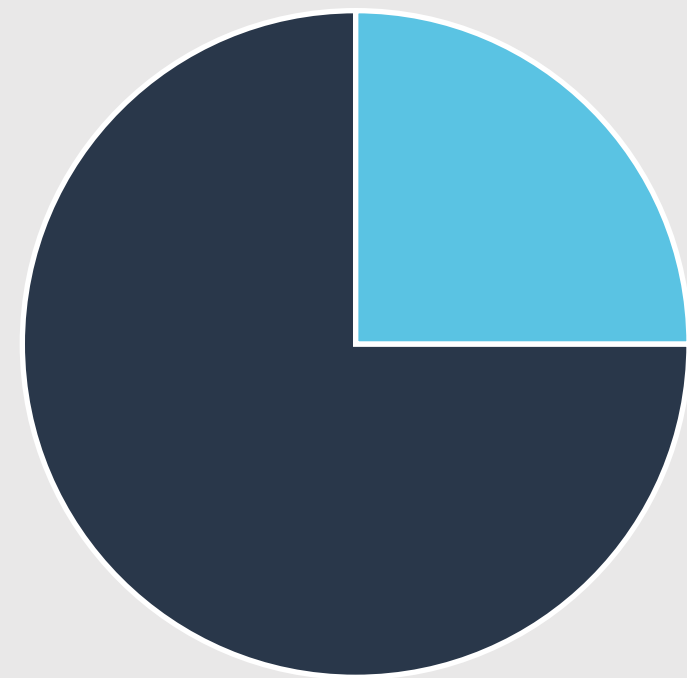
Tigard-Tualatin SD benefited from a \$480,833 proportional benefit from regional competitive grants sought by NWRESD.

**Deaf/Hard of Hearing**

4 students who are deaf or hard of hearing attended our program based at Groner Elementary.

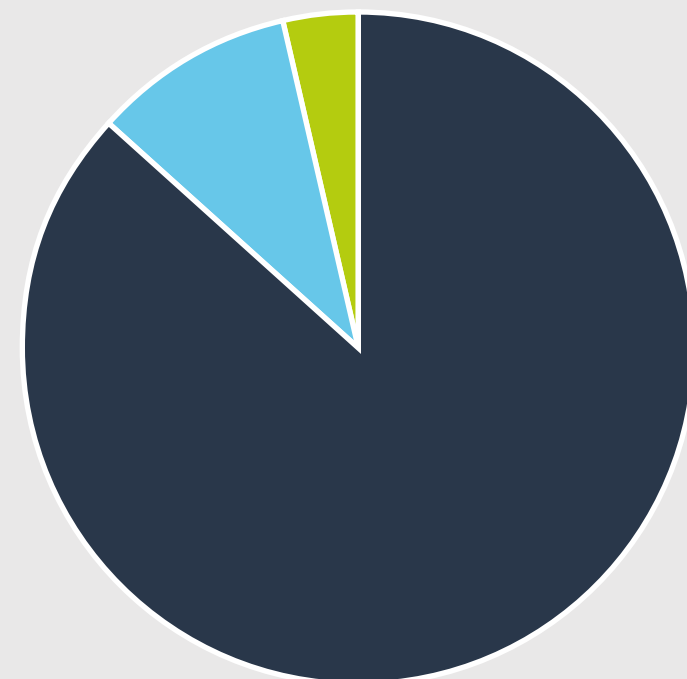
# DISTRICT PROFILE: TILLAMOOK

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$749,758
- **Core Services** - \$249,919

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$635,296
- **Technology** - \$69,506
- **Instruction** - \$26,340

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$26,340</b>
Tillamook Education Consortium	15,000
Northwest Promise	11,340

<b>Special Education Services Total</b>	<b>\$635,296</b>
Staffing Services	583,033
EI/ECSE Evaluations	51,209
FM Rentals	1,054

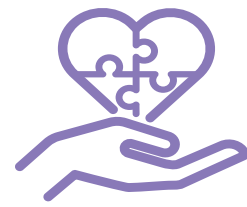
<b>Technology Services Total</b>	<b>\$69,506</b>
Distance Learning Technology	62,687
Regional Data Warehouse	5,974
Other	845

<b>Total</b>	<b>\$731,142</b>
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# TILLAMOOK PROGRAM HIGHLIGHTS



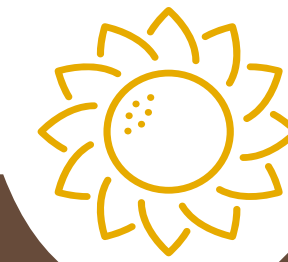
Early Intervention/Early Childhood  
Special Education  
**44 evaluations were conducted and 78 babies/children received services.**



Special Student Services  
**46 students supported by our autism team, 7 by our orthopedic team, 4 by our deaf/hard of hearing team, 3 by our vision team, 1 by our traumatic brain injury team, 1 by our deafblind team.**



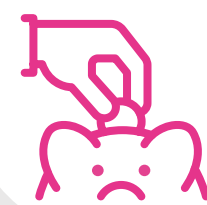
ORVED  
**1 ORVED virtual course taken.**



Migrant Education Program  
**22 Tillamook SD students whose families migrate frequently for work received academic and social support.**



Medicaid Administrative Claiming  
**\$214,266 in district funds recovered through Medicaid claiming.**



Northwest Promise  
**\$35,260 in tuition cost savings thanks to college credits offered to high school students.**



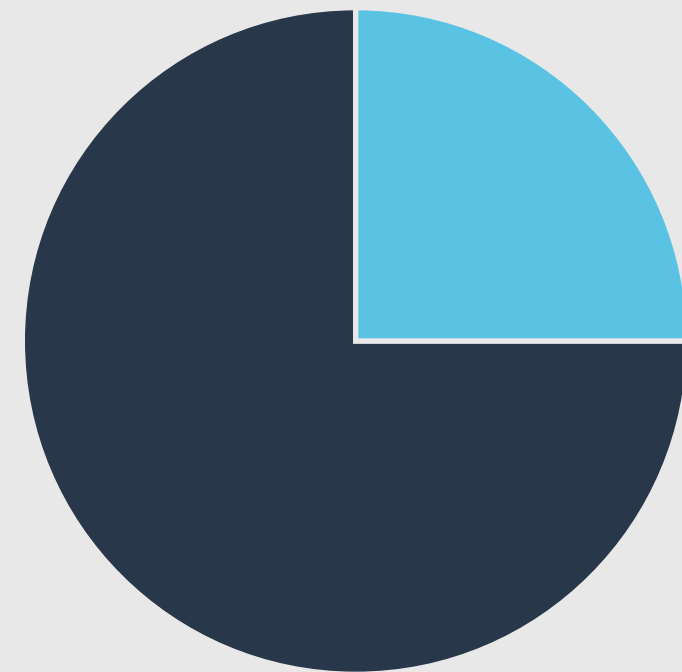
Diverse Educator Pathways  
**11 aspiring teachers coached and supported through the Diverse Educator Pathways program, including 3 high school students, 6 classified employees and 2 community members.**



Grant Funding Awarded  
**\$479,200 total grant funding awarded thanks to our grant writer, including \$83,450 proportional benefit from regional grants and \$395,750 in direct funding for Tillamook.**

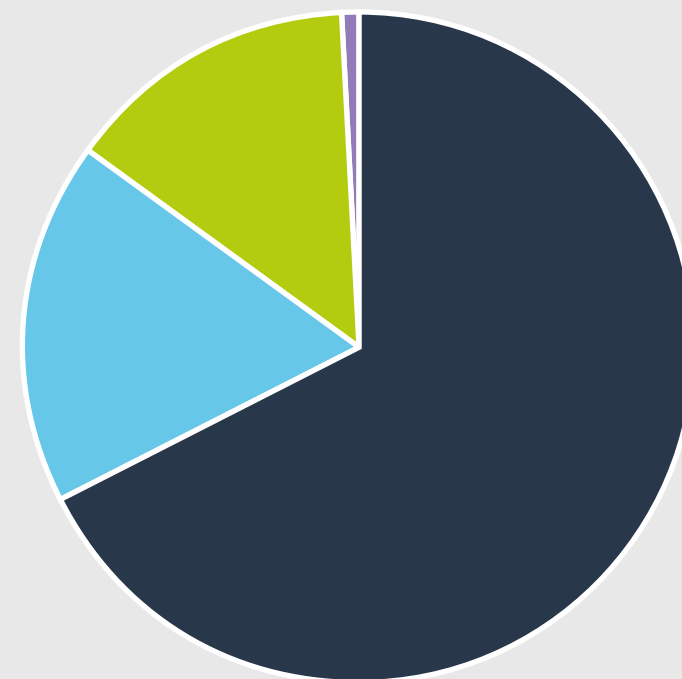
# DISTRICT PROFILE: VERNONIA

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$211,291
- **Core Services** - \$70,430

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$342,144
- **Technology** - \$88,966
- **Administrative** - \$72,086
- **Instruction** - \$3,253

## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Administrative Services Total</b>	<b>\$72,086</b>
Business Services	72,086
<b>Instructional Services Total</b>	<b>\$3,253</b>
Northwest Promise	3,253
<b>Special Education Services Total</b>	<b>\$342,144</b>
Staffing Services	222,824
Student Programs/Classrooms	103,864
EI/ECSE Evaluations	15,456
<b>Technology Services Total</b>	<b>\$88,966</b>
Technology Support	27,950
Technology Purchases	19,978
Distance Learning Technology	18,955
Infinite Visions	16,772
Other	5,311
<b>Total</b>	<b>\$506,449</b>

# VERNONIA PROGRAM HIGHLIGHTS



## Grant Funding Awarded

**\$139,869 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$120,000 in direct funding for Vernonia.**



## Social Emotional Learning

**2 Vernonia students attend our social emotional learning schools.**



## Early Intervention/Early Childhood Special Education

**12 evaluations were conducted and 28 babies/children received services.**



## Special Student Services

**11 students supported by our autism team, 1 by our orthopedic team, 1 by our deaf/hard of hearing team.**



## Substitute Services

**136 sub requests filled.**

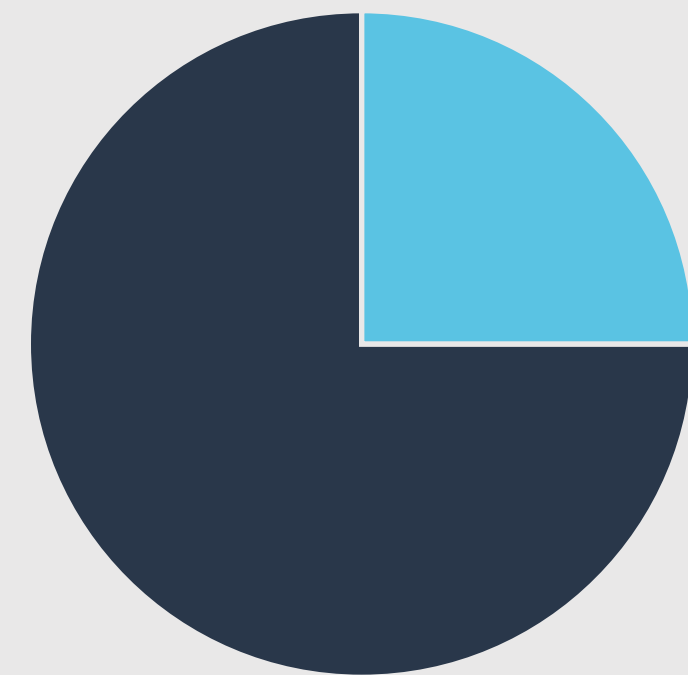


## Medicaid Administrative Claiming

**\$80,338 in district funds recovered through Medicaid claiming.**

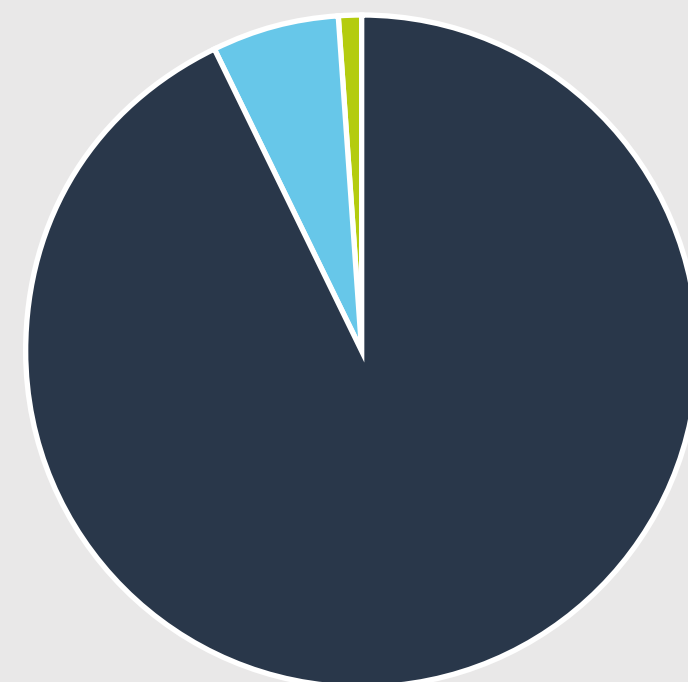
# DISTRICT PROFILE: WARRENTON-HAMMOND

## LOCAL SERVICE PLAN RESOURCES



- **Service Credits** - \$348,044
- **Core Services** - \$116,015

## SERVICE CREDIT SPENDING BY SERVICE AREA



- **Special Education** - \$604,000
- **Technology** - \$39,873
- **Instruction** - \$6,371

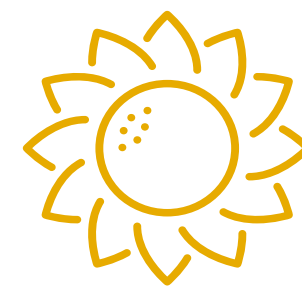
## SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

<b>Instructional Services Total</b>	<b>\$6,371</b>
Northwest Promise	4,991
Attendance	1,380
<b>Special Education Services Total</b>	<b>\$604,000</b>
Staffing Services	556,386
EI/ECSE Evaluations	38,069
Other	9,545
<b>Technology Services Total</b>	<b>\$39,873</b>
Infinite Visions	20,689
Technology Support	10,000
Other	9,184
<b>Total</b>	<b>\$650,244</b>

# WARRENTON-HAMMOND PROGRAM HIGHLIGHTS



Grant Funding Awarded  
**Warrenton-Hammond benefited from a \$39,738 proportional benefit from regional competitive grants sought by NWRESD.**



Migrant Education Program  
**50 students whose families migrate frequently for work received academic and social support.**



Early Intervention/Early Childhood  
Special Education  
**64 evaluations were conducted and 45 babies/children received services.**



Special Student Services  
**28 students were supported by our autism team, 2 by our traumatic brain injury team, 1 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.**



Medicaid Administrative Claiming  
**\$116,047 in district funds recovered through Medicaid claiming.**



# LOCAL SERVICE PLAN

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2022-23 FISCAL YEAR

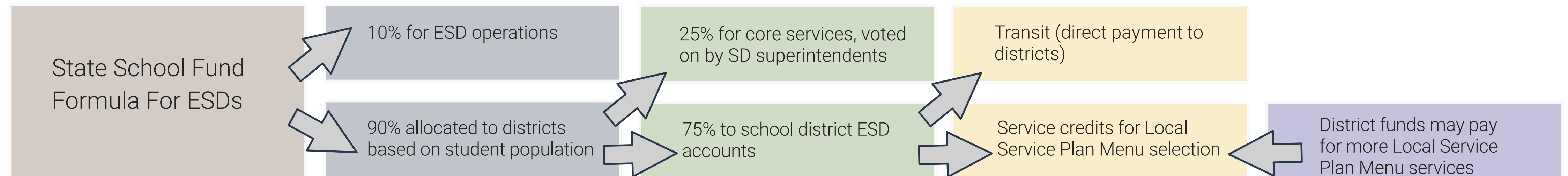
# ABOUT THE LOCAL SERVICE PLAN

According to the Oregon State Legislature, “The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.” Toward that end, we work with component school districts annually to develop next school year’s Local Service Plan. The Local Service Plan must address four areas as outlined in ORS 334.175: Special

Education, Technology, Instruction (referred to as school improvement in ORS), Administration. The plan also has three major components: 1) **Core services** are shared among school districts; 2) **Menu services** are available for individual districts to purchase with service credits or through other funding sources; 3) the **Student Success Act plan**, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

## FUNDING FLOW

The Local Service Plan is funded through the State School Fund (SSF) and local property taxes.



## TIMELINE FOR DEVELOPMENT AND APPROVAL

School district superintendents, NWRES D’s board of directors, and the 20 regional school boards approve the Local Service Plan (LSP) according to the following timeline.

**Sept. to Nov. 2021**

NWRES D co-developed the LSP with school district superintendents. Superintendents unanimously voted to approve the plan on Nov. 5, 2021.

**Dec. 2021**

NWRES D’s Board of Directors took formal action on the LSP at the Dec. 14, 2021, meeting.

**Jan. to Feb. 2022**

Component school districts take formal action on the LSP. Per ORS 334.175, the plan must be approved by March 1.

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**Feb. to June 2022**

NWRES D staff and school district staff determine cost of services and complete service credit worksheets.

**July 2022**

2022-23 LSP goes into effect.

# LOCAL SERVICE PLAN - CORE

## PROJECTED CORE SERVICES BUDGET

PROGRAM	2021-22 ADOPTED BUDGET	2022-23 PROJECTED BUDGET
<b>Instructional Services</b>		
Professional Development Strands BSD + HSD	\$355,011	\$368,880
Professional Development Strands CORE Districts	239,961	250,417
ESD Transfer to Instructional Services for Core	180,644	68,050
Attendance Services	-	120,000
Regional Innovations Fund BSD + HSD	634,219	660,222
<i>Total Instructional Services</i>	<i>\$1,409,835</i>	<i>\$1,467,570</i>
<b>Technology</b>		
Network/Security Services	\$348,323	\$412,604
Help Desk	118,658	123,523
Application Support/Development	541,440	513,639
Technical Engineering Coop	451,458	469,968
Student Information System	865,609	901,099
Library Services	173,204	180,305
<i>Total Technology Services</i>	<i>\$2,498,692</i>	<i>\$2,601,138</i>
<b>Miscellaneous</b>		
Home School	\$15,000	\$15,615
Emergency Closure Network	10,500	10,931
County Allocations	1,686,842	1,768,430
Total Miscellaneous Services	\$1,712,342	\$1,794,976
<i>Total Core Services</i>	<i>\$5,620,869</i>	<i>\$5,863,684</i>

### TOTAL CORE SERVICES

Core Services - 18 Districts	\$4,834,582
Beaverton SD/Hillsboro SD	1,029,102
<i>Total Core Services</i>	<i>\$5,863,684</i>

## PROJECTED COUNTY ALLOCATIONS

School district superintendents in their respective counties decide together how to use county allocations.

Total Available for Allocation	\$1,768,430
Base per county (\$125,000x 4)	500,000
Available by ADMw	\$1,268,430

COUNTY	DISTRICT	RESOLUTION PLAN ADMW WITH GROWTH	COUNTY BASE	ALLOCATION OUTSIDE OF BASE	TOTAL 2022-23 ALLOCATION PER COUNTY	TOTAL 2021-22 ALLOCATION PER COUNTY	INCREASE
<b>Clatsop</b>	Astoria	2,205.7					
	Jewell	302.9					
	Knappa	668.0					
	Seaside	1,981.0					
	Warrenton-Hammond	1,255.7					
	<b>Total</b>	<b>6,413.1</b>	<b>\$125,000</b>	<b>\$162,655</b>	<b>\$287,655</b>	<b>\$276,873</b>	<b>\$10,782</b>
<b>Columbia</b>	Clatskanie	946.2					
	Rainier	1,073.0					
	Scappoose	2,798.8					
	St. Helens	3,348.4					
	Vernonia	781.8					
	<b>Total</b>	<b>8,948.1</b>	<b>\$125,000</b>	<b>\$226,949</b>	<b>\$351,949</b>	<b>\$337,317</b>	<b>\$14,632</b>
<b>Tillamook</b>	Neah-Kah-Nie	1,035.5					
	Nestucca Valley	684.7					
	Tillamook	2,692.0					
	<b>Total</b>	<b>4,412.2</b>	<b>\$125,000</b>	<b>\$111,905</b>	<b>\$236,905</b>	<b>\$229,783</b>	<b>\$ 7,122</b>
<b>Washington</b>	Banks	1,296.4					
	Forest Grove	7,502.8					
	Gaston	748.1					
	Sherwood	5,991.3					
	Tigard-Tualatin	14,699.3					
	<b>Total</b>	<b>30,238.0</b>	<b>\$125,000</b>	<b>\$766,920</b>	<b>\$891,920</b>	<b>\$842,869</b>	<b>\$49,051</b>
	<b>TOTAL</b>	<b>50,011.4</b>	<b>\$500,000</b>	<b>\$1,268,430</b>	<b>\$1,768,430</b>	<b>\$1,686,842</b>	<b>\$81,588</b>

# LOCAL SERVICE PLAN - MENU

## TOTAL PROJECTED SERVICE CREDITS

School districts receive service credits that they may use to select and purchase services specific to their school district. They may also choose to purchase services above and beyond what is allocated. This section includes information about projected allocations and the menu of available services for purchase in the 2022-23 school year.

	2022-23 PROJECTED \$9.3B	2021-22 SSF ESTIMATE 6/24/21	DIFFERENCE
Est. SSF Allocation	\$53,138,745	\$51,054,873	\$2,083,872
ESD Operations at 10%	5,313,875	5,105,487	208,387
<b>Local Service Plan at 90%</b>	<b>47,824,870</b>	<b>45,949,386</b>	<b>1,875,484</b>
Beaverton (39.49%)	18,885,226	18,232,680	652,546
Hillsboro (20.08%)	9,601,317	9,176,461	424,856
<b>Amount Available for 18 Districts</b>	<b>19,338,327</b>	<b>18,540,245</b>	<b>798,082</b>
Core (25% of Local Service Plan)	4,834,582	4,635,061	199,521
Menu/Service Credits (75% of Local Service Plan)	<b>\$14,503,745</b>	<b>\$13,905,183</b>	<b>\$598,561</b>

## PROJECTED SERVICE CREDITS BY SCHOOL DISTRICT

COUNTY	DISTRICT	ODE REPORT 5/1/2021 2019-20 EX. ADMW	ODE REPORT 5/1/2021 2020-21 EX. ADMW	GROWTH	LSP ADMW WITH GROWTH	% OF TOTAL	EST. 2022-23 SERVICE CREDIT ALLOCATION	AMOUNT PER ADMW	2021-22 SSF EST. SERVICE CREDIT ALLOCATION	DIFFERENCE
<b>Clatsop</b>	Astoria	2,205.66	2,197.91	(7.8)	2,205.66	4.41%	\$639,661	\$290.01	\$613,998	\$25,663
	Jewell	302.9	302.90	-	302.90	0.61%	\$87,844	\$290.01	\$83,070	\$4,774
	Knappa	667.96	667.96	-	667.96	1.34%	\$193,714	\$290.01	\$185,622	\$8,092
	Seaside	1,980.96	1,953.35	(27.6)	1,980.96	3.96%	\$574,496	\$290.01	\$557,454	\$17,042
	W.-Hammond	1,255.65	1,255.65	-	1,255.65	2.51%	\$364,150	\$290.01	\$348,043	\$16,107
<b>Columbia</b>	Clatskanie	946.17	923.50	(22.7)	946.17	1.89%	\$274,398	\$290.01	\$268,810	\$5,588
	Rainier	1,073.02	1,026.74	(46.3)	1,073.02	2.15%	\$311,185	\$290.01	\$293,349	\$17,836
	Scappoose	2,798.76	2,781.89	(16.9)	2,798.76	5.60%	\$811,666	\$290.01	\$785,034	\$26,632
	St. Helens	3,348.35	3,259.52	(88.8)	3,348.35	6.70%	\$971,052	\$290.01	\$951,295	\$19,757
	Vernonia	781.8	781.80	-	781.80	1.56%	\$226,729	\$290.01	\$211,291	\$15,438
<b>Tillamook</b>	Neah-Kah-Nie	1,035.54	1,035.54	-	1,035.54	2.07%	\$300,316	\$290.01	\$288,464	\$11,852
	Nestucca Valley	684.65	676.78	(7.9)	684.65	1.37%	\$198,555	\$290.01	\$193,385	\$5,170
	Tillamook	2,691.98	2,691.98	-	2,691.98	5.38%	\$780,698	\$290.01	\$749,758	\$30,940
<b>Washington</b>	Banks	1,296.43	1,296.43	-	1,296.43	2.59%	\$375,976	\$290.01	\$359,240	\$16,736
	Forest Grove	7,502.83	7,502.83	-	7,502.83	15.00%	\$2,175,888	\$290.01	\$2,088,817	\$87,071
	Gaston	748.12	708.32	(39.8)	748.12	1.50%	\$216,962	\$290.01	\$211,841	\$5,121
	Sherwood	5,991.3	5,931.18	(60.1)	5,991.30	11.98%	\$1,737,531	\$290.01	\$1,661,713	\$75,818
	Tigard-Tualatin	14,699.28	14,699.28	-	14,699.28	29.39%	\$4,262,924	\$290.01	\$4,129,385	\$133,539
<b>TOTAL</b>		<b>50,011.36</b>	<b>49,693.56</b>	<b>(317.8)</b>	<b>50,011.36</b>	<b>100.00%</b>	<b>\$14,503,745</b>		<b>\$13,980,569</b>	<b>\$523,176</b>

Assumptions: \$9.3B in SSF Formula. Enrollment stable. Year 2 of Biennium allocated at 51%.

# ADMINISTRATION



## **Spotlight on Administrative Services:** Regional Schools Receive More Than \$1 Million in Medicaid Administrative Claiming Reimbursements

Many Oregon families are unaware their children could receive free health care through the Oregon Health Plan. This has been especially true since the start of the pandemic.

That's where schools come in. Teachers and school staff know which families might qualify and benefit from the Oregon Health Plan, the state-sponsored Medicaid program that provides free health care for Oregonians who meet certain income requirements.

In Oregon, school districts that encourage their educators to help families enroll their children in the Oregon Health Plan are eligible for reimbursement through the Medicaid Administrative Claiming program. Time spent helping children and their families access these services is also reimbursable.

Northwest Regional ESD's Medicaid team has helped school district staff navigate the often cumbersome task of reporting this data to the federal government since 2006. This past school year, 13 of the 20 districts in NWRESA's service area participated in the program. Reimbursements totaled just over \$1 million during the 2020-21 school year.

Brenda Van Domelen, a nurse who helps coordinate the Medicaid Administrative Claiming work for Scappoose School District, says the benefits are two-fold: "The funds brought to the district are spent on services to kids and the program itself encourages staff to reach out to families with information about the Oregon Health Plan."

[Read the full story.](#)



# COMPLETE LIST OF ADMINISTRATIVE SERVICES

- Business Services
- Cascade Alliance for Equity
- Communications
- Emergency Closure Network
- Equity and Family Partnerships
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)

# INSTRUCTION



Students in the Migrant Education Program attend an art camp in Astoria during the summer of 2021. Photo by Kelsey Cardwell.

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## Spotlight on Instructional Services: Columbia County Student Advocates for More STEM-Related Opportunities for Youth

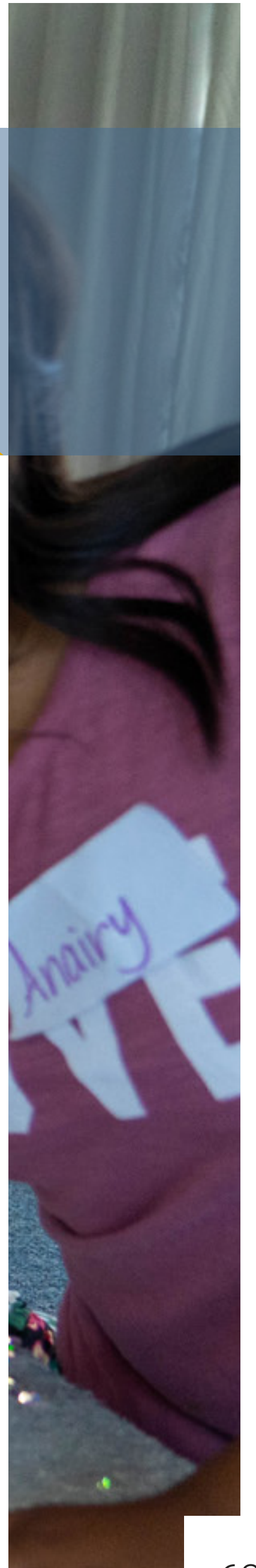
Northwest Regional ESD's STEM Hub teamed up with Oregon Manufacturing Innovation Center Research & Development (OMIC R&D), Portland Community College and Scappoose High School in 2020 to provide internships for Columbia County students through the Columbia Works program. In March of 2021, Scappoose High School senior Anika Havlik, a summer intern at OMIC R&D through Columbia Works, testified in support of House Bill 2092 to fund more similar opportunities.

Anika, who participated via Zoom, said her experience as an intern at OMIC R&D introduced her to virtual reality programming. Her main focus was to design and build a virtual reality tour of the OMIC R&D building, which is located in Scappoose. Her work included writing code, animating, 3D modeling and then compiling the components into one fluid experience.

Anika said the connections she gained during the internship helped her get a job at the Scappoose Airport and she shared that she had recently received a congressional nomination to the Air Force Academy, where she has been accepted to continue her education and training post-graduation.

"I am more confident in my ability to adapt and am better prepared to go to college and enter the workforce," she said. "My hope is that many more students my age will be able to have a similar opportunity. As one of three females represented in this internship, I especially want to encourage young women to pursue STEM-related experiences such as this." The bill passed on Sept. 25, 2021, and went into effect on Jan. 1, 2022.

[Read the full story.](#)





# COMPLETE LIST OF INSTRUCTIONAL SERVICES

- Attendance Services
- Cascade Education Corps (CEC)
- Child Care Resource and Referral
- Diverse Educator Pathways
- Early Learning Hub
- English Language Learner Consortium
- Fire Science Program
- Grant Management

- Home School Notifications
- Ion MTSS Software
- Migrant Education Program (MEP)
- Northwest Promise
- Outdoor Science School
- Professional Learning
- Regional Educator Network
- Regional Innovations

- Research, Assessment and Evaluation
- School Safety and Prevention System
- STEM Hub
- Tillamook Education Consortium

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)



# SPECIAL EDUCATION

## Spotlight on Special Education Services: Meet the Students Receiving Services



### Austin Holz

Austin is a senior at Banks High School and has worked with Carissa Martos, a teacher of the deaf and hard of hearing, for five years. When Austin was asked about the most important lesson he had learned from his teacher, he said:

"I've learned a lot more words and I understand more about the stories in English and in History and see what the point of the story is and how they go together. I also learned how to get my hearing aids to work better and how to ask people to repeat stuff. We also talked about how to act when I am driving and if I get pulled over, and things I can do to stay safe when I am out hunting and tell the other hunters how to work with me."



### Jemma Bosotina

Jemma is a third grader at Harvey Clarke Elementary School in Forest Grove. Carissa Martos, a NWRES D teacher of the deaf and hard of hearing, visits her every week during the school year.

Jemma's favorite memory with Ms. Carissa is when Carissa brings in a giant ear. She takes it apart and shows all of the pieces. "I wish it had a hearing aid," Jemma says.

Carissa recently challenged Jemma to find a sound she hadn't heard before. "I'm still searching for it," she says. When Carissa visits, Jemma says she likes reading books and getting stickers and candies. "I like talking with her. We talk about hearing aids. I tell her what's wrong with my hearing aids. There are buttons and she helps me figure that out."



### Christian Diehl

Christian is a senior at Cascade Academy. He says his school, which provides individualized behavior support to every student, is a lot like a family.

"It's a good community," he says. "When we have troubles like when someone is having a bad day, they are really understanding about it."

He says he feels his teachers really care him and his fellow classmates.

Every student at Cascade Academy receives support based on the needs outlined in their individualized education plan. The program uses Positive Behavior Intervention Support, Collaborative Problem Solving and Restorative Justice principles, and all of the educators put positive working relationships with students at the center of their work.



# COMPLETE LIST OF SPECIAL EDUCATION SERVICES

- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder Services
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard of Hearing Services (D/HH) and Audiology
- Early Childhood Special Education
- Early Intervention (EI)
- Early Intervention/Early Childhood Special Education (EI/ECSE) Screening and Evaluations
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Social Emotional Learning Schools
- Speech-Language Pathology (SLP) Services
- Traumatic Brain Injury (TBI) Services
- Youth Transition Program (YTP)

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)

# TECHNOLOGY



## Spotlight on Technology Services: Mist Elementary Project Paves the Way For High-Speed Internet in Oregon's Most Rural Schools

Elementary students in the remote community of Mist, located more than an hour northwest of Portland, Oregon, have access to high-speed internet thanks to the installation of SpaceX's latest Starlink technology.

Link Oregon, Northwest Regional ESD and Vernonia School District combined forces to identify funds, personnel and the technological infrastructure that brought high-speed internet to the remote school. Vernonia School District has tried multiple times over the past decade to upgrade the school to fiber-optic internet, but the high costs of running a dedicated fiber line down miles of rural roads always prevented the project from taking off. Starlink bypassed cost-prohibitive construction projects, making it an ideal solution for remote rural communities.

"Before we got the new internet, Ms. Avy's class couldn't be on the internet at the same time, so sometimes we would have to reschedule when we did reading and math," explains McKinley, a fifth grader.

McKinley says that she and her peers commonly use the internet to write stories in Google Docs and interact with Zearn, a math website with video lessons and exercises.

Northwest Regional ESD plans to identify more opportunities to expand internet access for schools and students.

[Read the full story.](#)



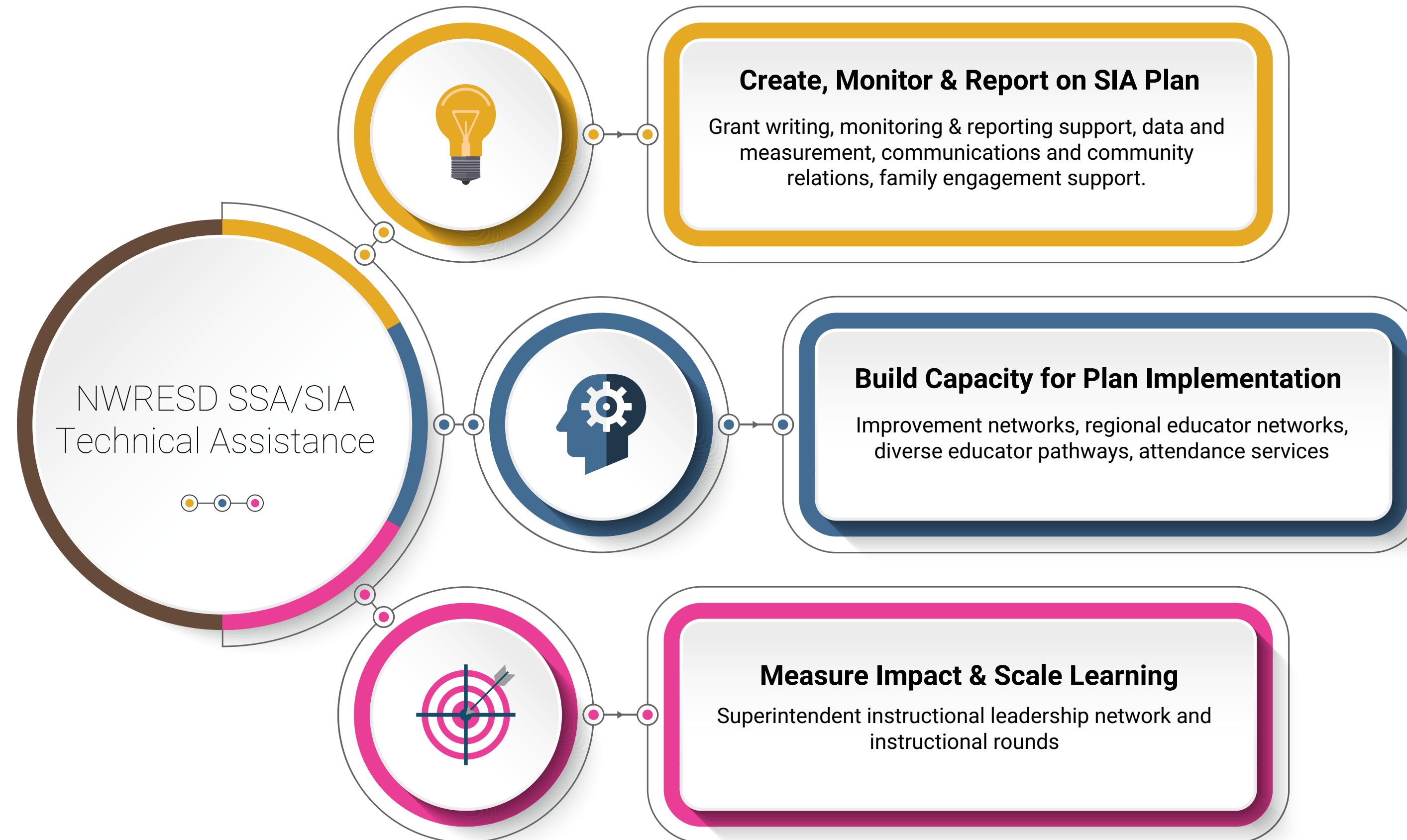
# COMPLETE LIST OF TECHNOLOGY SERVICES

- Application Support
- Forecast5
- Help Desk
- Information Systems
- Library Services
- Network Services
- Oregon Virtual Education (ORVED)

- Substitute Services
- Technical Engineering Cooperative

[Read more detail about these services and learn how to add them to the list of services your district receives.](#)

# STUDENT SUCCESS ACT (SSA) PLAN



# SSA TECHNICAL ASSISTANCE

NWRESD provides SSA technical support by leveraging a cross-department team that brings together Instructional Services; Equity and Family Partnerships; Research, Assessment, Evaluation and Data; and Communications. The technical assistance offered supports student mental health and behavior and aims to improve academic outcomes for all students, with a focus on decreasing disparities and closing the opportunity gap for focal student groups. NWRESD supports component school districts in the implementation of their Student Investment Account (SIA) plans in three ways:

- **Creating, applying, monitoring and reporting on the (SIA)** - provide support to districts in applying for, receiving and monitoring spending of SSA funds to ensure compliance with Oregon Department of Education expectations.

- **Developing the capacity of district and school staff to implement their plans** - improve the abilities, skills, knowledge and expertise of educators and leaders to ensure implementation SIA plans toward the SSA vision are actualized through moving student outcomes.
- **Measuring impact and scaling learning across the region through collaboration** - developing and supporting superintendent collaboration and instructional practice across the region to see what students are doing and saying, and to ensure increased academic outcomes for all students, specifically students in focal groups.

These three areas of work include investments in the following areas:

- Community engagement and communications support
- Assessment and data support for longitudinal performance growth targets

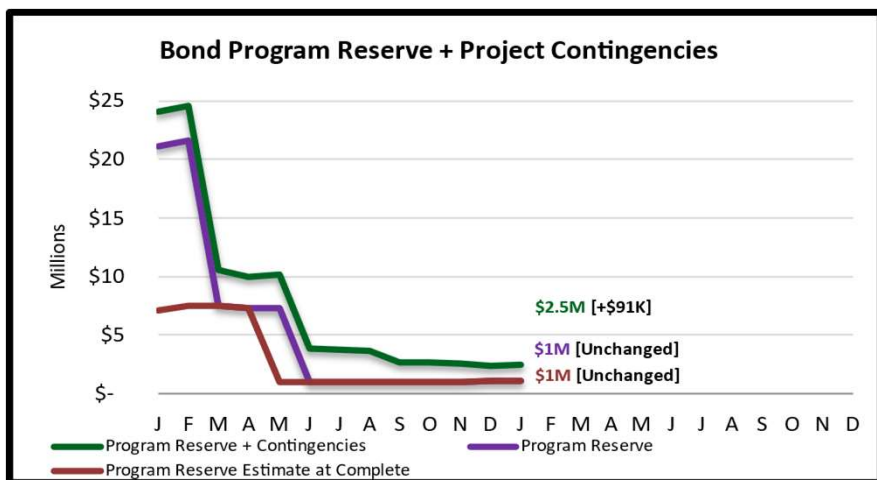
- SIA plan development, monitoring, amending and reporting
- Professional learning networks aligned to district SIA plans
  - Early Literacy Network
  - 9th Grade Success Network
  - Social, Emotional, and Mental Health Network
  - Instructional Coaching Network
  - Equity and family partnerships professional learning
  - Northwest Superintendent Instructional Leadership Network
  - Chronic absenteeism reduction
  - Multi-Tiered Systems of Support and data-based decision-making
- Regional Educator Network (REN)
- Diverse Educator Pathways
- Language interpretation and translation

# Bond Program Status Report

Through January 2022

# 2014 Bond Program Executive Summary

January 2022



Bond Program Reserve = Funding available to the Bond Program but not yet allocated to a project  
 Project Contingencies = Funding contained within an approved project budget

Bond Program Funding Total	\$	807,873,366
Revised Approved Current Budget	-	\$ 806,820,386
Bond Program Reserve	<u>\$</u>	<u>1,052,980</u>
Bond Program Reserve	\$	1,052,980
Net Contingency Balance	+	\$ 1,453,399
Bond Program Reserve + Contingencies	<u>\$</u>	<u>2,506,379</u>
Bond Program Funding Total	\$	807,873,366
Program Estimate at Complete (EAC)	-	\$ 806,820,386
Projected Program Reserve Estimate at Complete	<u>\$</u>	<u>1,052,980</u>

### Budget Perspective

This month the overall Program Reserve was unchanged and the Reserve + Project Contingencies increased by \$91K. All projects remain within their current approved budgets. Primary cost events were:

- ACMA's contingency increased by \$91K due to bids for the storage shed coming in under projections.
- District-Wide Facility Repairs budget decreased by \$461K, and Seismic Repairs budget increased by \$461K, due to the transfer of funds for the West TV Seismic project. The funds coming from the District-Wide Facility Repairs project are savings from repair projects previously completed at West TV.
- West TV Seismic's budget increased by \$598K due to the transfer of funds from the District-Wide Facility Repair project (\$461K, as detailed above) as well as the Seismic Funding Hold (\$137K). There is a plan to utilize \$137K in Elementary and Secondary School Emergency Relief (ESSER) funds to cover some of the HVAC elements of the project scope.
- ISB HVAC and Roof's contingency decreased by \$61K due to costs associated with deferring Roof C to Summer 2022 as well as differing site conditions.
- 2022 HVAC Upgrades Group 1's contingency decreased by \$52K due to bids received for the project. There is a plan to utilize ESSER funds to cover some of the scope and costs of the project. Once that process is approved by ODE, any freed-up unallocated reserve will be transferred back to the project's contingency.

### Schedule Perspective

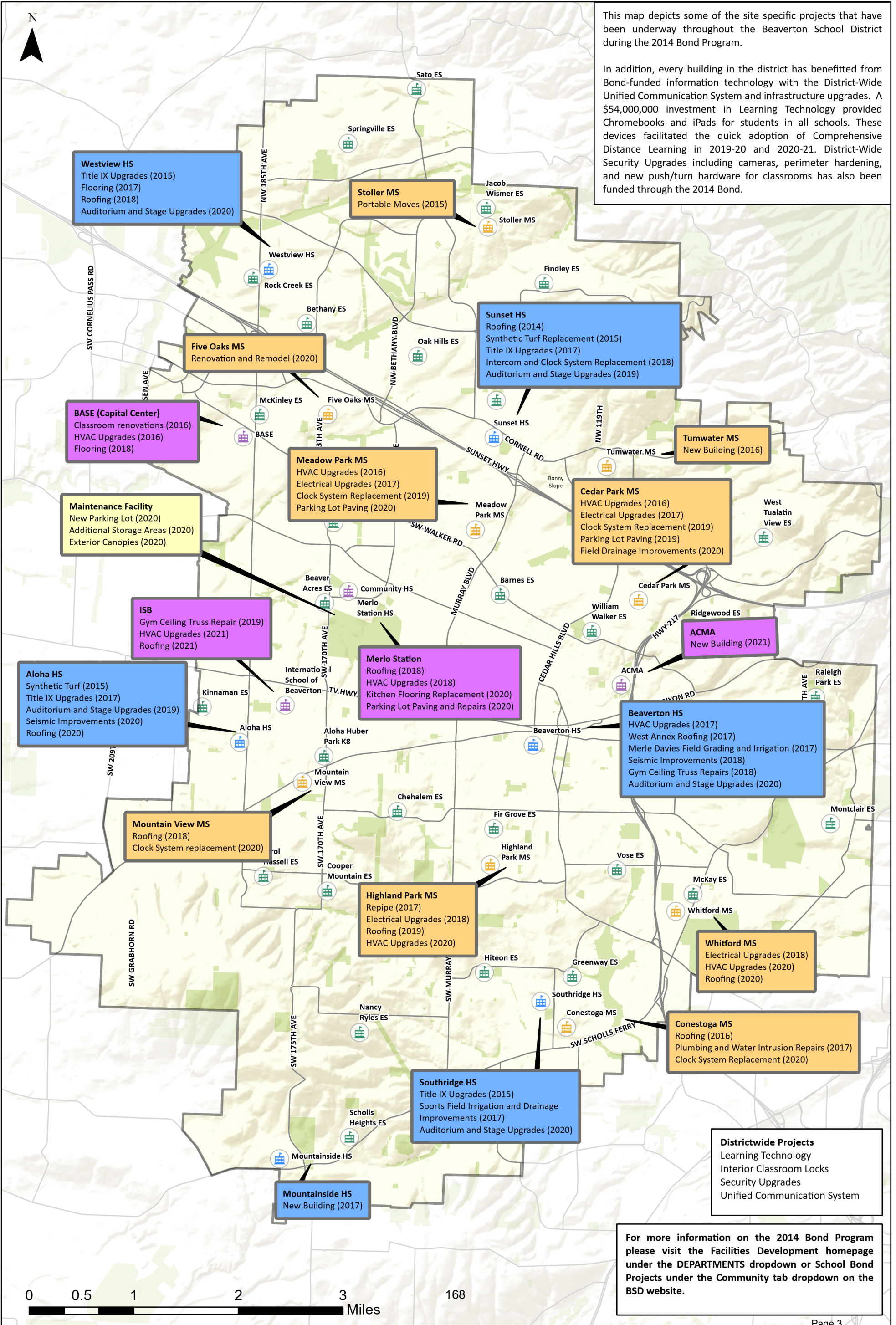
- Due to current market conditions and forecasted schedule delays, the 2022 Roof Projects Group 1 and 2022 HVAC Group 2 projects have been pushed to Summer 2023.
- Bethany HVAC and Roof has ordered roofing materials early, so we are not projecting any issues completing the second half of the project this summer.
- We are submitting an SRGP application for McKinley in February, 2022. If approved, we will roll the seismic work in with the McKinley Roof scope as one project to be completed Summer 2023.
- The final order of hardware for Security Upgrades: Interior Locks has been delivered. Installation for the final project group to begin in May.

### Challenges and Opportunities

- Supply chain issues: As we turn our attention towards 2022 projects, we are being very mindful of potential supply chain issues. As an example, we are being told that the insulation we typically use for roofing projects has a 6-8 month lead time. A typical lead time would be approximately 1-2 months, so this will be a significant impact. Due to these issues, there is the potential that some of next summer's projects get delayed. We are actively investigating the impacts. and will plan accordingly.
- As a part of the Federal CARES act, the District has received Elementary and Secondary School Emergency Relief (ESSER), and a portion is being executed through Bond projects to help improve HVAC and air flow functions in our buildings. Current projects utilizing ESSER funds are Hiteon HVAC Controls Upgrade, 2022 HVAC Upgrade Group 1, and West TV Seismic.

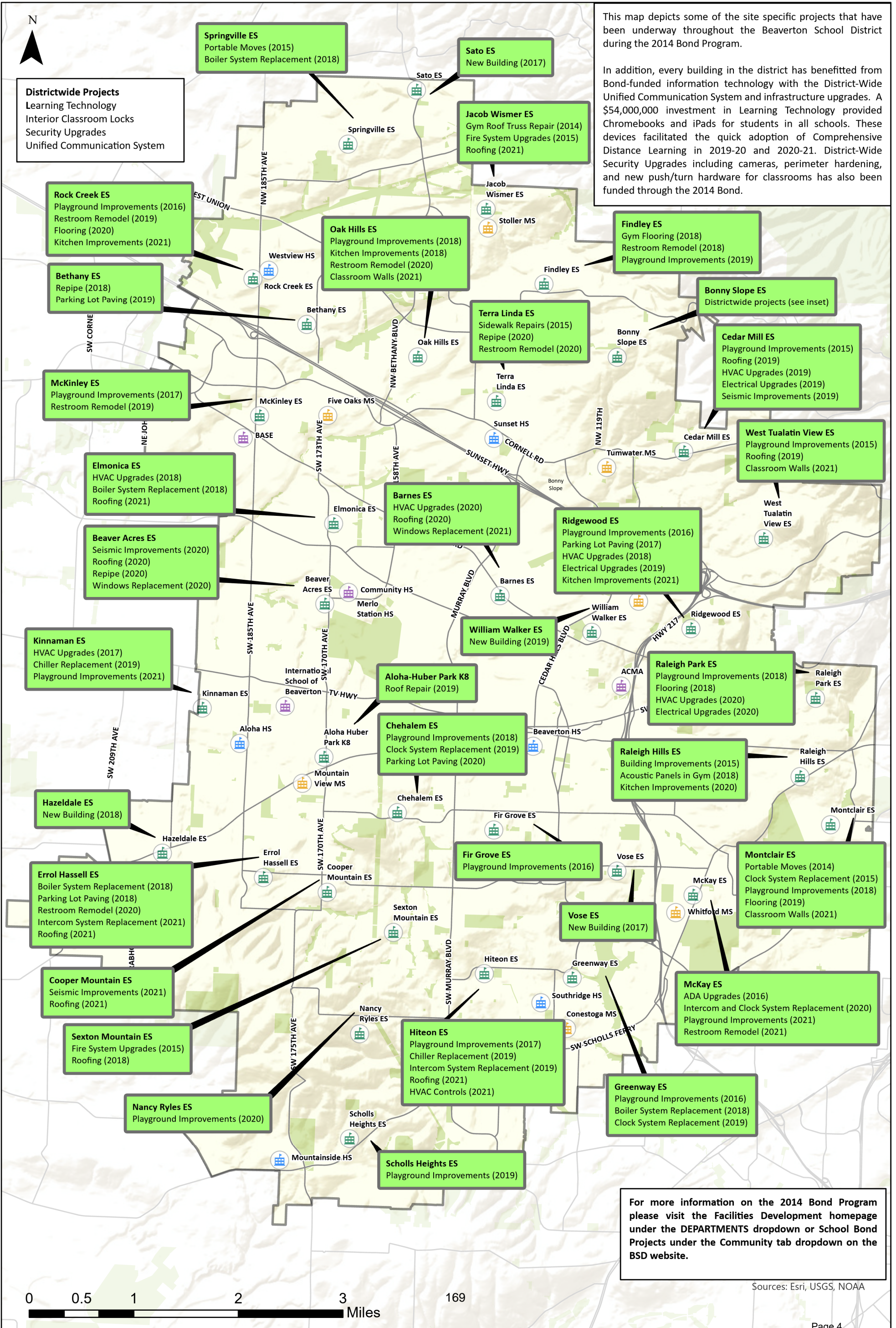
# 2014 Bond Program Middle School, High School & Options

September 8, 2021



# 2014 Bond Program Elementary Schools

September 8, 2021



# 2014 Bond Program Scorecard

Data as of January 31, 2022

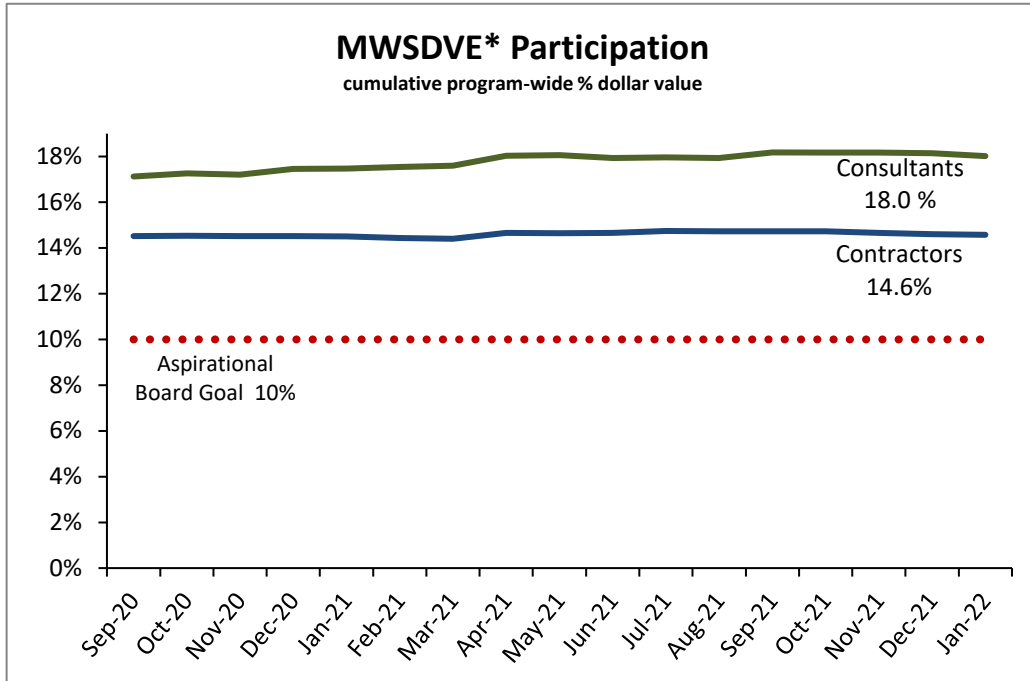
January 2022

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

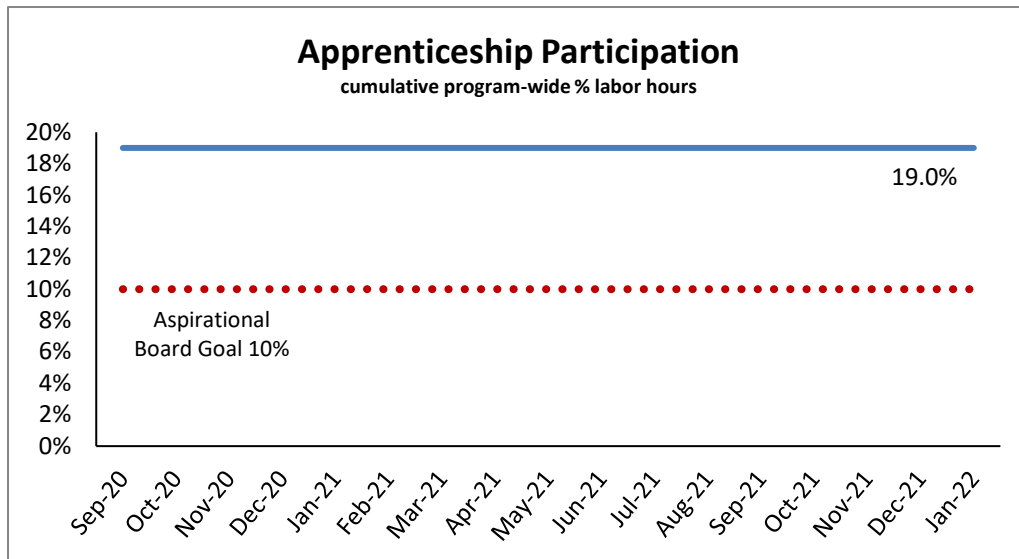
Current Performance Metrics	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roofs (Montclair)	Security Upgrades: Classroom Walls	Vose Classroom Addition	2022 Repipes	2022 HVAC Upgrades Group 1
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	38.00%	66.00%	64.00%	25.00%	6.00%	2.00%	4.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	43.00%	74.00%	60.00%	30.00%	0.00%	0.00%	0.00%
Schedule Milestones	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls	Vose Classroom Addition	2022 Repipes	2022 HVAC Upgrades Group 1
Design Team Contracted	N/A	8-2020	6-2020	11-2020	11-2020	11-2021	3-2021
Design - Schematic Design	N/A	11-2020	7-2020	1-2021	N/A	11-2021	N/A
Design - Design Development	3-2021	12-2020	9-2020	2-2021	1-2021	1-2022	5-2021
Design - Construction Documents	4-2021	2-2021	10-2020	3-2021	2-2021	(2-2022)	6-2021
Permitting - Land Use	N/A	N/A	N/A	N/A	7-2021	N/A	N/A
Permitting - Site Development	N/A	N/A	N/A	N/A	7-2021	N/A	N/A
Permitting - Building	6-2021	4-2021	11-2020	3-2021	12-2021	(3-2022)	N/A
Construction - Contract Award	10-2020	4-2021	1-2021	6-2021	10-2021	(3-2022)	11-2021
Construction - Start	6-2021	6-2021	(6-2022)	6-2021	(3-2022)	(6-2022)	(6-2022)
Construction - Finish	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(9-2022)	(8-2022)	(8-2022)
Owner Activities - FF&E Ordered	N/A	N/A	N/A	N/A	(1-2022)	N/A	N/A
Owner Activities - FF&E Delivered	N/A	N/A	N/A	N/A	TBD	N/A	N/A
Owner Activities - Occupancy	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(8-2022)	(8-2022)	(8-2022)
Project Complete (Month - Year)	<b>(8-2022)</b>	<b>(9-2022)</b>	<b>(8-2022)</b>	<b>(8-2022)</b>	<b>(9-2022)</b>	<b>(8-2022)</b>	<b>(8-2022)</b>
Equity Goals							
Participation	Target %	Current %	Change %				
MWSDVE - Consultants	10.0%	18.0%	-0.20%				
MWSDVE - Contractors	10.0%	14.6%	-0.10%				
Apprenticeship	10.0%	19.0%	No change				

# 2014 Construction Bond Program

## Equity Performance January 2022 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report  
Financial Summary

Data as of January 31, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	December-21 Est @ Comp	January-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,053,373	Current contingency increased by <b>+\$91K</b> due to bids received for storage shed
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433		<b>Completed; Final Cost</b>
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187		<b>Completed; Final Cost</b>
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777		Projects in Process; budget 52% complete
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072		<b>Completed; Final Cost</b>
District-Wide Facility Repairs	\$ 98,000,000	\$ 120,973,719	\$ 121,434,546	\$ 120,973,719		Current budget decreased by <b>(\$461K)</b> due to transfer of funds to Seismic Upgrades project
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000		Projects in Process; budget 33% complete
Domestic / Fire Line Separation	\$ 800,000	<i>(Budget moved to Facilities Repair)</i>				
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,426,419	\$ 28,426,419	\$ 28,426,419	\$ 221,253	
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>				<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877		<b>Completed; Final Cost</b>
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>				<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120		Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659		<b>Completed; Final Cost</b>
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 34,981	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540		<b>Completed; Final Cost</b>
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 43,792	In Close-Out; Post-warranty work ongoing
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642		<b>Completed; Final Cost</b>
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096		Construction completed 2016; Final outfitting ongoing
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490		<b>Completed; Final Cost</b>
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000	<b>11.1%</b>
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753		
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,458,530	\$ 18,458,530		Projects in Process; budget 96% complete
Seismic Upgrades	\$ 4,200,000	\$ 26,444,965	\$ 25,984,138	\$ 26,444,965		Current budget increased by <b>+\$461K</b> due to transfer of funds from District-Wide Facility Repair project

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of January 31, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	December-21 Est @ Comp	January-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
SHS Title IX Compliance	\$ 2,000,000	\$ 4,285,317	\$ 4,285,317	\$ 4,285,317		Completed; Final Cost
Springville K-8 Improvements	\$ 2,000,000	\$ 510,016	\$ 510,016	\$ 510,016		Completed; Final Cost
Vose K-5 Replacement	\$ 24,800,000	\$ 33,846,280	\$ 33,846,280	\$ 33,846,280		Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 34,626,711	\$ 34,626,711	\$ 34,626,711		Completed; Final Cost
Added Projects	\$ -	\$ 12,491,010	\$ 12,491,010	\$ 12,491,010		
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828		Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 726,820,386</b>	<b>\$ 726,820,386</b>	<b>\$ 726,820,386</b>	<b>\$ 1,453,399</b>	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>		
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 806,820,386</b>	<b>\$ 806,820,386</b>	<b>\$ 806,820,386</b>	<b>\$ 1,453,399</b>	Contingency Balance change of <b>+\$91K</b>
<b>Added Funding to Bond Program</b>						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,730,823					
<b>Grand Total Added Funding</b>	<b>\$ 127,873,366</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 807,873,366</b>					Total Funding unchanged
<b>Program Reserve</b>		<b>\$ 1,052,980</b>	<b>\$ 1,052,980</b>	<b>\$ 1,052,980</b>		Program Reserve unchanged
<b>Program Reserve + Project Contingencies</b>					<b>\$ 2,506,379</b>	Change of <b>+\$91K</b>

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

Data as of January 31, 2022

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,960,768	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,630,532	District-wide Repairs	\$ 1,443,453	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$15,730,823</b>		<b>\$9,942,320</b>	



# 2014 Bond Program Financial Status Report

Data as of January 31, 2022

## District-Wide Repair Projects

"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	December-21 Est @ Comp	January-22 Est @ Comp	Net Contingency Balance		Budget Summary Notes
Completed Projects	\$ 27,832,905	\$ 59,421,061	\$ 59,421,061	\$ 59,421,061			Completed; Final Cost
Projects in Close-out	\$ 6,883,538	\$ 21,605,377	\$ 21,605,377	\$ 21,605,377	\$ 545,097	2.6%	
2022 Repipes	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 150,000	11.1%	
2021 Roof Replacements	\$ 1,972,000	\$ 5,100,797	\$ 5,100,797	\$ 5,100,797	\$ 155,340	3.1%	
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 563,783	\$ 563,783	\$ 563,783	\$ -	0.0%	
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 17,000	7.3%	
ISB HVAC & Roof	\$ 864,000	\$ 2,266,112	\$ 2,205,612	\$ 2,266,112	\$ 20,000	0.9%	Current budget increased by <b>+\$61K</b> due to costs associated with deferring work to Summer 2022
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ 2,474,120	\$ 2,474,120		0.0%	
2022 Roof Replacements Group 1	\$ 1,380,000	\$ 3,076,000	\$ 3,076,000	\$ 3,076,000	\$ 307,600	11.1%	
2022 Roof Replacements Group 2	\$ 277,000	\$ 615,000	\$ 615,000	\$ 615,000	\$ 58,576	10.5%	
2022 HVAC Upgrades Group 1	\$ 882,000	\$ 2,291,380	\$ 2,291,380	\$ 2,291,380	\$ 13,270	0.6%	Current contingency decreased by <b>(\$52K)</b> due to execution on GC contract
Five Oaks Roof	\$ -	\$ 150,000	\$ 150,000	\$ 150,000	\$ -	0.0%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000			
Maint Dept Repair & Improvement Projects*	\$ 9,068,708	\$ 9,068,708	\$ 9,049,690	\$ 9,068,708			
<b>Repair Projects Total</b>	<b>\$ 50,710,151</b>	<b>\$ 109,032,338</b>	<b>\$ 108,952,820</b>	<b>\$ 109,032,338</b>			
<b>Repair Program Balance Available</b>	<b>\$ 47,289,849</b>	<b>\$ 11,941,381</b>	<b>\$ 12,020,899</b>	<b>\$ 11,941,381</b>			
<b>Repair Program EAC Balance</b>	<b>\$ -</b>	<b>\$ -</b>					
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 120,973,719</b>	<b>\$ 120,973,719</b>	<b>\$ 120,973,719</b>			
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.							
<b>Transfer Tracking</b>							
Initial Budget	\$ 98,000,000						
Previous Transfers	\$ (6,205,419)						
SB 1149 Reimbursements	\$ 2,960,768						
ETO Reimbursements	\$ 187,079						
SRHS Vestibule Door(s) transferred to Security Upgrades	\$ (250,000)						
Additional Funding - Budget Increase - Approved 6.15.2020	\$ 12,000,000						
Additional Funding - Chehalem Repipe - Approved 6.15.2020	\$ 500,000						
Additional Funding - McKinley Repipe - Approved 6.15.2020	\$ 500,000						
Additional Funding - Post Warranty Fund - Approved 1.28.2021	\$ 500,000						
Additional Funding - Budget Increase - Approved 3.15.2021	\$ 14,070,000						
Funds Transferred from Domestic Fire/ Line Separation	\$ 977,120						
Funds transferred to Seismic- Bethany ES	\$ (2,230,000)						
Funds transferred to Added Projects - Classroom Door Locks	\$ (179,293)						
Additional Funding - Elmonica Repipe - Approved 6.21.2021	\$ 500,000						
Funds transferred to Added Projects - Classroom Walls	\$ (45,710)						
Funds transferred from Five Oaks	\$ 150,000						
Funds transferred to Seismic- West TV ES	\$ (460,827)						
Balance	\$ 120,973,719						

# 2014 Bond Program Financial Status Report

## Seismic Projects

Data as of January 31, 2022

Seismic Projects	Original Budget	Revised Approved Current Budget	December-21 Est @ Comp	January-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058		Completed; Final Cost
Aloha HS	\$ 1,732,898	\$ 18,138,738	\$ 18,138,738	\$ 18,138,738	\$ 91,000	0.5%
Beaver Acres ES	\$ 1,714,444	\$ 5,926,866	\$ 5,926,866	\$ 5,926,866		Completed; Final Cost
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>				Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>				Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,063,556	\$ 3,063,556	\$ 3,063,556	\$ 332,629	12.2%
Bethany ES	\$ -	\$ 4,930,811	\$ 4,930,811	\$ 4,930,811	\$ 365,562	8.0%
Seismic Red Zones	\$ -	\$ 160,300	\$ 160,300	\$ 160,300		
2022 SRGP Planning	\$ -	\$ 100,000	\$ 100,000	\$ 100,000		
West TV Seismic (Gym)	\$ -	\$ 597,827	\$ -	\$ 597,827	\$ 36,300	6.5%
Rock Creek Seismic (Covered Play)	\$ -					Current budget increased by <b>+\$598K</b> due to transfer from District-Wide Facility Repair project and Seismic Funding Hold Project in Planning for 2022; Budget will be allocated from the Seismic Funding Hold
SHS Seismic (Auditorium)	\$ -					Project in Planning for 2022; Budget will be allocated from the Seismic Funding Hold
Seismic Funding Hold	\$ -	\$ 568,095	\$ 705,095	\$ 568,095		Current budget decreased by <b>(\$137K)</b> due to transfer to West TV Seismic (Gym)
(Projects Financially Complete)						
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 33,708,251</b>	<b>\$ 33,247,424</b>	<b>\$ 33,708,251</b>		
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)		
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)		
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)		
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,240,741)	\$ (2,240,741)	\$ (2,240,741)		
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 26,444,965</b>	<b>\$ 25,984,138</b>	<b>\$ 26,444,965</b>		
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 26,444,965</b>					
<b>Transfer Tracking</b>						
Initial Budget	\$ 4,200,000					
Program Escalation	\$ 1,006,740					
AHS Roofing - From Facility Repairs	\$ 575,193					
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000					
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807					
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000					
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)					
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000					
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950					
Beaver Acres Windows - From Facility Repairs	\$ 605,000					
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500					
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000					
West TV Seismic (Gym) Transfer	\$ 460,827					
Balance	\$ 26,444,965					

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
January 31, 2022

Data as of January 31, 2022

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 1/31/22	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	63%	\$ 7,256,465	\$ 5,181,920	\$ 895,859	Maintaining current wired and wireless networking capacity and addressing areas of need. Data Center server hardware expanded and replaced. New staff and departmental storage implemented. Replacement of school switch project started at elementary schools.
Digital Curriculum Development	\$ 5,286,785	93%	\$ 4,937,245	\$ 698,711	\$ 349,171	Salary to maintain five digital curriculum specialists. Digital Curriculum Specialists are responsible for curating and developing high quality digital curriculum and materials that align to our Standards Based Learning System. This team was a valuable resource last spring when we were pressed to provide additional resources for district teachers during the COVID-19 remote learning implementation.
Future Ready Schools	\$ 29,496,360	99.6%	\$ 29,370,631	\$ 202,361	\$ 76,631	Two rounds of student devices were purchased from the bond. Monies remaining in the Future Ready budget are partially funding hardware repair staff focused on repairing our fleet of over 50,000 iPad and Chromebook devices.
Technology Modernization	\$ 2,909,823	83%	\$ 2,420,823	\$ 560,182	\$ 71,182	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>91%</b>	<b>\$ 50,749,669</b>	<b>\$ 6,643,174</b>	<b>\$ 1,392,843</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
January 31, 2022

Data as of January 31, 2022

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 1/31/22	Annual Description of Expenditures
Copiers	\$ 1,945,124	86%	\$ 1,668,284	\$ 300,000	\$ 23,159	Approximately \$300,000/year over eight years.
Athletic Equipment	\$ 1,021,737	90%	\$ 916,259	\$ 278,982	\$ 173,503	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project. An additional \$800,000 will be split over years six through eight.
Maintenance Equipment	\$ 2,289,219	71%	\$ 1,615,931	\$ 843,784	\$ 170,496	Approximately \$120,000/year over four years beginning in year 2. Year 2 will have \$185,000. An additional \$1.7 million will be split over the final three years of the bond, beginning in year six.
Early Learning Playground Equipment	\$ 15,366	96%	\$ 14,713	\$ 6,000	\$ 5,347	Playground equipment for Early Learning program at seven elementary schools.
Flex Devices	\$ 36,500	92%	\$ 33,616	\$ 36,500	\$ 33,616	5 iMacs, 5 Mackbook Pros, 11 iPads with pencils and keyboards, and 11 Dell monitors for Flex in December 2021
Other Equipment Purchases	\$ 18,692,054	98%	\$ 18,318,463	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018. The District purchased \$16M in buses over the first 7 years of the bond. All are included in this line.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>94%</b>	<b>\$ 22,567,266</b>	<b>\$ 1,465,266</b>	<b>\$ 406,121</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>92%</b>	<b>\$ 73,316,934</b>	<b>\$ 8,108,440</b>	<b>\$ 1,798,964</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 6,683,066</b>					

