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EXECUTIVE SESSION -

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.

ORS 192.660(2)(h) Legal Counsel

Camellia Osterink



SCHOOL BOARD RECOGNITION

POLICY ISSUE/SITUATION:

Tonight, the district recognizes the following individuals for their outstanding achievement and contributions to the Beaverton School District and the community.

RECCOMENDATION:

Aaron Li

Sunset High School senior Aaron Li was named a 2022 [Prudential Emerging Visionary](#) for bringing powerful vision and meaningful change to his community.

Aaron is the co-founder of "[Project Lotus](#)," an initiative to destigmatize mental health in Asian American and Pacific Islander (AAPI) communities.

As one of 25 students selected for this year's award, Aaron will receive \$5,000 and an invitation to participate in an awards summit in April. Congratulations, Aaron, and I want to invite you to tell us a little bit more about your project.

OSAA Winter Athletics

Congratulations to our winter athletic teams. The season culminated with the boys basketball teams from Mountainside, Southridge and Beaverton competing in the state playoffs. Beaverton boys went all the way to the Great 8 and won the Sportsmanship Trophy at the tournament. Mountainside went all the way to the final 4.

On the girls side, Westview, Mountainside, Southridge and Beaverton High School basketball teams all competed in the playoffs with the Beaverton girls bringing home both the Metro League and OSAA State championships!

Joining us this evening to say a few words are Beaverton Head Coach Kathy Naro, Assistant Coach John Naro and team captains Emily Rice, Madison Naro, Lainey Spear, Zoe Borter and Hannah Rice.

Good Evening everyone.

I am Kyrsti Sackman, I am the OSEA President and a Para II educator at McKinley Elementary.

Last week we celebrated Classified Appreciation Week;

I would first like to say THANK YOU to each and every classified staff member for all your continued effort, hard work and dedication to our community - we all know that each and every day, our community could not run without your valuable efforts and support.

I would also like to thank everyone who slowed down and took the time to appreciate and recognize classified staff, because we all know - that even the smallest moment of appreciation can make a difference.

Thank you to everyone on the OSEA board who worked tirelessly to not only plan for classified appreciation gifts but also worked so hard to get our gifts out to each site.

Every classified staff member, union member or not has a small gift of our appreciation waiting for them at their work site.

Our OSEA board is working hard to continue to support ALL of our classified staff each and every day. Our board is currently preparing for our elections for next year's E-board- all positions except for VP are open for nominations. We are also looking for Conference delegates to represent our chapter at the June OSEA conference.

We are working hard to increase our communications around all things union, especially with updates on bargaining.

Since our last meeting, we had our first bargaining meeting with the district and we are looking forward to our second bargaining session this coming Friday March 18th.

We ask that all classified staff wear BLUE THIS FRIDAY- in honor of bargaining.

We as OSEA are communicating often with BEA to increase the communication and the wrap around of equitable working conditions. We value the growth in our relationship with BEA as well as our district staff.

We thank everyone here in this meeting as well as everyone listening in, for their time and for their support.

Sara Schmitt, BEA President
March 14, 2022

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

Thank you for the opportunity to speak this evening, and happy almost spring break.

As we reach the 2 year mark of the beginning of the COVID-19 pandemic here in Oregon, we are reflecting on the ways that we have had to adapt, pivot, and navigate “unprecedented times.” There has been incredible loss, trauma and struggle. Throughout this time, we have learned how important it is to put each other as humans first, to focus on relationships before worrying about academic rigor. We have found new ways to use technology for learning. We are establishing new systems of support for mental and behavioral health (and we should be listening carefully to the students on BSAC and their work to make sure that students are accessing the support they need). We have focused on practices that reduce and eliminate racism and bias so that every student can thrive in our schools. As we move forward, we have a chance to create a budget that is a moral document that aligns with the district’s stated values. When we started this bargaining process, BSD shared your guiding principles: improving learning conditions, being financially responsible and maintaining quality labor relations.

Our interests in these negotiations have been focused on: implementation of full continuum of RP; recruitment and retention of BIPOC educators; responsive Student Services that meet the needs of students with disabilities and support mental and behavioral health; protected, member directed planning time; student centered instruction; competitive compensation; and manageable class-sizes and workload so that students receive the individual attention they deserve.

Luckily, we have the resources to and the opportunity to invest in the supports educators and students need. As Mike’s Schofield’s budget update shows, BSD has a projected ending fund balance of \$97.2 or 16.5% of the budget. It’s important to note that OSBA recommends that districts maintain reserves in the 5-8% range. This funding has been allocated to our district to invest in our student’s learning conditions now, and not held as reserves. As you have heard from educators all year, the need for support is NOW. Our classified staff, who have been the backbone of this district, need the support NOW.

It’s time to do right by your community and students and use the resources responsibly. Agreements at the bargaining table are a great way to show your staff, BSD students, families and our community that this district takes this responsibility seriously, and values the staff who work here.



Request to Present Public Comments

The Beaverton School District School Board meeting for March 14, 2022, will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday, March 10, 2022, through 12:00 p.m. on Monday, March 14, 2022 to be randomly selected to speak on the zoom link for the Board meeting Monday, March 14, 2022 at 6:10 p.m.

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

Kimberly Criswell-Hernandez	BSD Parent	District COVID Update
Tracy C Schlanser	BSD Parent	District COVID Update

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PUBLIC COMMENTS

The Beaverton School District School Board for March 14, 2022, will be conducted online. Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, March 10, 2022, through 12:00 p.m. on Monday, March 14, 2022. The following comments followed all of the posted guidelines on the form and were submitted by Monday, March 14, 2022, at 12:00 p.m.

Jennifer Hoffman	BSD Parent, BSD Staff Member	<p>I've heard conflicting information about whether or not the person who requested the names of people who filled out the form to be part of the superintendent search committee asked for the names of the students or just parents and staff. I've talked to the Assistant DA on the phone and he said Mr. Myers did not ask for the names of minors, only the names of parents and staff. Yet, it sounds like the district says that he did ask for student names. Was this a huge misunderstanding between the district and Mr. Myers? It was just so creepy to know that a list of student's names was being sent to a random adult. Yet, theres seems to be 2 stories about what the request included.</p> <p>Whatever actually happened, the result where a community person can get parent names just because the parent expressed interest in volunteering and being a part of the district, now makes many people question whether or not to become involved and volunteer.</p>
Elizabeth Ranweiler	BSD Parent	<p>Please reconsider the decision to make masking optional. Children under 5 can't get vaccinated and we have very little data on long COVID in children. Now that home tests are widely available, OHA's COVID case counts are not reliable. Many families did not realize their responses to the first BSD masking survey did not count, and the survey did not specify that contact tracing and quarantining would also end when masks became optional.</p>
Erin Herrick	BSD Community Member	<p>I'm submitting a public comment about listening sessions. Why have you not delivered on your promise to hold these meetings? We have been told more than once that you will deliver on this promise, yet we continue to be disappointed every month. How are you supposed to represent us when you don't even listen to our questions/concerns? This should be an exercise that the whole community can get behind because discourse can help ease strife, division, misunderstanding and offers the ability to cultivate intellectual resilience. For a liberal society to exist, It is important to listen , engage and debate in a civil manner.</p>
alexandra barth	BSD Staff Member	<p>As an educator, I am feeling taken advantage of, under appreciated, and manipulated. We have been working without a contract for 8 months and the end is not in sight. The district has hired an attorney with a reputation of being anti-union. The district publicly states how they are thankful for their staff, yet they have no urgency in listening to our needs or compensating us for our worth. It shouldn't need to be said, but this district would not operate without the educators in the building. It wouldn't be successful without highly qualified, dedicated teachers. Nationwide, educators are leaving the field, not because of the students or their love for their job, but because we</p>

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		are overworked and under valued. Many teachers in this district are considering doing the same and your actions are not going to keep them. Our patience has run out. Please show us that you value and respect us by listening to our needs and giving us a fair contract.
Abhishek Handa	BSD Parent	<p>Can we please provide as many vegetarian options as we have meat options for student lunches? I see the meat options changing daily but regularly see only PBJ on the menu! [How about vegetarian Mac and Cheese; Veggie Patty; Pasta with Veggies etc?]</p> <p>Also, it is a minor annoyance to receive 5 or more posts on Parent Square almost every other day. I wish these could be consolidated to 1 notification per day (which is easier to track and consume). Thanks a lot for listening :)</p>
Jeff Myers	BSD Parent	<p>Happy Pi day to you all. I'll keep this simple. The board chair changed public comment rules 6+ months ago, limiting them to 2 minutes (instead of 3), 15 people (instead of as many who wanted to speak), and to specific agenda topics (rather than any topic someone wishes to speak about). The rationale was that public comments are limited in nature (one-way communication), so you would limit them further but provide regular listening sessions to have the two-way conversations we all want. I would like to point out that you held only one listening session at the end of September and then have failed to schedule any additional sessions. Please follow through with your commitment or put the old public comment rules back in place. Speaking of which, with the indoor mask mandate removed, please move meetings back to in person. Also since we just last had a board meeting two weeks ago, we will not be speaking during the live meeting. Enjoy the break. :)</p>

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SUPERINTENDENT REPORT

Comprehensive Distance Learning/Limited In-Person Instruction/ COVID 19 Guidance:

Our mask optional policy implementation started today. We are continuing to follow the requirements and guidelines from the Oregon Health Authority and the Oregon Department of Education regarding our students, staff, volunteers, and visitors. I want to thank all of our students, staff, families, and community for following the mitigation safety protocols that have provided us to keep our schools open and to begin to return to some sense of normalcy. I also want to thank our communications department, led by Shellie Bailey-Shaw for creating “Either Way-Its Ok video” encouraging us all to be tolerant and accepting of your personal choice to wear a mask.

Superintendent Search: The school board has completed the process for selecting the next superintendent for the Beaverton School District. 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. The new superintendent will be announced this coming Wednesday, following a morning school board meeting to complete the process.

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. 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. State student enrollment has reduced by about 32,000 students, and 38,000 weighted students. This equates to a potential 18 million dollars in lost revenue for Beaverton. 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 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. The district stands ready to work with our association to negotiate a contract that provides sustainable resources to support our

State Champions! Congratulations to the Beaverton High School Girls Basketball Team for winning their first ever Girls Basketball State Championship. Also, congratulations to the Westview, Southridge, Mountainside girls and Beaverton, Southridge and Mountainside Boys

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for making it into their State Championships. The Beaverton Boys were also awarded the Sportsmanship Trophy for the tournament on the boys side of the bracket.

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

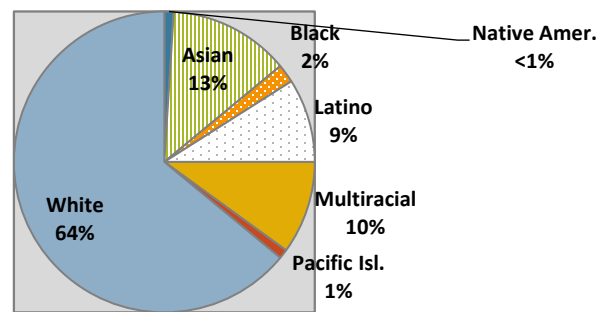
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SCHOOL REPORT

School: Cooper Mountain Elementary

Principal: Ali Montelango Years as School Principal: 3 Years in BSD: 20

School Demographics 2020-21

 Enrollment: 390
 Economically Disadvantaged: 15%
 Students with Disabilities: 15%
 Ever English Language Learner: 13%
 Different Languages Spoken: 22

School Metrics
Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	37.9	37.2		All Students	12.7	11.3	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino				Hispanic/Latino			
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	39.1	41.9		White	13.3	12.5	
Female	39.6	40.6		Female	13.3	11.6	
Male	36.5	33.8		Male	12.3	10.9	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	12.4	12.3		All Students	3.5	3.6	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

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Migrant				Migrant			
Asian				Asian			
Black/African American				Black/African American			
Hispanic/Latino				Hispanic/Latino			
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	13.3	14.6		White	3.5	3.7	
Female	12.3	13.2		Female	3.7	3.8	
Male	12.4	11.3		Male	3.3	3.5	
Non-Binary				Non-Binary			

* Combined results for uppercase and lowercase letter assessments.

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

College Readiness

Grade 3 English Language Arts	18-19	19-20	20-21	Grade 3 Mathematics	18-19	19-20	20-21
All Students	65.8%			All Students	69.9%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	68.8%			White	70.8%		
Multi-racial				Multi-racial			
Male	65.6%			Male	78.1%		
Female	65.9%			Female	63.4%		
Non-binary				Non-binary			

Grade 5 English Language Arts	18-19	19-20	20-21	Grade 5 Mathematics	18-19	19-20	20-21
All Students	76.5%			All Students	57.6%		
Economically Disadvantaged	50.0%			Economically Disadvantaged	23.1%		
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	36.4%			Students with Disabilities	8.3%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	76.7%			White	55.9%		

Multi-racial	63.6%			Multi-racial	54.5%		
Male	70.8%			Male	57.1%		
Female	83.8%			Female	58.3%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	65%			All Students	54%		
Economically Disadvantaged	56%			Economically Disadvantaged	54%		
English Language Learners	71%			English Language Learners	67%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	40%			Students with Disabilities	25%		
Talented and Gifted	79%			Talented and Gifted	79%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	81%			Asian	71%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	57%			Hispanic/Latino	54%		
White	64%			White	48%		
Multi-racial	60%			Multi-racial	60%		
Male	66%			Male	57%		
Female	63%			Female	49%		
Non-binary				Non-binary			

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

2020-21 Participation Rates

Smarter Balanced ELA: 24.3%

Smarter Balanced Math: 23.3%

Student Survey: 72%

Absence and Exclusion Measures	18-19	19-20	20-21	Annual Survey Responses	18-19	19-20	20-21
Students missing fewer than 10 days of school	73%	84%	90%	Students reporting that at least one adult cares about them	87%	NA	90%
Students missing class due to suspensions or expulsion	8	5	0	Parents reporting they feel informed and valued as active partners in their child's education	83%	NA	81%
Number of class days missed due to suspensions or expulsion	19.0	7.5	0.0	Teachers and staff reporting they contribute to school decision making	78%	NA	94%

Data not reported when there are fewer than 10 students, parents, or staff in the denominator.



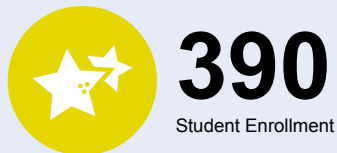
OREGON AT-A-GLANCE SCHOOL PROFILE

Cooper Mountain Elementary School

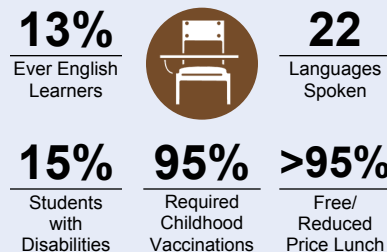
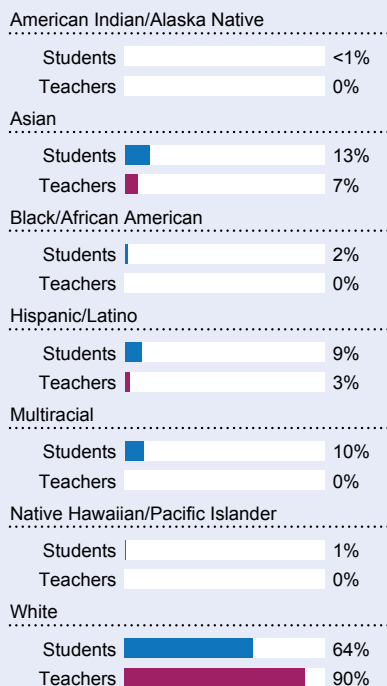


PRINCIPAL: Ali Montelongo | GRADES: K-5 | 7670 SW 170th Ave, Beaverton 97007 | 503-356-2070

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

School Environment

REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

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

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

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

Academic Progress

INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

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

School Goals

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

State Goals

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

Safe & Welcoming Environment

WE are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families. Students in grades 4 - 5 reporting:
· Feeling safe, welcomed, and accepted at school: 94%
· At least one adult at school really cares about them: 90%



Outcomes

Our Staff (rounded FTE)



24
Teachers



6
Educational
assistants



1
Counselors/
Psychologists



91%
Average teacher
retention rate



81%
% of licensed teachers
with more than 3 years
of experience



No
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: 65%

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

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

83% 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.

74% of parents report that the school encourages feedback from parents and the community.



SCHOOL REPORT

School: Aloha Huber Park K-8 School

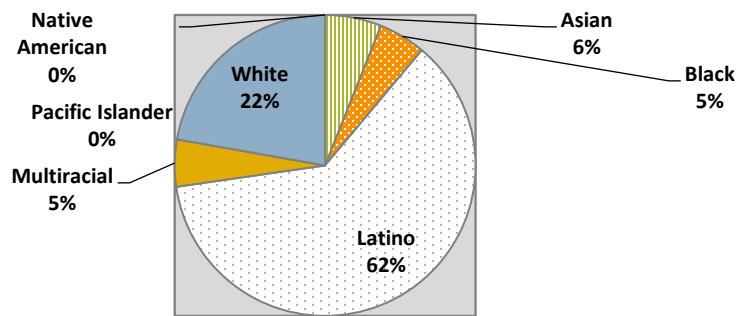
Principal: Alfonso Giardiello

Years as School Principal: 2

Years in BSD: 8

School Demographics 2020-21

Enrollment: 842
Economically Disadvantaged: 73%
Students with Disabilities: 15%
Ever English Language Learner: 52%
Different Languages Spoken: 26



School Metrics

Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	24.8			All Students	10.9		
Economically Disadvantaged	20.9			Economically Disadvantaged	10.1		
English Language Learners	16.1			English Language Learners	9.2		
Students with Disabilities	21.4			Students with Disabilities	9.5		
Migrant				Migrant			
Asian	38.8			Asian	12.1		
Black/African American				Black/African American			
Hispanic/Latino	16.7			Hispanic/Latino	9.3		
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	32.7			White	12.6		
Female	27.4			Female	11.5		
Male	22.1			Male	10.3		
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	8.4			All Students	3.7		
Economically Disadvantaged	6.7			Economically Disadvantaged	3.7		
English Language Learners	4.7			English Language Learners	3.7		
Students with Disabilities	7.3			Students with Disabilities	3.5		

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

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

Migrant			Migrant		
Asian	16.6		Asian	4.2	
Black/African American			Black/African American		
Hispanic/Latino	5.3		Hispanic/Latino	3.7	
American Indian/Alaska Native			American Indian/Alaska Native		
Multi-Racial			Multi-Racial		
Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander		
White	10.4		White	3.7	
Female	11.0		Female	4.0	
Male	6.2		Male	3.5	
Non-Binary			Non-Binary		

* Combined results for uppercase and lowercase letter assessments.

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

College Readiness

Grade 3 English Language Arts	18-19	19-20	20-21	Grade 3 Mathematics	18-19	19-20	20-21
All Students	34%			All Students	45%		
Economically Disadvantaged	27%			Economically Disadvantaged	32%		
English Language Learners	26%			English Language Learners	40%		
Ever English Language Learners	26%			Ever English Language Learners	40%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	23%			Students with Disabilities	23%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	27%			Hispanic/Latino	42%		
White	40%			White	51%		
Multi-racial				Multi-racial			
Male	33%			Male	48%		
Female	35%			Female	43%		
Non-binary				Non-binary			

Grade 5 English Language Arts	18-19	19-20	20-21	Grade 5 Mathematics	18-19	19-20	20-21
All Students	44%			All Students	27%		
Economically Disadvantaged	39%			Economically Disadvantaged	22%		
English Language Learners	36%			English Language Learners	22%		
Ever English Language Learners	36%			Ever English Language Learners	22%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	21%			Students with Disabilities	11%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black	60%			Black	30%		
Hispanic/Latino	39%			Hispanic/Latino	22%		
White	43%			White	36%		

Multi-racial				Multi-racial			
Male	42%			Male	29%		
Female	46%			Female	23%		
Non-binary				Non-binary			

Grade 8 English Language Arts	18-19	19-20	20-21	Grade 8 Mathematics	18-19	19-20	20-21
All Students	73%			All Students	87%		
Economically Disadvantaged	75%			Economically Disadvantaged	93%		
English Language Learners	65%			English Language Learners	85%		
Ever English Language Learners	76%			Ever English Language Learners	90%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian				Asian			
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	72%			Hispanic/Latino	90%		
White				White			
Multi-racial				Multi-racial			
Male	71%			Male	82%		
Female	74%			Female	93%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	63%			All Students	62%		
Economically Disadvantaged	61%			Economically Disadvantaged	62%		
English Language Learners	60%			English Language Learners	58%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant	69%			Migrant	50%		
Students with Disabilities	44%			Students with Disabilities	41%		
Talented and Gifted	76%			Talented and Gifted	66%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	81%			Asian	81%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black	55%			Black	50%		
Hispanic/Latino	63%			Hispanic/Latino	60%		
White	59%			White	68%		
Multi-racial	73%			Multi-racial	73%		
Male	61%			Male	60%		
Female	66%			Female	65%		
Non-binary				Non-binary			

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

2020-21 Participation Rates

Smarter Balanced ELA: 2%

Smarter Balanced Math: 2%

Student Survey: 67%

Absence and Exclusion Measures	18-19	19-20	20-21	Annual Survey Responses	18-19	19-20	20-21
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Students missing fewer than 10 days of school	54%	74%	64%	Students reporting that at least one adult cares about them	82%	NA	88%
Students missing class due to suspensions or expulsion	30	11	0	Parents reporting they feel informed and valued as active partners in their child's education	67%	NA	90%
Number of class days missed due to suspensions or expulsion	140	23.5	0	Teachers and staff reporting they contribute to school decision making	91%	NA	83%

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



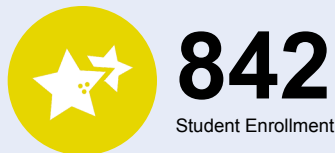
OREGON AT-A-GLANCE SCHOOL PROFILE

Aloha-Huber Park School

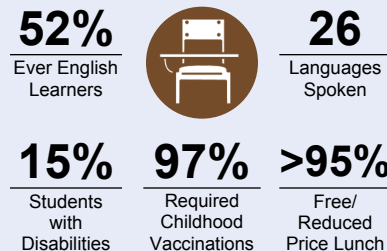
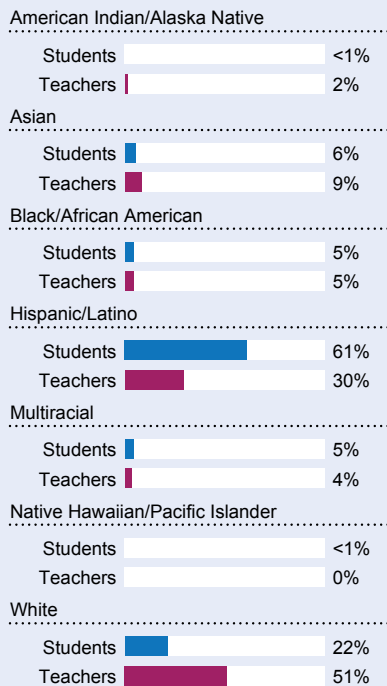


PRINCIPAL: Alfonso Giardiello | GRADES: K-8 | 5000 SW 173rd St, Beaverton 97078 | 503-356-2000

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

School Environment

REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

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

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

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

Academic Progress

INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

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

School Goals

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

State Goals

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

Safe & Welcoming Environment

WE are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families. Students in grades 4, 5 and 7 reporting:
· Feeling safe, welcomed, and accepted at school: 91%
· At least one adult at school really cares about them: 88%



Outcomes

Our Staff (rounded FTE)



52

Teachers



10

Educational assistants



3

Counselors/
Psychologists



87%

Average teacher retention rate



85%

% of licensed teachers with more than 3 years of experience



No

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 and 7 reporting:
· Not being bullied online: 64%

Anti-bullying curriculum, PBIS

EXTRACURRICULAR ACTIVITIES

See school website for activities available to students.

PARENT ENGAGEMENT

94% 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. It makes a big difference! 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 them 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.

81% of parents report that the school encourages feedback from parents and the community.

School: Cooper Mountain 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:

History:

We acknowledge that Cooper Mountain School rests upon the traditional village sites of the Atfalati, Kalapuya, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz Indians, who are still present and influential today. We honor these tribes for being the original care-takers and protectors of these lands since time immemorial, and for passing on their teachings and lifeways through past and present generations.

The first Cooper Mountain School was a small one-room building. It was located about two-thirds of a mile west of the present Cooper Mountain School in Beaverton, Oregon. The original building was replaced with a larger one-room school in 1909. The new school was located on the site of the present Cooper Mountain Elementary School. A second classroom was added to the school in 1936, and further improvements were made in 1949 and 1954. In 1957, Cooper Mountain had three classroom teachers and a part-time music instructor. In 1967 and 1970, School District 48 constructed a mostly new, modern 18-classroom elementary school at Cooper Mountain. The old building was remodeled and made a part of the new school. Enrollment at the new school was 403 students in 1972. There were 578 students in grades K-5 in 1999-2000. At Cooper Mountain School, annual terms were six and seven months up until 1905. From 1906 to 1912, they were eight months. After 1913, terms were nine months each year.

Present Day

Profile: Cooper Mountain Elementary School has always thrived as a local neighborhood school with a strong sense of community. Today, we have 432 students in grades Kindergarten through 5th. We have an additional 19 students in our Social Communication Classrooms. 12% of our students are English Language Learners with over 21 languages spoken in the home. 14% of our students qualify for Special Education services.

Attendance: Classroom teachers and support staff are doing all we can to ensure that families have access and are attending school each and every day. We prioritize attendance as we understand the correlation between students being in the classroom and academic success. The Behavior Health and Wellness Team is in close contact with teachers about students who are either not attending or not engaging in school. As we reflect on the 2020-2021 school year, we know that close teacher and family collaboration is important to both academic and social-emotional success. We continue to prioritize this goal moving forward.

Behavior: We believe the current hardships in our world highlight the strength and resilience of our students, staff, and community. At Cooper Mountain, we have implemented and/or revamped the following structures in the last two years: Zones of Regulation, Sanford Harmony Kits, and Restorative Practices. Every classroom has

community meetings each morning. The School Counselor, School Social Worker, and Student Success Coach share Sanford Harmony lessons with classes throughout the year and lead building work in Social Emotional Learning and equity. We are in the process of examining our current school systems and reflect on changes needing to be made by using an equity lens. These systems include, but are not limited to: practices and procedures related to behavior, staff response to challenging behavior, and discipline.

Curriculum: Grade level teams have worked the last two years aligning their curriculum and pacing. Using consistent curriculum is necessary as we work to create the most equitable opportunities for students. Teachers are using the BSD scope and sequence to teach Units of Study, Fosnot, TWIG, Great Body Shop, and the new social studies adoption.

We continue to utilize formative assessments including IRLA(K-5), Easy CBM (timed) (K-2) and Core Phonics Screener (not timed) (can be used all grades, but focus is mostly on K-2) to monitor student's reading progression. Teachers are able to provide specific feedback to students to identify what they need to do in order to meet their current goal as well as what they need to do in order to move forward in their growth. In writing, authentic published writing and continual daily practice provide informed data for next steps in instruction. In math, all teachers are now using the workshop model and mathematical practices to ensure we are supporting the individual learners.

When analyzing data at similar schools, Cooper Mountain has opportunities for improvement in both ELA and math student outcomes. In the 2018-19 school year in ELA, as measured by the OSAS, 61% of students we measured as being proficient or advanced. For the 2021-2022 school, we have chosen to focus this year's academic excellence goal in reading. This is due to students being taught through CDL, hybrid and/or a combination of the two for an entire year.

In math, as measured by the OSAS, 62% of students we measured as being proficient or advanced. Although math results were one percent higher than ELA, we chose to focus 2019-2020 academic excellence goal in math. This is because, up to that point, Cooper Mountain staff had very little math professional development to push their skills forward in the teaching of the math workshop model.

ELL:

We are an integrated/consulting model with our ELD and classroom teachers to support our English Language Learners. This is a four year roll out plan that began implementation in 2019-2020. We have a 0.5 ELD teacher who works with students in classrooms. She collaborates with classroom teachers one day per month to help plan lessons and discuss needs. We will work with district TOSA's to determine areas in which we can support ELL and all students in our classrooms with sheltered practices.

Special Education:

Resource Room

The resource room is an instructional program that fosters learning and growth for students with disabilities. It creates a supportive learning environment that enables acquisition of skills and knowledge, and guides students toward reaching their academic, social, intellectual and physical potential.

The Social Communication Center

The Social Communication Center (SCC) is a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs. The program fosters growth through:

- Visual systems for work completion, communication, and organization

- Structured classroom settings - predictable schedules, consistent expectations, and behavior supports
- Carefully planned transitions
- Social-cognitive instruction
- Modified environmental stimuli
- Students in this program have access to modified academic curriculum, if needed, based on their IEP
- Behavior supports are directly related to communication and sensory deficits

Parent Teacher Organization:

Parent involvement is of high value to our school community. Therefore, we understand the importance of diversity and representation on our PTO board. We are working towards creating a climate and culture of inclusivity. In 2020-2021, we established an AAPI Parent Affinity Group to increase connections and elevate the voices of our largest minoritized group. Meetings were devoted to building relationships, connection, and trust. The meeting content is centered around equity learning, family engagement, and feedback to the principal. This year, our goal is to continue gathering on zoom with this work. We are advocating for continued Equity Education with our PTO.





<p><u>Equity Area of Focus:</u></p> <p>Staff will receive professional development on anti-bias/anti-racism throughout the school year. This will be our biggest area of focus.</p>	<p><u>Academic Excellence Area of Focus:</u></p> <p>Staff will implement best practices and consistent curriculum in the area of Reading Instruction.</p>	<p><u>Collaboration Area of Focus:</u></p> <p>Staff will collaborate together as grade level teams in order to ensure equitable access & opportunities for all students.</p>
<p><u>Equity Goal:</u></p> <p>Increase knowledge, provide skills and tools to all staff to work toward our goal of becoming anti bias/anti-racist.</p> <p>This goal was set to provide more inclusionary structures and to eliminate the unfortunate, but undeniable, correlation between achievement and factors, such as, race, language, and socio-economic status.</p>	<p><u>Academic Excellence Goal:</u></p> <p>All students will gain one grade level or more of growth as demonstrated by the IRLA assessment from the beginning of the year (November) to the end of the year (June).</p> <p>This goal was set to ensure quality reading time and instruction in every classroom.</p>	<p><u>Collaboration Goal:</u></p> <p>As indicated by the results on the annual climate survey in the Spring, 80% or more of teachers will report that collaboration amongst teachers and with TOSA's has positively impacted instruction and therefore student understanding & achievement.</p>
<p><u>Key Strategies:</u></p> <p>Targeted PD for all staff</p> <ol style="list-style-type: none"> Self Reflection/Identity Classroom Practices Schoolwide Practices & Events Analyzing materials/documents/pract 	<p><u>Key Strategies:</u></p> <p>Targeted PD for teachers include:</p> <ol style="list-style-type: none"> Targeted training of paraprofessionals to provide to provide high quality instruction using new district materials like: Secret Stories, Heggerty, 	<p><u>Key Strategies:</u></p> <p>Daily common plan time among grade levels</p> <p>Collaborative Planning time based on data</p> <p>Structured communication with the</p>

<p>ices</p> <p>e. CRT practices will be shared and observed</p> <p>f. Gholdy Muhammad PD and study of the pursuits in lesson planning</p> <p>I am a part of the Administrative Equity & Inclusion Cohort. I applied for and received two Equity Coaches from NWRESD to help us examine our systems and practices. I am attending CFEE training in April.</p> <p>All committees this year were formed with an equity lens.</p> <p>Continuance of ABAR Committee, as well as ABAR PLC. The ABAR PLC meets once a month and is open to all staff members. We are discussing White Supremacy, decentering Whiteness, White Privilege and more.</p> <p>SEL Team is examining our school wide structures/systems, including discipline plan for cultural/racial biases</p> <p>Strengthen parent communication</p> <p>Continued work with parent AAPI Affinity group</p> <p>Continued work with 4th/5th grade Student BIPOC Affinity group</p> <p>Have invited parents to be part of ABAR work</p> <p>Optional book club: Think Again: The Power of Knowing What You Don't Know (9 voluntary members)</p>	<p>Flyleaf, and a focus on phonological awareness for our most striving readers.</p> <p>b. The new materials are also best practices for our EL students; frontloading vocabulary and context so they feel successful when accessing the text.</p> <p>c. Kid Chats A & B held weekly to assist students with academic and/or behavior interventions.</p> <p>d. Per Oregon Dyslexia law 2015 (SB 612), we are providing targeted materials and strategies regardless of whether they are diagnosed with Dyslexia as this has been proven to impact all striving readers.</p> <p>Academic Success Coach - check in with each grade level as needed to share information, help troubleshoot, and collect feedback to share</p>	<p>ELD and resource teams to identify how to best support students</p> <p>PD aligned to impactful instructional strategies with included planning for implementation in the classroom utilizing Gholdy Muhammad's Framework and Pursuits.</p>
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Crying at the H-Mart (12 voluntary members)		
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Learning Plan 2021-2022

All updates from the previous plan are in green.

Aloha-Huber Park K-8 School			
District Goal: WE empower all students to achieve post-high school success			
 <p style="text-align: center;">WE EXPECT EXCELLENCE</p> <p><i>WE teach students knowledge and skills for our evolving world.</i></p> <p><i>WE seek, support, and recognize world-class employees.</i></p>	 <p style="text-align: center;">WE INNOVATE</p> <p><i>WE engage students with a variety of relevant and challenging learning experiences.</i></p> <p><i>WE create learning environments that promote student achievement.</i></p>	 <p style="text-align: center;">WE EMBRACE EQUITY</p> <p><i>WE build honest, safe, and inclusive relationships with our diverse students and their families.</i></p> <p><i>WE provide needed support so that every student succeeds.</i></p>	 <p style="text-align: center;">WE COLLABORATE</p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p>
<p>After fourteen years of consistent administration, AHP has clear systems and effective implementation. The schoolwide systems that we have developed and sustained are aligned to give us similar and predictable student outcomes every year. These systems were developed from a deep understanding of the critical antecedents needed for sustained school success.</p> <p>Our instructional model begins with how we focus our adult actions and how we govern our instructional time. Our Mission Statement and our Seven Guiding Principles clarify expectations for adult behavior, guide decision-making, and drive our school's culture. This is important as our school's culture drives our students' success.</p> <p>Our collaboration model assures that all teachers' voices, actions, and expertise align to meet students' academic and social-emotional needs. Our approach to learning has proven to be highly successful and predictable for minority students and students with low socioeconomic status.</p> <p>At the beginning of the 2020-2021 school year, Aloha-Huber Park is at a crossroads due to the world, national, and local events. Many factors are affecting the planning process for the school year; including the fact that schools are in remote learning since March 2020 due to COVID 19, the need to become a culturally competent institution that has clear anti-racist and anti-bias practices, the change in school administration, and the need to increase alignment with the curricular and instructional models of the Beaverton School District.</p> <p>Many children of color will disproportionately experience learning loss during the pandemic</p> <p>With great uncertainty surrounding the new school year, middle class and wealthier, predominantly</p>			

white parents are using their resources to secure educational options for their individual children. The academic and emotional gap between the haves and have not is increasing dramatically during the pandemic.

The average learning loss for students is seven months if in-school instruction doesn't resume until January 2021. However, Black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. School closures will also probably increase high-school drop-out rates. "We estimate that this would exacerbate existing achievement gaps by 15% to 20%," the McKinsey report stated.

A significant number of our families in Aloha-Huber Park have been impacted economically, emotionally, and academically by the current events. All the above indicators are good descriptors of the current reality of our students. Having exceptional teachers who collaborate and plan strategically has helped our students, but mostly during synchronous instruction. Students are attending sessions and developing relationships with their teachers. Nevertheless, as it happens with minorities and students in poverty, the learning mostly happens during the structured instructional time when the teacher creates an adequate environment that engages students in learning.

The problem remains when independent work at home which is a key component of learning, especially during CDL or Hybrid, doesn't happen. Most communities of color lack adequate environments to foster independent-unsupervised learning at home. As a result, learning only will happen during the limited synchronous time. This is about two hours a day. This means that students of color and with disadvantages are getting only 25% of the time that they receive during in-person instruction.

We can assume that when the students come back to the classroom sometime in 2021:

- Academic disparities among the same cohort of students will be unprecedented.
- Emotional issues and lack of academic and behavioral routines might have a big impact on instruction for the foreseeable future.

We will not know specific needs and possible actions until the students are back in the building for the hybrid phase.

CHALLENGES	OPPORTUNITIES
<p>AHP ACADEMIC MODEL</p> <ul style="list-style-type: none"> - Minority and low SES students and families are the most impacted by COVID. - Access to all CCSS standards becomes more difficult due to distance learning, reduced instructional time, and access. - Students will have substantial challenges to achieve all grade-level standards. 	<ul style="list-style-type: none"> - There is no doubt that AHP is starting a new era. - AHP has developed expertise in explicit instruction, high leverage practices, and instructional models that work. - AHP standards-based instruction with clear curricular maps and best practices turns out to be a key component of CDL and the successful transition back to in-person instruction. - There is an imperative to identify-students' needs and more efficient ways to close the achievement gap.

<ul style="list-style-type: none"> - It will take several years to adapt to students' needs and recover our academic achievement level. - It is expected that when we return to in-person instruction we will face a new reality with a wide range of academic and social-emotional needs to respond to. 	
<p>NEW LEADERSHIP</p> <ul style="list-style-type: none"> - The change in school leadership brings a new style and direction even when the new principal has been in the building for fifteen years. - The assistant principal is new in the building with no previous knowledge of AHP practices. 	<ul style="list-style-type: none"> - The opportunity to renew the school's mission and vision in alignment with all successful systems and practices. - Bringing complementary experience from the assistant principal and sharing other practices and expertise. - The district's recognition and support to continue the model has made the predictable academic and social-emotional growth of minority students a reality.
<p>ALIGNMENT WITH BSD CURRICULUM</p> <ul style="list-style-type: none"> - Beaverton School District leadership has expressed concerns about how AHP can more closely align -with Teaching and Learning curricular and instructional practices. 	<ul style="list-style-type: none"> - COVID 19's effect on schooling offers a crossroad opportunity to find a balanced approach that is more aligned to BSD practices. - It is the right time for strategic implementation in phases with a high level of staff development and support. - CDL gives us the time for planning and strategizing.

Starting January 2021, Aloha-Huber Park started intentional work to respond to current needs and opportunities. We established clear guiding principles for this work as we embarked on this work.

- We formed a team of ten members to guide the project. This team included representation from the district's teaching and learning department.
- We listened to teachers' voices at the beginning. Team Leaders and teachers were able to follow up with the process and give feedback at each stage.
- This work aimed to guide the direction and efforts of AHP in the years to come (equity, academic & collaboration).
- Participation and support of the majority of the staff have been a critical component of the project. Based on feedback and surveys, the majority felt involved and had ownership of the focus.

Analysis Process:

For the analysis process, we used the SWOT (strengths, weaknesses, opportunities & threats). We brainstormed multiple areas (Academics, Equity, Dual Language, etc.). In collaboration with stakeholders, the team completed a SWOT summary that satisfied all staff.

Link to the conclusions of the SWOT analysis and impacts for the AHP model:

<https://docs.google.com/document/d/1Ax906EvgXQZu2Bh-olb1oqk35fjzbDqF/edit?usp=sharing&oid=103537720598470669614&rtpof=true&sd=true>

Outcomes:

The SWOT conclusions guide the actual practices and implementations proposed for the school year 2021-2022 and years to come. We were able to present a model with a clear direction for the long term and the specific steps we are embracing for the 2021-2022 school year.

AHP Mission Statement:

Through our daily efforts, we will provide all our students, especially those who have been historically marginalized, with the necessary skills and opportunities to make their own choices about their education now and after they leave the K-12 educational system.

Our Mission Statement became more significant after the work performed by all staff. We presume that all AHP staff understand the meaning of the project's implementation that aligns with our mission and guiding principles. AHP administration is communicating and echoing these ideas in several different ways. i.e., the AHP logo changed from a simple circle to a compass representing the purpose and intentionality of all our actions.

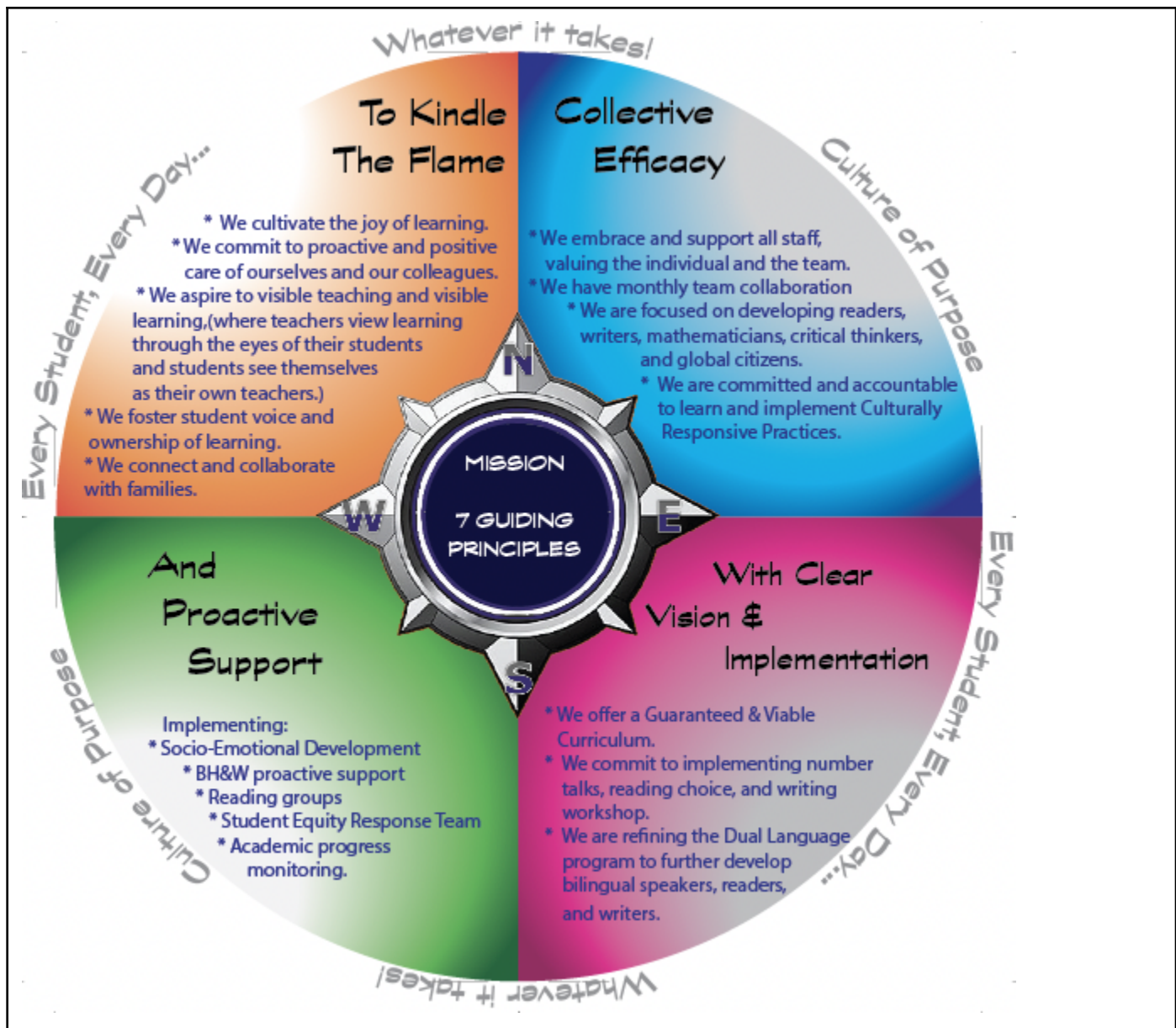
The FOCUS for the 2021-2022 School year:

Every year, the staff of Aloha-Huber Park develops and embraces the focus of its efforts. This focus becomes the commitment with the actions of the school year that align everyday efforts towards achieving our mission. This school year's focus is committed to the new direction we are embracing.

If we can synthesize AHP's new direction, we can say that it balances skill development and students' choice. We recognized that our valuable efforts on academic interventions, acceleration, and data are not efficient unless the students have full involvement.

We believe in previous years' practical actions, such as a robust collaboration model, clear maps, and understanding of the academic standards and data follow-up/decision making. Nevertheless, we lacked practices that develop students' ownership and voice.

The focus of 2021-2022 is: **"Collective efficacy with a clear vision and implementation and proactive support aimed to KINDLE THE FLAME."**



<u>Equity Area of Focus:</u>	<u>Academic Excellence Area of Focus:</u>	<u>Collaboration Area of Focus:</u>
<p>Students' academic and social-emotional needs will guide all our work.</p> <p>We will continue our learning and transformation to become anti-racist educators and experts in Culturally Responsive Practices.</p> <p>We implement anti-racist /anti-bias actions in our practice.</p>	<p>We will offer a guaranteed and viable curriculum focused on CCSS essential standards.</p> <p>We will start the implementation of a balanced model that develops basic skills and at the same time creates a culture that develops readers, writers, and mathematicians.</p>	<p>We use a holistic approach where all our efforts are coordinated to ensure all students have opportunities and choices now and in the future.</p> <p>We use a systematic and congruent collaboration model aligned to our mission, guiding principles, and our 2021-2022 school-year focus / strategic goals (SLP).</p>

		We use a collaborative leadership model that prioritizes consultative decision-making.
<p><u>Equity Goal:</u></p> <p>We will grow as a community and develop our capacity to respond to our student's academic and social-emotional needs by promoting social justice and inclusive practices.</p> <p>We will develop a sense of urgency in implementing Culturally Responsive practices for students and families.</p> <p>Our implementation will be centered on giving voice and opportunity to all students within our everyday practices.</p>	<p><u>Academic Excellence Goal:</u></p> <p>Having the students' academic, and social-emotional needs as the compass of our efforts, during the 2021-2022 school year, we will continue learning and strategically implementing the BSD curriculum and instructional model to become more aligned to the district's practices.</p> <p>We will start a serious implementation of a more balanced academic program with clear implementations towards a workshop model in Reading and Writing.</p>	<p><u>Collaboration Goal:</u></p> <p>We will create a culture of purpose where our systems, practices, and collaboration models are aligned throughout all departments. Everything is interconnected, we rely on each other, and each of us assumes the uniqueness of our role. These efforts become the bridge between our students' and families' needs and our mission.</p> <p>Due to Covid 19, we foresee a difficult year finding time for collaboration. Nevertheless, collective efficacy remains the core of all of our efforts.</p>
<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. The AHP Behavioral Health and Wellness team is able and willing to respond to students' & families' needs. We will have effective systems for maintaining high attendance, problem-solving barriers, and providing support for learning. We will keep a minimum of 90% attendance. 2. SERT (Student Equity Response Team) will meet on a monthly basis with the presence of all grade level teachers, administrators, academic, SEL, and SPED departments. We will address and follow up on the academic and 	<p><u>Key Strategies:</u></p> <p>ACTION 1: ASSESS TO BETTER RESPOND TO STUDENTS' ACADEMIC NEEDS</p> <ol style="list-style-type: none"> 1. We progress monitor learning in math and reading for each of our units. 2. We will use IRLA/ENIL as a key component for measuring student growth. <p>ACTION 2: Building School Capacity For Enhanced Implementation</p> <p>2.a Reading & Writing</p> <ol style="list-style-type: none"> 1. We will become an affiliate school of the TCRWP (Teachers' College) to develop capacity and expertise with our teachers. 2. We will have key expectations and offer support for all teachers to implement the initial steps 	<p><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. We have systematic weekly meetings at all levels where timed agendas and minutes are recorded and shared to assure progress and monitoring. For the 2021-22 school year we are no longer requesting timed agendas or recording minutes. 2. Formal and informal data will continue driving our decisions. 3. Every staff and team leader meeting will gather staff feedback. 4. We will initiate the creation of spaces to elevate the voice of students and parents, especially from the BIPOC community. 5. All our Professional

<p>behavioral needs of specific students as well as analyzing systemic and curricular practices that are affecting the bottom 20%. (This is a similar approach to APAC at other Title I schools with increased frequency and focus).</p> <ol style="list-style-type: none"> 3. Creation of an equity team with representation across the building. This team will develop a building-wide reflection on equity literacy and practices. They will lead four Professional Development sessions focusing on Anti-bias / Anti-racist work. 4. Starting in January 2021 we will embark on six Professional Development Sessions with Dr. Lori Watson. We will dig deep into racial equity work to help educators begin to deconstruct unconscious personal biases and beliefs and develop the knowledge and skills to challenge them when they arise, thereby moving closer to systemic equity transformation. 5. We created a new halftime certified position that has initiated actions for the school to become "The Hub" in the neighborhood where everyone has space and voice. Where families, especially the underrepresented families and students feel that the school is an extension of their support community, a place where they feel they belong, can go to get 	<p>of the workshop model during the initial year of implementation (2021-2022)</p> <ol style="list-style-type: none"> 3. The school schedule will include an 80 min block for math, 55 minutes for Core reading 50 minutes for writing, and 40 minutes for reading groups. 4. In all K-8 classes, teachers will offer 20-40 minutes of choice reading. All teachers will start full implementation of the writing workshop model. 5. We will research and determine which intervention programs are the most effective and develop decision rules for its implementation. We will carefully analyze how we are creating educational experiences for out-of-pace students using a balanced approach and connection with the CORE instruction. This will ensure that all students have access to grade-level standards, content, materials, and experiences. 6. The reading group time (intervention block) will be redesigned to respond to students' needs using new programs. <p>2.b Math</p> <ol style="list-style-type: none"> 1. We will work in close collaboration with our Math TOSA (Anna Gustaveson) analyzing ways to enhance the implementation of best mathematical practices. 2. All teachers will have a block dedicated to "Number Talks" at the 	<p>Development and staff meetings will align with the SLP.</p>
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<p>a variety of needs met and to which they can and want to contribute - where their expertise, strengths, perspectives, and opinions are both honored and utilized.</p> <p>6. We will continue our hiring practices to recruit and retain staff that represents the population we serve. For the 2020 - 2021 school year, all six new hires are teachers that add to the diversity of our staff. At this point 34% of our staff are male and 46% represent our BIPOC community.</p> <p>7. We will implement choice reading and choice writing as a way to open opportunities to grow in identity and voice. A significant amount of books with diverse representations are being added to the classroom collections.</p> <p>8. In the dual-language program, we are migrating from a 50/50 model into a 90/10 model. Starting in kindergarten.</p> <p>9. We are transitioning our Middle School from an option program for all 5th-grade students into a DL program that will assure the K-12 model for students in the region. Full implementation will start in 2022-2023 with sixth grade.</p>	<p>beginning of every math class.</p> <p>3. Grade level teams will continue the math implementation in alignment with our CCSS curricular maps which include all priority standards, assessments, and pacing. All teachers know what they are teaching, how it connects to the targeted standards, how they will assess progress, and what they are doing to address students' struggles or opportunities for enrichment.</p> <p>4. All teachers are using Dreambox strategically to either reinforce essential grade standards or to complement grade standards that they might not be able to teach during CDL.</p> <p>2.c Feedback</p> <p>1. Through training and feedback provided by administration and coaches, we will increase the understanding of gradual release of responsibility and real-world application of learning for students (including increased time in text especially "just right books", authentic writing, and solving real-world math problems.</p> <p>2. We will provide feedback to teachers to increase effective conferring and feedback for students.</p> <p>3. One method will be using GoFormative. Teachers, and administrators, can view student work in</p>	
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	<p>real-time during CDL lessons. We will provide feedback to students and model effective feedback practices.</p> <ol style="list-style-type: none"> 4. Twice a week we will use learning walks during CDL and Hybrid instruction. A team of specialists and administrators will observe each grade level noting the implementation of curricular expectations and pedagogy. General feedback, coaching, and/or support will be provided as needed. 5. Formal and informal individual observations will continue as a practice to support teachers and to understand ways to develop curriculum and instructional capacity with all instructors. <p>ACTION 3: ENSURE AN EFFECTIVE TWO-WAY IMMERSION AND MIDDLE SCHOOL PROGRAM COORDINATED WITH GRADE-LEVEL STANDARDS AND PRACTICES</p> <ol style="list-style-type: none"> 1. We will hold monthly meetings with all TWI teachers. 2. We will develop a system to ensure that students are receiving systematic and coordinated instruction in English and Spanish. 3. We will increase the amount of Spanish instruction in middle school. 4. We will research and analyze the impact and achievement of our middle school students in high school. 	
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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of February 28, 2022 reflecting:

- General Fund Activity and Forecast – Does not include cost impact of cost of living increase, as we are still bargaining.
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 02/28/2022
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

RECOMMENDATION:

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

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

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

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of February 28, 2022
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	207.8	-	207.8	277.8
Property Taxes	155.0	155.0	150.4	-	150.4	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	36.0	-	36.0	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	8.4	-	8.4	10.9
Other	16.1	16.1	7.9	-	7.9	16.1
Total	\$ 580.4	\$ 580.4	\$ 498.9	\$ -	\$ 498.9	\$ 587.5
EXPENDITURES:						
Salaries	\$ 279.0	\$ 279.0	\$ 154.9	\$ -	\$ 154.9	\$ 267.0
Benefits	174.2	174.2	94.8	-	94.8	167.0
Purchased services	28.9	28.9	16.6	9.0	25.6	27.9
Supplies & materials	22.4	22.4	12.3	2.5	14.8	21.4
Capital outlay	0.8	0.8	0.2	0.1	0.3	0.8
Other	2.8	2.8	2.1	0.2	2.3	2.8
Transfers out	3.0	3.0	3.0	-	3.0	3.4
Contingency	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 283.9	\$ 11.8	\$ 295.7	\$ 559.6

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

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

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 319.3	\$ 319.1	\$ 173.4	\$ 3.4	\$ 176.8	\$ 302.9
Support Services	186.7	186.9	106.0	8.2	114.2	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	4.5	0.2	4.7	5.1
Contingencies	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 283.9	\$ 11.8	\$ 295.7	\$ 559.6

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of February 28, 2022

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 14,450,000	\$ 10,026,790	\$ 4,829,278	\$ 782,819	\$ 5,612,097	\$ (8,837,903)	38.84%	\$ 4,414,693
Categorical	8,301,161	6,273,043	1,928,633	2,350,397	4,279,030	(4,022,131)	51.55%	1,994,013
Scholarship Fund	515,000	467,040	42,377	23,867	66,244	(448,756)	12.86%	400,796
Grant Fund	180,303,185	45,830,702	48,622,426	3,589,173	52,211,599	(128,091,586)	28.96%	(6,380,897)
Equipment Replacement Fund	3,187,000	2,789,111	2,789,111	-	2,789,111	(397,889)	87.52%	-
Sustainability Fund	10,273,243	7,329,791	-	-	-	(10,273,243)	0.00%	7,329,791
Nutrition Services Fund	17,451,159	9,531,772	7,392,399	3,078,917	10,471,316	(6,979,843)	60.00%	(939,544)
Debt Service Fund	93,757,250	87,155,595	13,518,619	-	13,518,619	(80,238,631)	14.42%	73,636,976
Capital Projects Fund	101,898,500	109,331,442	36,315,515	16,762,050	53,077,565	(48,820,935)	52.09%	56,253,877
Insurance Reserve Fund	7,753,269	6,604,552	5,206,267	675,841	5,882,108	(1,871,161)	75.87%	722,444
Workers' Compensation Fund	5,437,188	4,484,639	1,263,728	76,246	1,339,974	(4,097,214)	24.64%	3,144,665
Total	\$ 443,326,955	\$ 289,824,477	\$ 121,908,353	\$ 27,339,310	\$ 149,247,663	\$ (294,079,292)		\$ 140,576,814



2021-22 Classroom Teacher Staffing By School
As of 02/28/2022

School				Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	844	849	5	30.0	8.0	3.0	41.0	30.0	8.0	3.0	-	41.0
Barnes	575	513	(62)	19.0	6.0	2.0	27.0	19.2	6.0	2.0	-	27.2
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	12.4	4.0	2.0	-	18.4
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	20.6	5.0	2.0	-	27.6
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	23.3	7.0	2.0	-	32.3
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	23.7	7.0	3.0	-	33.7
West TV	306	300	(6)	10.0	3.0	1.0	14.0	11.0	3.0	1.0	-	15.0
William Walker	510	490	(20)	20.0	4.0	2.0	26.0	19.0	4.0	3.0	-	26.0
Elementary School Total	17,681	16,831	(850)	561.0	150.0	71.0	782.0	561.3	150.0	72.0	11.0	794.3
Average Elementary School Staffing Ratio				31.5	24.9	22.6		30.0	23.7	21.5	21.2	



**2021-22 Classroom Teacher Staffing By School
As of 02/28/2022**

School				Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	681	622	(59)	21.6	4.2	1.6	27.4	22.4	4.2	1.6	-	28.2
Conestoga	921	854	(67)	27.8	5.4	2.0	35.2	28.6	5.4	2.0	-	36.0
Five Oaks	886	749	(137)	28.4	5.4	2.0	35.8	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	25.6	4.6	2.6	-	32.8
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	29.8	5.4	1.8	-	37.0
Middle School Total	7,545	7,166	(379)	240.9	45.6	16.4	302.9	243.6	45.6	17.4	-	306.6
Average Middle School Staffing Ratio				31.3	26.3	24.9		29.4	24.8	23.4	23.4	
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	3.2	69.1
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	50.7	9.4	3.2	-	63.3
Sunset	1,937	1,983	46	58.6	10.8	3.4	72.8	57.5	10.8	3.4	3.1	74.8
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.5	13.8	5.0	-	91.3
High School Total	10,814	10,720	(94)	364.6	66.4	21.2	452.2	353.2	66.4	22.2	6.3	448.1
Average High School Staffing Ratio				29.7	25.1	23.9		30.3	25.5	24.3	23.9	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	25.2	4.2	1.2	30.6	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	3.3	23.2
International School of Beaverton (6-12)	856	857	1	30.4	5.0	1.2	36.6	31.3	5.0	1.2	-	37.5
Options Schools Total	2,801	3,206	405	115.9	16.6	4.8	137.3	112.9	16.6	4.8	3.3	137.6
Average Options Staffing Ratio				24.2	21.1	20.4		28.4	24.8	23.9	23.3	
Address Extreme Class Size K-12	-	-	-	44.6	-	-	44.6	-	-	-	-	-
District Total	38,841	37,923	(918)	1,327.0	278.6	113.4		1,271.1	278.6	116.4	20.6	1,686.6

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
February 28, 2022

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	10,000,000.00	9,999,500.00	9,996,577.78	2.75	7	0.140
Federal Agency Disc. -At Cost	20,000,000.00	19,939,000.00	19,960,161.11	5.50	170	0.358
Treasury Coupon Securities	23,000,000.00	23,097,980.00	23,095,234.38	6.36	198	0.773
Treasury Discounts -At Cost	269,092,000.00	268,867,800.52	268,920,566.51	74.11	80	0.149
LGIP	40,888,722.55	40,888,722.55	40,888,722.55	11.27	1	0.450
Investments	362,980,722.55	362,793,003.07	362,861,262.33	100.00%	81	0.234

Total Earnings	February 28 Month Ending	Fiscal Year To Date
Current Year	57,710.93	657,785.86
Average Daily Balance	351,235,792.88	258,551,246.14
Effective Rate of Return	0.21%	0.38%

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

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Par Value
February 28, 2022

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LC48	11249	Federal Agricultural Mortgage	08/18/2022	20,000,000.00	19,960,161.11	19,939,000.00		5.51
				Subtotal	20,000,000.00	19,960,161.11	35.00	5.51
				Total	20,000,000.00	19,939,000.00	100.00	5.51
Corporate Indebtedness								
Toyota Cap Corp								
89233HC85	11234	Toyota Cap Corp	03/08/2022	10,000,000.00	9,996,577.78	9,999,500.00		2.75
				Subtotal	10,000,000.00	9,996,577.78	5.00	2.75
				Total	10,000,000.00	9,999,500.00	35.00	2.75
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		36,153,243.57	36,153,243.57	36,153,243.57		9.96
LGIP 5173	FUND 300	LGIP		1,757,829.02	1,757,829.02	1,757,829.02		0.48
LGIP 4966	FUND 416	LGIP		2,976,586.73	2,976,586.73	2,976,586.73		0.82
LGIP 4972	FUND 417	LGIP		1,063.23	1,063.23	1,063.23		
				Subtotal	40,888,722.55	40,888,722.55	100.00	11.26
				Total	40,888,722.55	40,888,722.55	100.00	11.26
US Treasuries								
US Treasuries								
912828YF1	11254	U.S. Treasury	09/15/2022	23,000,000.00	23,095,234.38	23,097,980.00		6.33
912796H44	11232	U.S. Treasury	05/19/2022	12,392,000.00	12,389,549.14	12,383,697.36		3.41
912796N21	11235	U.S. Treasury	03/17/2022	23,000,000.00	22,997,521.11	22,999,770.00		6.33
912796N47	11236	U.S. Treasury	04/07/2022	10,000,000.00	9,998,361.11	9,999,100.00		2.75
912796P29	11237	U.S. Treasury	04/14/2022	23,000,000.00	22,996,006.94	22,996,320.00		6.33
912796M97	11238	U.S. Treasury	03/10/2022	8,395,000.00	8,394,160.50	8,394,916.05		2.31
912796H44	11239	U.S. Treasury	05/19/2022	46,542,000.00	46,525,451.73	46,510,816.86		12.82
912796R35	11240	U.S. Treasury	06/09/2022	13,594,000.00	13,587,391.81	13,579,998.18		3.74
912796Q28	11241	U.S. Treasury	05/12/2022	10,000,000.00	9,997,566.67	9,994,500.00		2.75
912796J42	11242	U.S. Treasury	06/16/2022	23,000,000.00	22,987,857.92	22,972,400.00		6.33
912796H44	11243	U.S. Treasury	05/19/2022	23,000,000.00	22,993,646.25	22,984,590.00		6.33
912796K57	11244	U.S. Treasury	07/14/2022	7,000,000.00	6,995,994.44	6,986,140.00		1.92
912796R35	11245	U.S. Treasury	06/09/2022	7,000,000.00	6,997,173.75	6,992,790.00		1.92

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
912796N47	11246	U.S. Treasury	04/07/2022	7,000,000.00	6,999,370.00	6,999,370.00		1.92
912796P45	11248	U.S. Treasury	05/05/2022	6,274,000.00	6,271,762.27	6,271,364.92		1.72
912796R68	11250	U.S. Treasury	07/07/2022	10,000,000.00	9,986,666.67	9,981,900.00		2.75
912796L64	11251	U.S. Treasury	08/11/2022	8,895,000.00	8,863,918.15	8,869,827.15		2.45
912796L64	11252	U.S. Treasury	08/11/2022	10,000,000.00	9,965,056.94	9,971,700.00		2.75
912796V89	11253	U.S. Treasury	06/07/2022	20,000,000.00	19,973,111.11	19,978,600.00		5.51
				Subtotal	292,015,800.89	291,965,780.52	100.00	80.47
				Total	292,015,800.89	291,965,780.52	100.00	80.47
			Grand Total	362,980,722.55	362,861,262.33	362,793,003.07		

Beaverton School District
Summary by Issuer
February 28, 2022
Grouped by Fund

Issuer		Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash							
	Subtotal	13	241,153,243.57	241,068,603.57	66.46	0.286	82
Fund: 300 Debt Service							
	Subtotal	3	60,691,829.02	60,652,343.24	16.71	0.084	77
Fund: 416 Capital Projects Non-Tax							
	Subtotal	4	23,976,586.73	23,954,886.73	6.60	0.120	80
Fund: 417 Capital Projects Taxable							
	Subtotal	5	37,159,063.23	37,117,169.53	10.23	0.236	89
	Total and Average	25	362,980,722.55	362,793,003.07	100.00	0.236	81



DISTRICT COVID UPDATE

POLICY ISSUE/SITUATION: The effects of the Covid-19 pandemic continue to impact the operations of the Beaverton School District. However, all relevant metrics are trending in desirable directions. These trends are allowing for a shifting of statewide orders and recommendations. BSD staff will present these metrics, the shifts in public health policy and guidance, and the impacts to BSD.

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

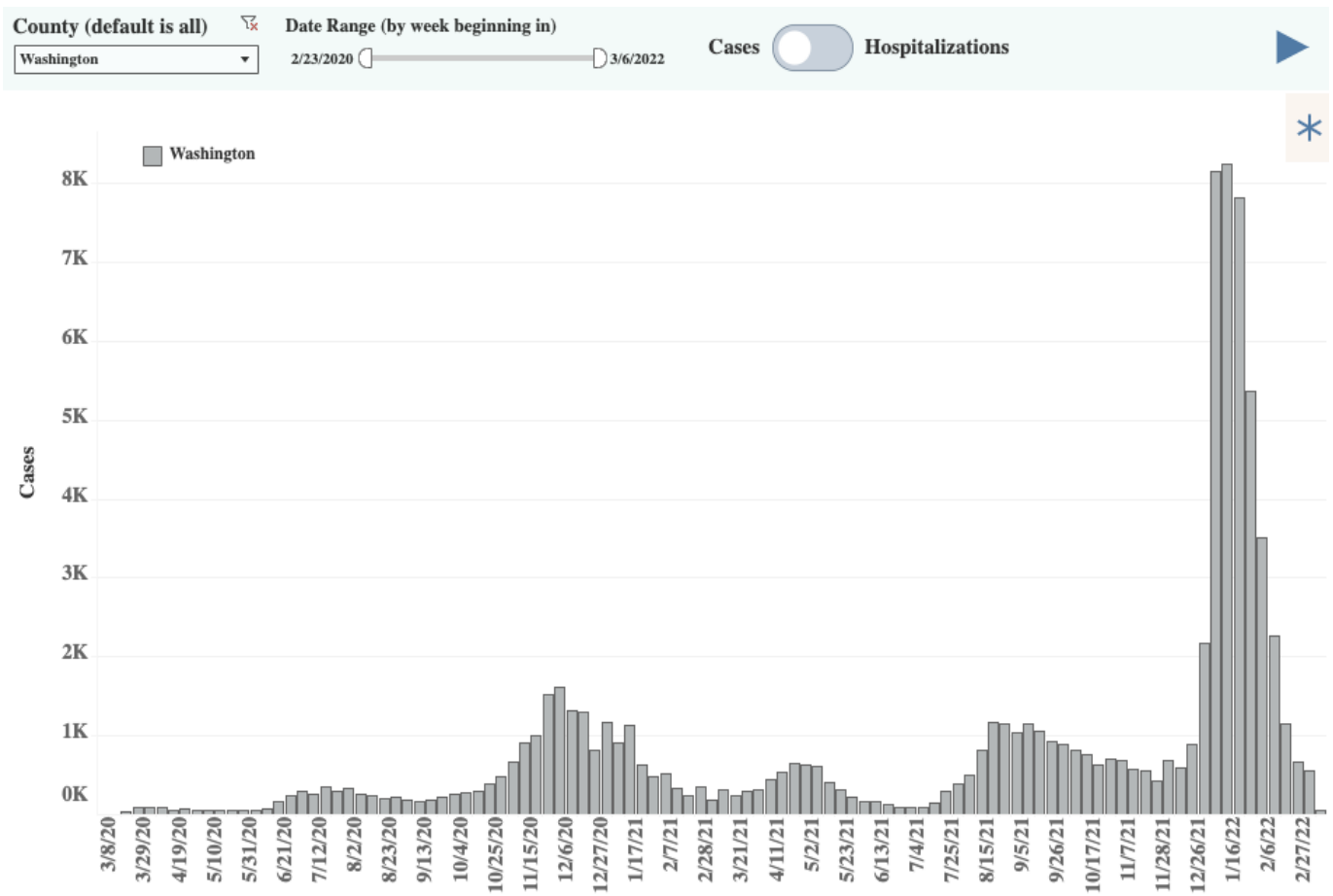
Beaverton School District
District Covid-19 Update to the School Board
Brian Sica, Ed.D.

The effects of the Covid-19 pandemic continue to impact the operations of the Beaverton School District. However, all relevant metrics are trending in desirable directions. These trends are allowing for a shifting of statewide orders and recommendations. BSD staff will present these metrics, the shifts in public health policy and guidance, and the impacts to BSD.

Metrics

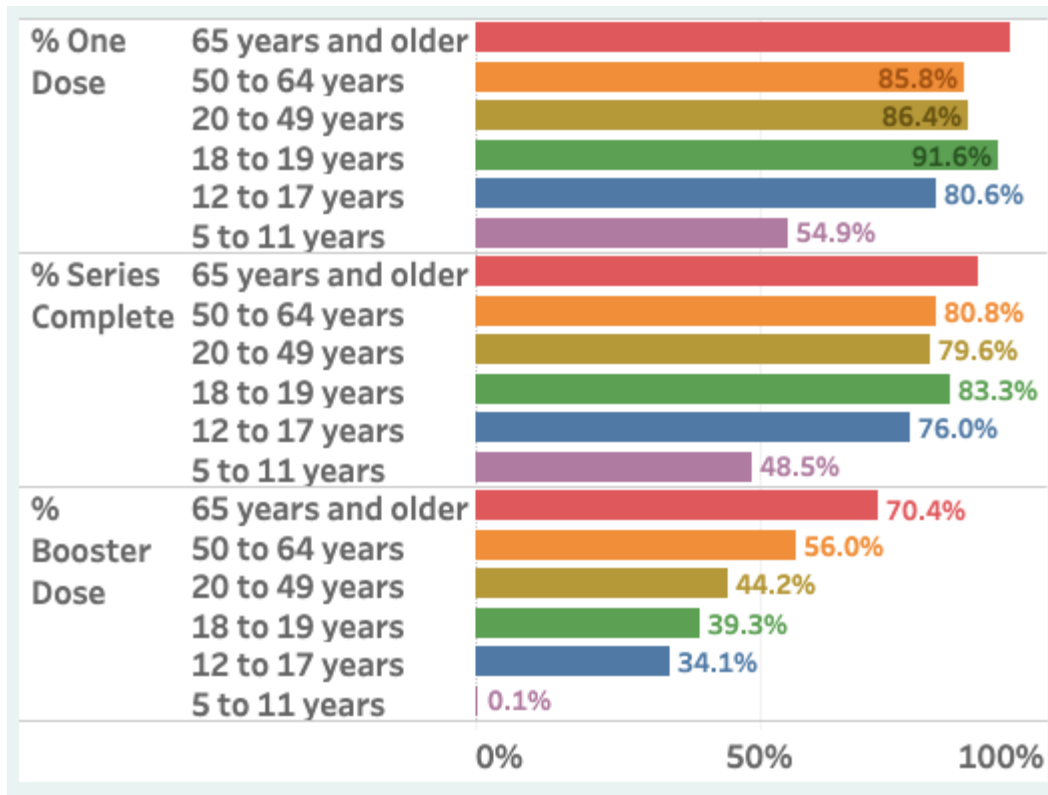
Community Spread of Covid-19 in Washington County (retrieved on March 08, 2022)

The figure below shows that the number of Covid-19 positive cases continues to decline. While the most recent data remain provisional and subject to change, Washington County is approaching and will likely fall below pre - *Delta* levels of community spread.



Vaccinations

The vaccination rates in Washington County continue to be among the highest in the state. The figure below demonstrates the percentage of individuals at three different states of vaccination status.



Covid Community Levels

The CDC has adjusted the metrics for determining the associated community risk due to Covid-19. The newly introduced metric, the Covid Community Level, is based on a sliding scale of both number of new cases/100K residents and number of hospitalizations. Washington County, along with the majority of counties in Oregon, are considered to be in the “Low” category. Each level is accompanied by a set of recommendations, which will be implemented by BSD as outlined below.

Changes to Covid Protocols

BSD leaders including administrators and representatives from our labor partners recently came to an agreement captured in an Addendum to the original MOU for the 2021-2022 school year. The significant changes are as follows:

Community Spread:

The addendum specifically states that BSD will return to the mitigation strategies of the original MOU if the Covid Community Level for Washington County becomes “high” prior to June 30, 2022.

Masks

The statewide mask mandate is paused effective March 11, 2022 @ 11:59 PM. BSD will operate as “masks optional” in all settings. We will be launching a community campaign titled “either way, its ok” to ensure that the choices of all individuals are respected.

Distancing

BSD will continue to strive for 3ft of distance. However, educators may choose learning tasks that require closer proximity. BSD will not be limiting spectators or participants in extracurricular or social events.

Isolation, Quarantine, and Contact Tracing

Students and staff who test positive for Covid-19 will continue to be isolated per the most current CDC recommendations (currently 5 days).

The CDC has concluded that contact tracing was an ineffective tool against the community spread of Covid-19. The Oregon Health Authority and Oregon Department of Education recommend that schools no longer use contact tracing as a mitigation strategy. As a result, BSD will not require students who may have been in close contact to *quarantine*. Quarantine remains a potential mitigation strategy in the event of classroom or school wide outbreaks that require a shift to Remote Learning.

Continuing Mitigation Strategies

The changes outlined above are significant as we return to less impacted operations. However, many of our Covid -19 mitigation strategies remain in place such as ventilation, additional sick leave, diagnostic and screening testing, and communication of positive cases.



First Reading of Policy JOA/JOB

Policy JOA/JOB was last revised in May of 2018. Due to changes with the name field in the Synergy student information system, Board Policy JOA/JOB needs to be updated to reflect these changes.

RECOMMENDATION:

It is recommended that the school board approve the revised policy.

Beaverton School District 48J

Code: **JOA**
Adopted: 5/08/13
Revised/Readopted: 5/14/18
Orig. Code(s): JOA

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which are not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public only after the district has given the required annual public notice:

1. Student’s preferred name;
2. Student’s address;
3. Student’s provided home telephone listing;
4. Student’s image (ex. photo, print, video);
5. Student’s teacher(s), class(es) and/or classroom(s);
6. Student’s current grade level;
7. Parent(s) name;
8. Parent(s) email address;
9. Birth date;
10. Major field of study;
11. Participation in officially recognized sports and activities;
12. Weight and height of athletic team members;
13. Dates of attendance;
14. Honors or awards received;
15. Most recent previous school or program attended.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education,

unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice.

A parent, student 18 years of age or an emancipated student may not use this exclusion to prevent the district from disclosing or requiring a student to disclose information in a class in which the student is enrolled or to prevent the district from requiring the student to possess and/or disclose a student ID card or badge that may exhibit directory information.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be an invasion of privacy to the student will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student’s Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)

[OAR 581-022-2060](#)

HB 3464 (2017)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

Beaverton School District 48J

Code: **JOB**
Adopted: 11/18/13
Revised/Readopted: 5/14/18
Orig. Code(s): JOB

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's *preferred* name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number or state student ID number, or biometric record;
5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth and mother's maiden name;
6. Other information that would make the student's identity easily traceable;
7. Other information requested by a person who the district believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior written and dated consent of the parent, student 18 years of age or older or emancipated.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district, state regional program, or institution of post-secondary education where the student seeks or intends to enroll;

4. To authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs or the enforcement of, or compliance with federal or state supported education programs or regulations. The district may disclose information under this section only if the disclosure is made to an official listed above and who enters into a written agreement with the district that:
 - a. Designates the individual or entity as an authorized representative;
 - b. Specifies the personally identifiable information being disclosed;
 - c. Specifies the personally identifiable information being disclosed in furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs;
 - d. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - e. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - f. Identifies the time period in which the personally identifiable information must be destroyed; and
 - g. Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district; When information disclosed under this section is to an official listed in paragraph (4) above, the district must enter into a written agreement with the official that:
 - a. Specifies the purpose, scope and duration of the study and the information to be disclosed;
 - b. Limits the organization to using the personally identifiable information only for the purpose of the study;
 - c. The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
 - d. The information is destroyed when no longer needed for the purposes for which the study was conducted.
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency if knowledge of the information is necessary to protect the health and safety of the student and/or other individuals;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 or older or emancipated;
12. Because information has been identified as "directory information;"

13. To the courts when legal action is pending;
14. To a court and state and local juvenile justice agencies;
15. Pursuant to a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters; and/or
16. To a caseworker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.

In accordance with the Family Educational Records and Privacy Act (FERPA), for the purposes of the release of information, the term personnel shall include "other school officials" as that term is used in U.S.C. 20 § 1232g and as interpreted by the district, and shall be defined as all persons employed by or under contract with the district to perform specific tasks to further legitimate educational interests of a student.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-015-2000](#)

[OAR 581-021-0220 to -0430](#)

[OAR 581-022-2260](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012).

Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).



DISPOSING OF SURPLUS PROPERTY

POLICY ISSUE/SITUATION:

The Beaverton School District (District) has adopted Policy DN which establishes the expectations for disposing of district property. The specific situation for the Board's consideration is to declare portable classroom structures at Elmonica, Fir Grove, and Raleigh Hills Elementary Schools, Highland Park Middle School, District Central Office, and SPED Blanton Street Campus as surplus and authorizing the disposal of these portable structures.

BACKGROUND INFORMATION:

District staff have reviewed the District's portable classroom inventory and have identified locations where portable classrooms are no longer required to accommodate students or District programming. The number of portables and the reasons for no longer needing portables at the identified locations vary by location. Staff have visited the locations, met with building leaders, and inspected the portable structures. The uses of the portable structures include, but are not limited to, storage, meeting space, and are empty. At Elmonica ES (5 portables), Fir Grove ES (1 portable), and Highland Park MS (4 portables), the current and forecasted enrollments no longer require the portables to accommodate students. At Raleigh Hills K8, the three (3) existing portables will no longer be required once the current 7th and 8th grade classes have matriculated to high school in SY 2023-24. After relocating the Central Office to the Summit Building, four (4) of the ten (10) portables at the District Central Office and the one (1) portable at the SPED Blanton Street Campus will no longer be needed.

Staff have evaluated retaining the portable structures; however, there are no programming needs within the District to retain the structures. Staff will dispose of the portables over time by either selling or demolishing the portable structures. Staff will first attempt to sell the portable structures using the website GovDeals.com. The district has used this website in the past for selling portables.

RECOMMENDATION:

It is recommended that the School Board declare the eighteen (18) portable structures as surplus and authorize District Facilities staff to attempt to sell the portable structures and that any revenue generated through the sale be placed in the General Fund.

Portable Structures

A Strategy for Disposal

March 14, 2022

Goals?

What is the purpose of this action?

- Long term goal of Board and District leadership to move from reliance on portables
- Improved security for students and staff
- Better learning environments
- Improved access to programming and support

What's the Plan?

Multi-Phased approach

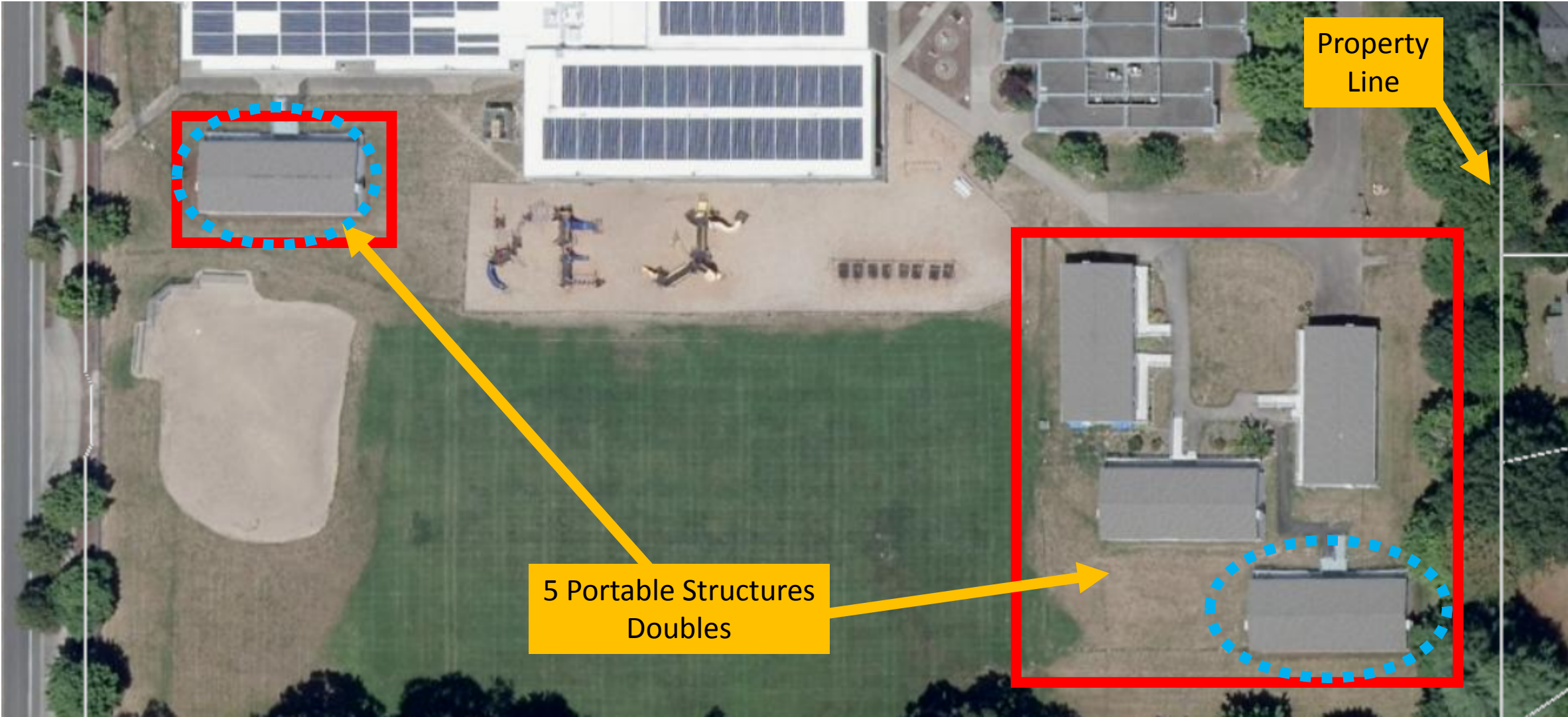
- Phase 1 – 4 schools & 2 admin locations (Spring-Summer 2022)
- Phase 2 – Up to 5 school locations (Fall 2022)
- Phase 3 – Up to 4 school locations (Spring 2023)
- Flexible timing of disposals, surplus declaration may not equate to immediate removal

Why These Facilities?

What factors are driving this action?

- Prior boundary adjustments
- Declining enrollment
- Changes in programming
- 2014 Bond funded classroom enhancements (e.g. permanent walls)
- Move to Summit Building

Elmonica ES





Fir Grove ES

1 Portable Structure
Double

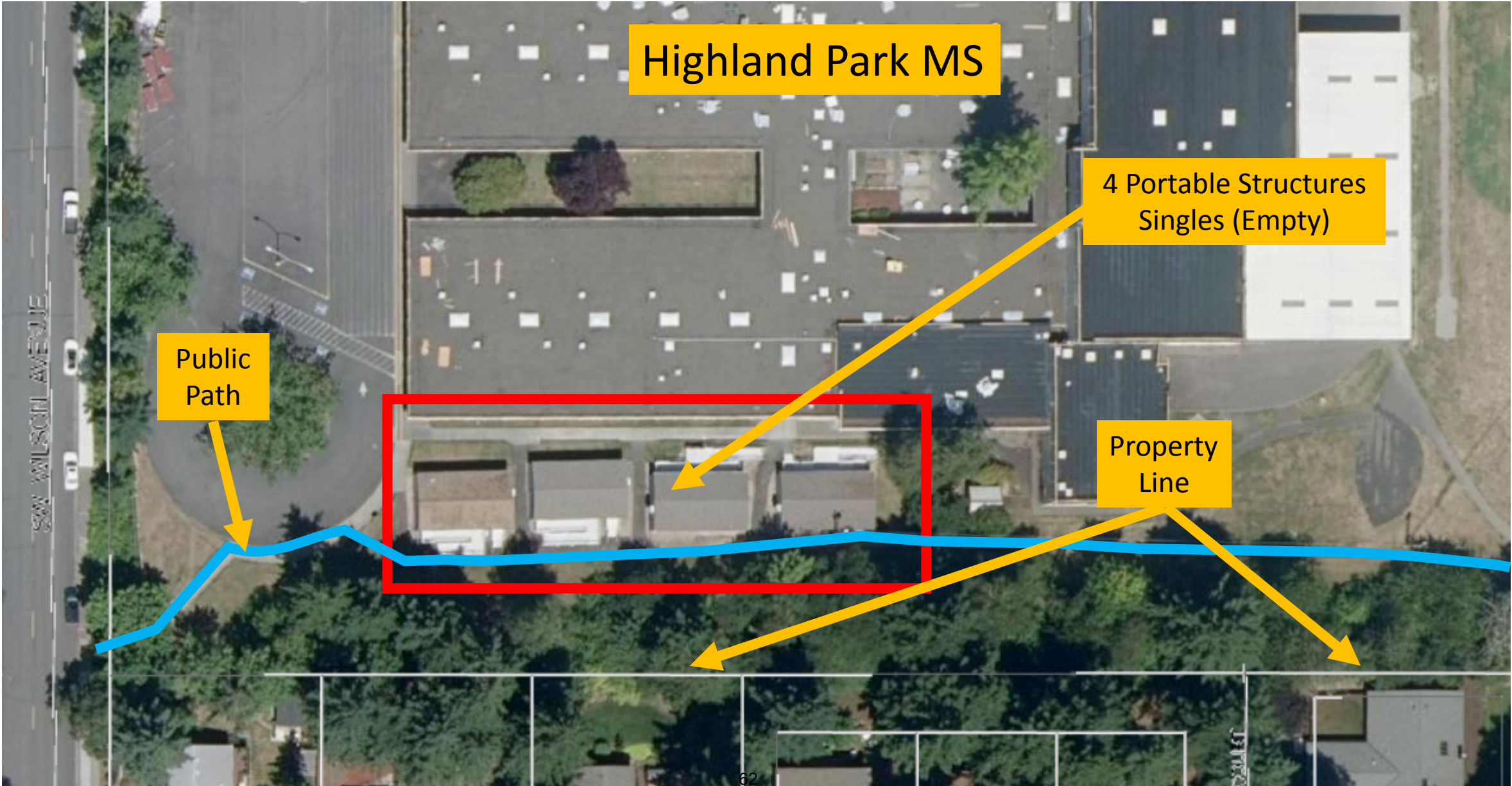
Property
Line

Highland Park MS

4 Portable Structures
Singles (Empty)

Public
Path

Property
Line





Raleigh Scholls Park

3 Portable Structures
Doubles

Raleigh Hills K8

Raleigh Hills K-8

63

Ferry Rd

SW Montclair Dr

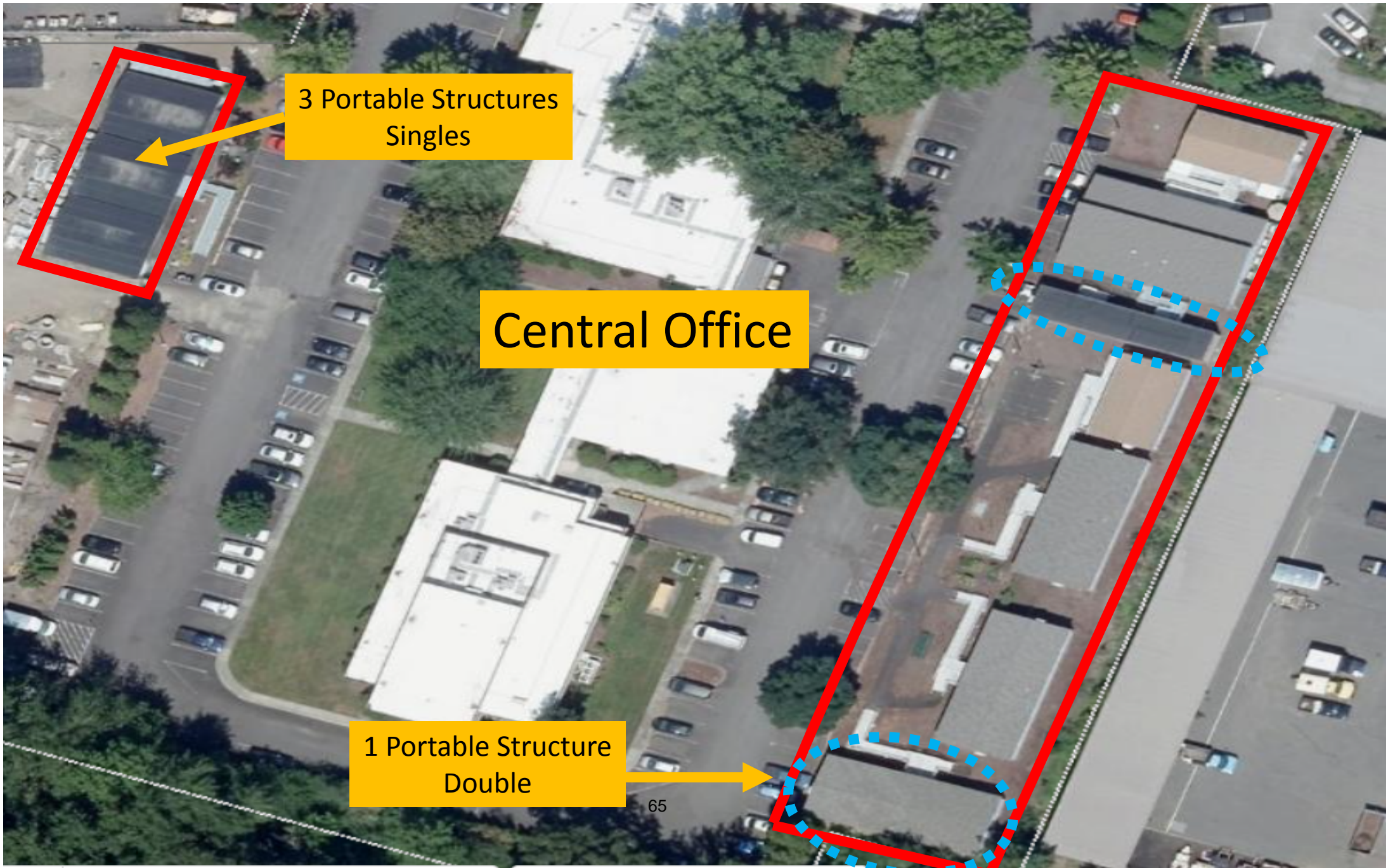


SPED @ ISB

1 Portable Structure
Single

64

Google



3 Portable Structures
Singles

Central Office

1 Portable Structure
Double

65









FRAGILE

UP ↓

lowes.com/moving
LOWE'S
NEVER STOP
IMPROVING

SMALL
18 X 12 X 12

Lamb Weston 69

LAMB'S SEASONED
5/16" THIN REGULAR CUT SKIN-ON
YELLOW VARIETY

60600220222118-44
P: 2020-03-08

Y1001

Questions?



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

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
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
Christy Batsell	Principal of Terra Linda Elementary
Jill O'Neill	Principal of Tumwater Middle School

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:

COMMUNITY RECOGNITIONS

- A. 2022 Regeneron STS Scholars – Maggie Bao, Jaiyoun Choi, Pratik Vangal
 - a. Pratik presented his project based on Epilepsy prevention
 - b. Maggie presented her project on multi value machine learning
 - c. Jaiyoun presented his project on relationship of a teen and screen dead time
- B. BSD Transportation Department – Craig Beaver-Administrator of Transportation, Fontai Artis-Strutz, Bus Driver, Tammie Pacheco, Router, Kelly Lewis, Dispatcher, Derrik Ollar, Bus Driver

Questions and Comments: Thank you to all for your hard work.

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

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BEA Comments – Sara Schmitt – President
Written comments attached in Board Book

OSEA Comments – Kyrsti Sackman – President
Written comments attached in Board Book

BSAC Representatives – Jon Franco, Executive Administrator for Secondary Schools
Co-President: Neel Jain; WHS Senior – SRO committee – we are working with SeeChange and getting conversations going with the students on top of what we did last year. With surveys and gathering students' voices. Mental health – I joined the BHW team as a student representative.
Co-President: Beatrice Khan; BHS Senior – Working with SeeChange on the survey that was sent to all BSD high schoolers to gather their voice on the SRO's.
Co-President: Jonah Patterson; SRHS Senior – Student voice is very important
Secretary: Elijah Castillo; ACMA Junior – not in attendance
Secretary: Isabella Starr; Early College Senior – not in attendance
Social Media Representative: Grace Okoye; ISB Junior – HumansofBSD- Instagram account has more engagement and live streams on SRO policies and how to raise their voice. Talking with the students on mental health, helping students know what is going on and how to connect.
Mental health

Questions and Comments: Where can students contact the BSAC? Instagram – Humans of BSD. Should there be a Facebook page for the BSAC as well? There is not at this time, but we could do that if people think this is important. Most students are on Instagram.
Thank you for your hard work.

Public Comments - Report attached in BoardBook
Board Chair Colett stated there were 20 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 11 who requested to be included in person, along with the topics of those that they stated they would speak live on the zoom, only 8 spoke. 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: As of today, the masking option has been moved up to March 11, 2022. Staff, parents, and students will all be surveyed on what they want for mask wearing. We are awaiting new CDC guidelines that will be suggested. We do not have answers to additional questions at this time.
Thank you to the Leslie Rodgers and the Flight team for their hard work in our communities, as we have dealt with tragedies with staff and students this year.
- B. School Reports** –
Reports attached in BoardBook

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- a. Terra Linda – Christy Batsell
- b. Tumwater – Jill O’Neill

Questions and Comments:

Terra Linda – Thank you, you said that you lost students, how can you get them back? *We’d love to have them back.*

I came across your Tiger club and am impressed with the reading numbers, they are amazing. I don’t see data for how your staff feels in collaboration. *We didn’t collect that data this past couple of years. We didn’t have students transitioning last year, which might be why we didn’t have students be dysregulated. We hope to help our students use their words and remain calm, so that we do not have any suspensions. Our restorative practice’s is practiced, and we use it. Who runs your Tiger clubs? Teachers and our classified staff run this. We fund it with our PTC. Really impressed with how you include the community and parents. Safety is a big issue, what restorative practices have you used? When there is a frustration, teaching students how to use their words and have the other student hear that and respond to that. Giving students to know their feelings and how they how to work through those feelings. As many of the staff as we can have trained every year.*

I love seeing the variety of work that you are doing. Thank you for the extra staff to support you. We are glad that we could use the ESSR funds to help there. It showed that about a ¼ of your staff turnover and ask how you train the new staff? *Our student success coach or counselor can do the training or if we can we send them to the trainings.*

Thank you for your report, I’m concerned about our kids right now with what is going on in the world. *We have community circle meeting every day and if it comes up they can talk there. We have our team that can support them. Is what is going on in the Ukraine right now, have they spoken about that? I provided information this weekend if it comes up. We do not have any families from the Ukraine right now.*

Thank you for your presentation tonight.

Tumwater – With so many middle schools blending at Tumwater, has there been conflict issues for you? *We have a lot more room than other sites. Some of our students were 4th graders the last full school year they were in person. How has the common middle school schedule worked for you? We just adjusted it this last week. Students had been asking for this and they feel that they were listened to. They are not all in the halls at the same time. The teachers feel more settled now; they can get through a full lesson now.*

I had the privilege of attending the dedication last year and everyone was so excited to be there. Thank you for your dedication to the school.

I appreciate the time you put together for teamwork with the teachers and academic coaches that assist with that. *It is really important for our teachers to collaborate and work together as teams. We want all of the kids succeeding.*

You are starting out at Tumwater this year, what is your vision for Tumwater? *I want our students feel a sense of ownership and be successful when moving onto Sunset. We want to our students to figure out how to support our community.*

C. Financial Update– Mike Schofield
Report attached in BoardBook

Comments/Questions: Next Monday is Budget 101, we look forward to you all attending.

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We are going for the Bond, can you talk about ESSER Funds and can you talk to what we received? *Over all we received about \$70M. Those funds are used to address the impact of the pandemic. We think we will have \$46M heading into next year and the following year. We have spent most of the money on staffing, some HVAC work and on PCP.*

Do we have the new enrollment number at the new semester? *We had a meeting today, I think we are not expecting much of a change since the last report in December but there will be more to come.*

I appreciate what you put in the report on where the funds are spent. Listing the matching funds that we would qualify for with the Bond, to bring up the safety pieces and building the new schools to replace the two listed. *The website on the accountability page explains the ESSER funds and what we have done to date. We will have another report on that soon.*

Corporate taxes, is the SIA on track to be full force for us in the future? *Two years ago our estimate was 32M, that fell last year and is back up to 30M and should be up to 32M for next year.*

D. District COVID Update –Danielle Hudson, Brian Sica
Report attached in BoardBook

Questions/Comments: New edits were completed at 5:00 today and we'll add that presentation to the BoardBook packet.

Without masks the need for contact tracing would go up are you recommending we still need to wear masks or is that a burden we need to carry? *I believe that there will be changes in the quarantine rules so that contact tracing won't be necessary.*

I would like clarification about your comment about individuals who are at greater risk would still have the option to wear masks. Are these students that are not vaccinated? *Yes, that could be the situation but it could also be people that have family members that are immunocompromised.*

In our community there seems to be some confusion about when and how we will be making a decision on masking. What I am hearing is that we are waiting for more information from ODE, OHA, and CDC that we need to take into account. I am happy that you put out the masking surveys. With all of that information we should be able to make good decisions.

DISCUSSION ITEMS –

A. Northwest Regional ESD Service Plan – Dan Goldman, Karen Cunningham
Report attached in BoardBook

Questions/Comments:

I am interested in hearing more about the Pathways programs. For the dual credits programs how many students are participating? Can you send me more information about the 9th grade success program and the measure 98 funds.

I would like more information on the social emotional program. *We have 5 in Washington County, the ones Beaverton participates in most are Cascade, Pacific Academy and Levi Anderson connected to St. Mary's home for Boys. These programs are for students with very high social emotional deficits. How do students qualify for these programs? For the most part we have about 900 students that need more help than the traditional students. We have about 100 who need a separate special school. The process of placement is lengthy.*

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I am interested about the 9th grade success program and the college credits offered to students. *All the comprehensive high schools in Beaverton participate in this program. Hundreds of college credits are provided by the Promise Grant. I can get you the breakdown on that. The ninth-grade success programs at the high schools have student participation.*

Are you getting ESSER funds as well? Yes, *they are not distributed the same way. The way we received them is through our grants.*

The ESD's are helping with the preschools, and we'd like him to tell you about this. EI/ECSE has been funded with SIA funds and this is being used to support BSD's preschools allowing our students to attend those environments, allowing these students to participate with additional supports.

ACTION ITEMS

A. Consent Agenda – Tom Colett

1. Personnel

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

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes of the January 18, February 7 and February 15 Board Meetings 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. Inter-District Transfer Process

BE IT RESOLVED that the School Board approved the Inter-District Transfer proposal for the 2022– 2023 school year.

6. Renewal for Arco Iris Charter School Approval

BE IT RESOLVED that the School Board approved the renewal of the Charter for Arco Iris Charter School.

7. Sato Classroom Addition Approval

BE IT RESOLVED that the School Board approved the allocation of \$150,000 to this project from Vose.

8. Northwest Regional ESD Service Plan Approval

BE IT RESOLVED that Beaverton School District Board of Directors approved the Northwest Regional Education Service District Local Service Plan for the 2022-2023 school year.

Susan Greenberg made the motion to accept by the School Board Consent Agenda 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.

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Questions/Comments: None

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments –

I myself grew up El Salvador in a home that had mattresses on the walls due to the gunfire. I lost family members. I apologize to you and I want you to know that I see you and hear you and our hearts go out to those dealing with this war and want to acknowledge our Ukrainian families.

I visited McKinley and appreciated the opportunity to be there. Our Title 1 schools need more and we need to do more with our budget.

I appreciate the Board members that are presenting Bond information. We have so many different sides and we want everyone to know that we hear them but we want you to know that we take it all into account. It is our job to show why the Bond is needed. I welcome the opportunity to share the information with all.

I want to thank all the Board members for how hard they are working. I want to let the Ukrainian parents to know that I am sorry and we care for you. I went to Mtn View to collaborate and how we can make the middle school experience good for everyone.

I began the 25th year coaching track at SHS this year. The masks mandate is very interesting, I see both side of it. Besk of luck in this decision.

I am very disturbed for what is happening in this world and support our Ukrainian families.

ADJOURNMENT

Tom Colett adjourned the meeting at 9:10 p.m.

Information Items – Bond Status Update

Submitted by Dianna Hess

Tom Colett, School Board Chair

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Seismic Rehabilitation Grant Program	Business Oregon	\$2,500,000	28 Feb 2022	30 Apr 2022	Permission to apply
Provides funding for the seismic rehabilitation of critical public buildings, particularly public schools and emergency services facilities. These funds would be used at McKinley Elementary.					
Summer Work Experience Services For Transition-Age Students With Disabilities	Oregon Department of Human Services & Oregon Department of Education	\$72,954	5 May 2022	15 Jun 2022	Permission to apply
Grant funds provide BSD transition age students impacted by disabilities an opportunity for competitive paid employment in an inclusive environment. Data shows that pre-employment transition services and work experience lead to better post-secondary outcomes for special education students.					

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 Asbestos Hazard Emergency Response Act (AHERA) 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

RECOMMENDATION:

It is recommended that the proposals be approved.

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WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



PUBLIC CONTRACTS – BOARD AUTHORIZATION OF SUPERINTENDENT TO OBLIGATE THE DISTRICT

POLICY ISSUE/SITUATION

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

BACKGROUND INFORMATION

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

RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
2022 HVAC Upgrade Group 2 (Nancy Ryles, Greenway, Elmonica, Stoller)	Aaron Boyle	Request for Proposal (RFP) 21-0015	KCL Engineering, LLC.	\$211,865.00	3/2022	8/2023	Authorization to Award Contract
Security Upgrades Site Fencing, Group 1- Phase 1	Aaron Boyle	Informal Invitation to Bid (ITB)	RA Gray Construction	\$216,483.00	3/2022	9/2022	Authorization to Award Contract
Summit Central Office Interior FF&E(Furniture, Fixtures, and Equipment)	Josh Gamez	Cooperative Contracts: Omnia Partners 2019.001899, R191813, R191819, NCPA: 07-48, E&I CNR01510	Hyphn, Authorized Dealer	NTE \$2,000,000.00	3/2022	10/2022	Authorization to Award Contract



PROJECT NAME: 2022 HVAC Upgrade Group 2 (Nancy Ryles, Greenway, Elmonica, Stoller)

PROJECT TIMELINE: 1/2022–8/2023

PROJECT BUDGET: \$1,210,000.00

PROJECT SCOPE: HVAC Upgrades

CONTRACT NAME: HVAC Upgrades – Architectural/Engineering (A/E) Consultant Services - Elmonica and Greenway

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals (RFP) 21-0015

CONTRACT TIMELINE: 3/2022–8/2023

CONTRACT AMOUNT: \$211,865.00

CONTRACT SCOPE: Consultant services for HVAC upgrades at Elmonica and Greenway

RECOMMENDATION: Authorization to Award Contract to KCL Engineering, LLC

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; 2022 HVAC Upgrade Group 2 (Nancy Ryles, Greenway, Elmonica, Stoller)



PROJECT NAME: Security Upgrades: Site Fencing - Group 1, Phase 1

PROJECTTIMELINE: 3/2022–9/2022

PROJECT BUDGET: \$1,700,000.00

PROJECT SCOPE: This project will add security fencing and gates at Beaver Acres, Montclair and Terra Linda elementary schools. Phase 1, Group 2 work will be for an additional 4 elementary schools.

CONTRACT NAME: Security Upgrades: Site Fencing

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Informal Invitation to Bid (ITB)

CONTRACTTIMELINE: 3/2022–9/2022

CONTRACT AMOUNT: \$216,483.00

CONTRACT SCOPE: Contractor shall provide a complete fencing, gate, grading and hardscape repair scope of work per the Murase drawings and specifications dated 2/2/22 and per Addenda 1 dated 2/14/22.

RECOMMENDATION: Authorization to Award Contract to RA Gray.

FUNDING SOURCE: 2014 Bond; Added Projects; Security Upgrades: Site Fencing – Group 1, Phase 1

ADDITIONAL INFORMATION: Based on the District’s original estimate this project would not have met the threshold to require a Formal solicitation or Board approval of the contract. However, when bids were received the costs exceeded the Informal threshold but Purchasing evaluated the whole process and determined that adequate public notice was provided and with 5 bids received adequate competition was achieved.



CONTRACT NAME: FF&E (Furnishing, Fixtures, and Equipment) for the District’s New Central Office Facility

RECOMMENDED BY: Josh Gamez

SOLICITATION METHOD: Cooperative Contracts: OMNIA: 2019.001899 (Steelcase, Coalesse, Orangebox), OMNIA: R191813 (OFS), OMNIA: R191819 (Enwork), NCPA: 07-48 (Watson), E&I Cooperative: CNR01510 (Hightower)

CONTRACTTIMELINE: 03/2022-10/2022

CONTRACT AMOUNT: Not-to-Exceed \$2,000,000.00

CONTRACT SCOPE: Furnish and install new workstations, outfit private offices, conference rooms, and ancillary FF&E as required. Relocate, install, and clean existing furniture currently stored in the Summit building.

RECOMMENDATION: Award to Hyphn.

FUNDING SOURCE: Summit Building Financing and General Fund.



Legal Settlement

POLICY ISSUE/SITUATION

To resolve a lawsuit filed against the District.

BACKGROUND INFORMATION:

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

RECOMMENDATION:

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

BE IT RESOLVED that the authority to pay a total of \$325,000.00 is granted to settle claims in a lawsuit brought by Denise Allen against the Beaverton School District. The settlement agreement will be in a form approved by the General Counsel.

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

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



BOND REFUND RESOLUTION

POLICY ISSUE / SITUATION:

Potential opportunity to conduct a refunding of bonds previously issued.

BACKGROUND INFORMATION:

In recent weeks, our bond underwriter, Piper Sandler, met with the district administration to discuss the potential of refunding certain bonds previously issued to provide savings to district taxpayers. The previously issued bonds were authorized by a previous vote of the electors of the district.

RECOMMENDATION:

It is recommended that the School Board adopt the attached Resolution No. **22-314** allowing the district to refund bonds previously issued.

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RESOLUTION NO. 22-314

A RESOLUTION OF BEAVERTON SCHOOL DISTRICT NO. 48J, WASHINGTON AND MULTNOMAH COUNTIES, OREGON AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS; DESIGNATING AN AUTHORIZED REPRESENTATIVE; DELEGATING THE NEGOTIATION AND APPROVAL OF FINANCIAL DOCUMENTS AND RELATED MATTERS.

SECTION 1. FINDINGS

The Board of Directors (the “Board”) of Beaverton School District No. 48J, located in Washington and Multnomah Counties, Oregon a common school district of the State of Oregon (the “District”) finds:

a. The District previously issued its General Obligation Bonds, Series 2017A (Federally Taxable), Series 2017B (Deferred Interest Bonds), Series 2017C (Current Interest Bonds) and Series 2017D (Convertible Deferred Interest Bonds) (collectively, the “Refundable Bonds”) for projects which were authorized by approving vote of the electors of the District; and

b. The District is authorized by Oregon Revised Statutes Sections 287A.360 through 287A.380 and the other applicable provisions of Chapter 287A to issue bonds to refund all or a portion of the Refundable Bonds; and

c. The District has determined that it is in the best interest of the taxpayers of the District to refund all or a portion of the Refundable Bonds; and

d. The District adopts this resolution to provide the terms under which the refunding bonds will be sold and issued and to authorize the refunding of all or a portion of the Refundable Bonds.

SECTION 2. REFUNDING BONDS AUTHORIZED

The District hereby authorizes the issuance of General Obligation Refunding Bonds (the “Refunding Bonds”) in an aggregate principal amount sufficient to refund all or a portion of the Refundable Bonds and to pay the costs related to the refunding and the issuance of the Refunding Bonds.

SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Associate Superintendent for Business Services (each an “Authorized Representative”) or a designee of an Authorized Representative to act on behalf of the District as specified in Section 8 hereof.

SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Refunding Bonds. The District hereby covenants for the benefit of the Owners of the Refunding Bonds to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and other legally available amounts, to pay all Refunding Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and

this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

SECTION 5. FORM OF REFUNDING BONDS

The Refunding Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Refunding Bonds may be printed or typewritten, and may be issued as one or more temporary Refunding Bonds which shall be exchangeable for definitive Refunding Bonds when definitive Refunding Bonds are available.

SECTION 6. EXECUTION OF REFUNDING BONDS

The Refunding Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

SECTION 7. REDEMPTION

The Refunding Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 8 hereof.

SECTION 8. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE REFUNDING BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a. select all or a portion of the Refundable Bonds to be refunded and issue the Refunding Bonds in one or more series;
- b. establish the principal amounts, interest rates, redemption provisions and all other terms of the Refunding Bonds;
- c. negotiate the terms under which the Refunding Bonds shall be sold; enter into a bond purchase agreement for the sale of the Refunding Bonds which incorporates those terms; and execute and deliver such bond purchase agreement with Piper Sandler & Co. for a public sale or with a selected bank or financial institution for a private sale;
- d. enter into covenants regarding the use of the proceeds of the Refunding Bonds and the projects refinanced with the proceeds of the Refunding Bonds;
- e. engage the services of verification agents, escrow agents, paying agents and any other professionals whose services are desirable to achieve the refunding;
- f. enter into one or more escrow deposit agreements for the refunding and defeasance, and take actions to call, defease and/or redeem all or any portion of the Refundable Bonds including submitting an advanced refunding plan to the State Treasurer's Office;
- g. approve of and authorize the distribution of the preliminary and final official statements for the Refunding Bonds, if required;

h. apply for ratings for the Refunding Bonds, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement, including through the Oregon School Bond Guaranty Program, for the Refunding Bonds, enter into agreements with the providers of credit enhancement, and execute and deliver related documents;

i. undertake to provide continuing disclosure for each series of the Refunding Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission;

j. determine if the Refunding Bonds shall be issued as federally tax-exempt or taxable obligations;

k. make any clarifying changes or additional covenants not inconsistent with this Resolution; and

l. execute any documents and take any other action in connection with the Refunding Bonds which the Authorized Representative determines will be advantageous to the District.

SECTION 9. DEFAULT AND REMEDIES.

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Refunding Bonds:

a. Failure by the District to pay Refunding Bond principal, interest or premium when due;

b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Refunding Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,

c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Refunding Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Refunding Bonds or in aid of the exercise of any power granted in this Resolution or in the Refunding Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Refunding Bonds by the Resolution or the Refunding Bonds or by law. However, the Refunding Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Refunding Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Refunding Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

SECTION 10. DEFEASANCE

The District may defease the Refunding Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Refunding Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Refunding Bonds until their maturity date or any earlier redemption date. Refunding Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

SECTION 11. ESTABLISHMENT OF ACCOUNT

The following account shall or has been created which account shall be continually maintained, except as otherwise provided, so long as the Refunding Bonds remain unpaid.

Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Refunding Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Refunding Bonds shall be deposited to the debt service account.

SECTION 12. PROFESSIONALS

The District hereby appoints Hawkins Delafield & Wood LLP as Bond Counsel for the issuance of the Refunding Bonds and Piper Sandler & Co., as Underwriter or Placement Agent.

SECTION 13. RESOLUTION TO CONSTITUTE CONTRACT

In consideration of the purchase and acceptance of any or all of the Refunding Bonds by those who shall own the Refunding Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Refunding Bonds, including without limitation the District's covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Refunding Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of the Beaverton School District No. 48J, Washington and Multnomah Counties, Oregon this 14th day of March, 2022.

**BEAVERTON SCHOOL DISTRICT NO. 48J
WASHINGTON AND MULTNOMAH COUNTIES,
OREGON**

By: _____
Chair

ATTEST:

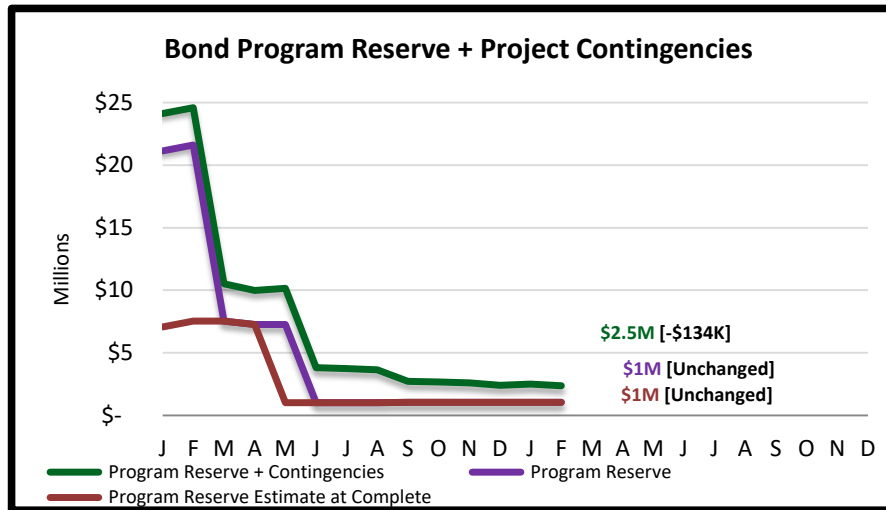
By: _____
Superintendent

Bond Program Status Report

Through February 2022

2014 Bond Program Executive Summary

February 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	\$ 1,052,980
Bond Program Reserve	\$ 1,052,980
Net Contingency Balance	+ \$ 1,319,191
Bond Program Reserve + Contingencies	\$ 2,372,171
Bond Program Funding Total	\$ 807,873,366
Program Estimate at Complete (EAC)	- \$ 806,820,386
Projected Program Reserve Estimate at Complete	\$ 1,052,980

Budget Perspective

This month the overall Program Reserve was unchanged and the Reserve + Project Contingencies decreased by \$134K. All projects remain within their current approved budgets. Primary cost events were:

- ACMA's contingency decreased by \$127K due to various closeout items including: replacing cameras in the PAC, replacing floor transitions, and adding eyewash stations.
- The cost estimate for the roof work at Fir Grove increased significantly (\$2M). This represents a change in scope from what was currently included in the bond. The roof is leaking and requires more work than originally thought. This cost would come from within the District Wide Facility Repairs budget. We are planning this project for summer 2023.

Schedule Perspective

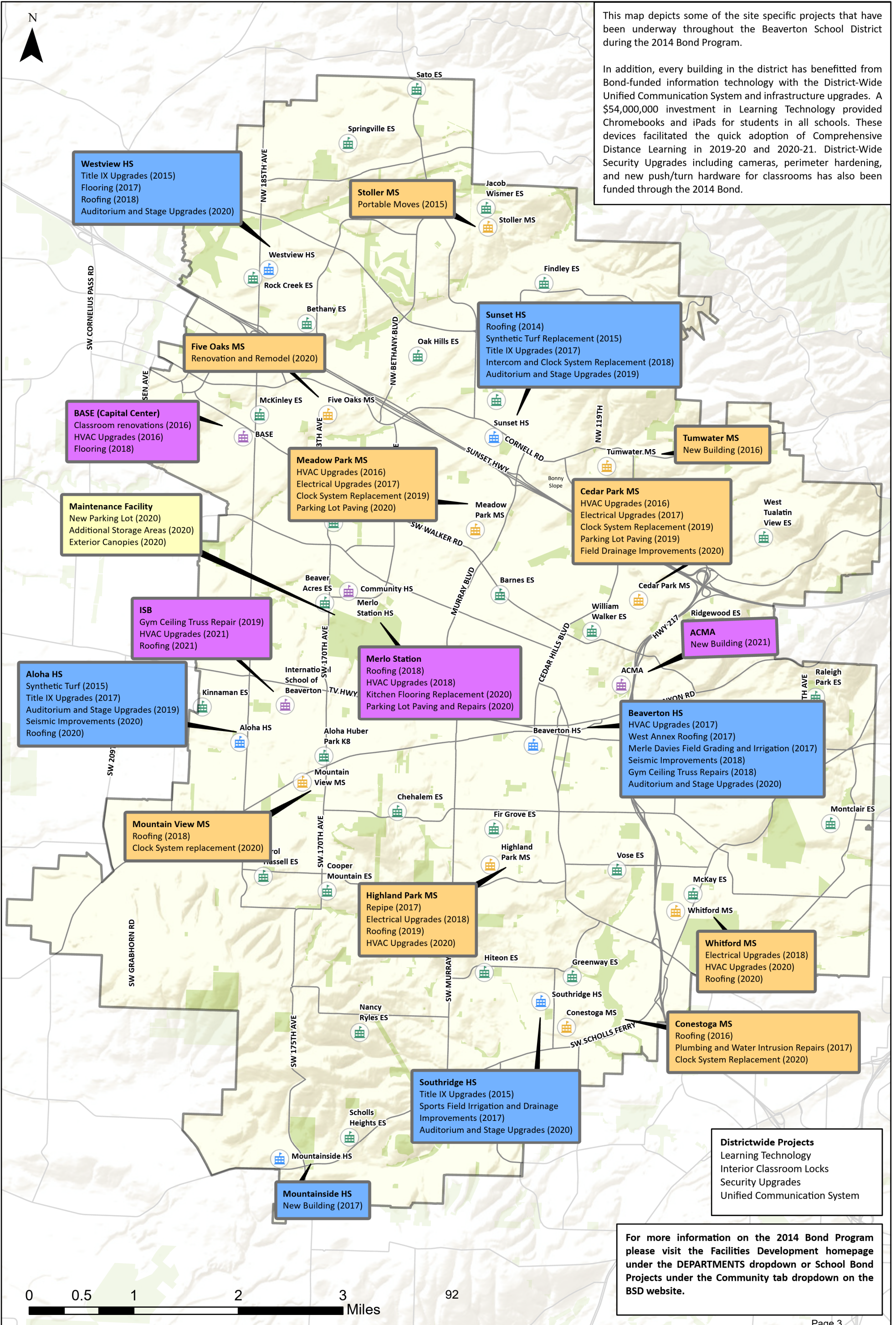
- The Vose classroom addition will be starting construction during spring break (March 20). This project is large enough that there was not enough time to complete over the summer. We have worked closely with the contractor to develop a work plan that minimizes disruption on-site.
- We are nearing completion of the conceptual design of the Raleigh Hills ES replacement. This project will be in a great place to move forward if the May 2022 bond passes.
- We are working closely with our project teams to prepare for any supply chain related delays this summer. Some availability issues seem to be improving, but costs are going up. This is going to continue to be an issue, especially with fuel costs increasing so much.

Challenges and Opportunities

- 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.
- We have submitted a Seismic Rehabilitation Grant Program Application for a seismic upgrade at McKinley ES. We should know if this is successful by May of 2022. The work will take place during the summer of 2023.

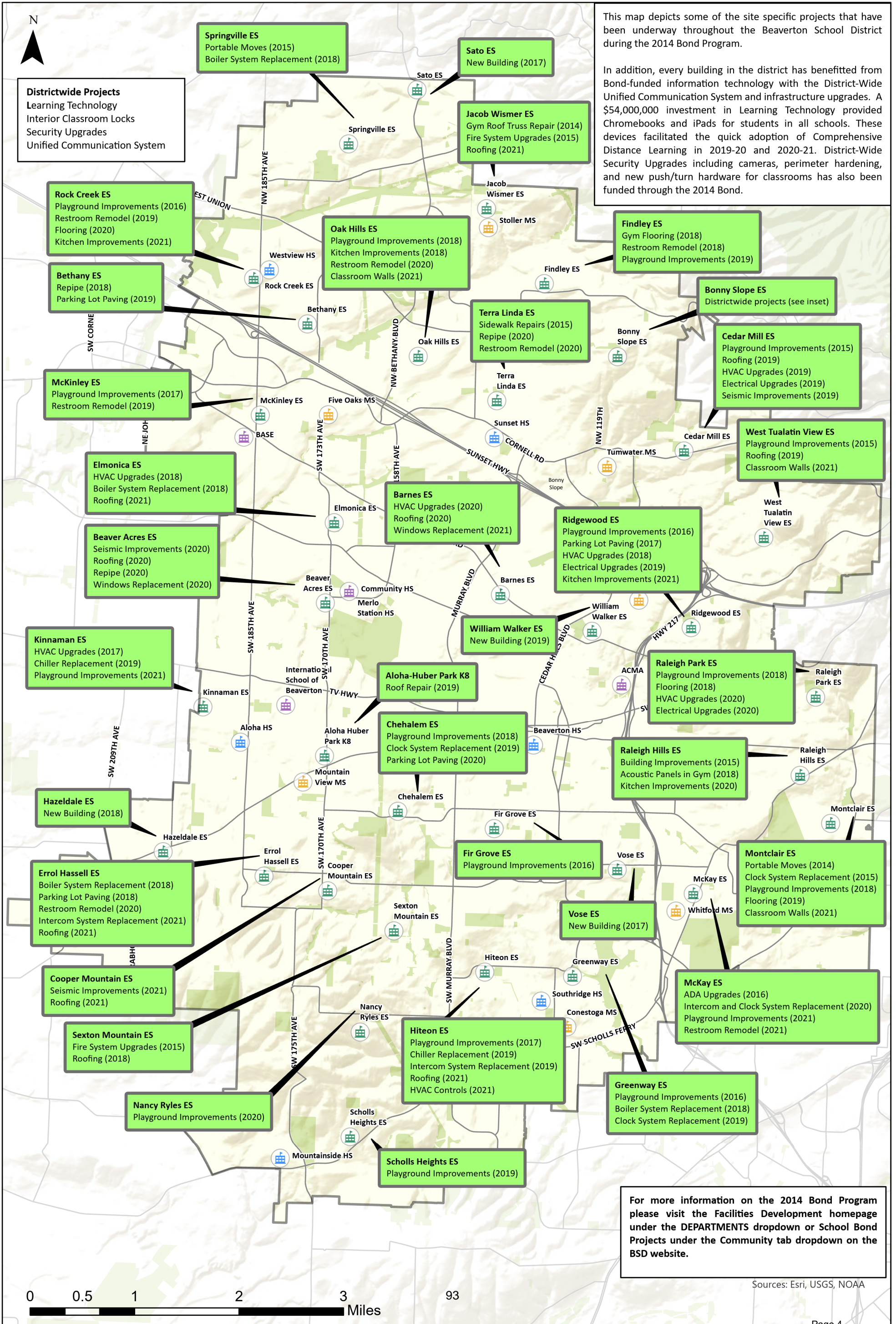
2014 Bond Program Middle School, High School & Options

September 8, 2021



2014 Bond Program Elementary Schools

September 8, 2021



2014 Bond Program Scorecard
February 2022

Data as of February 28, 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)	(8-2022)	(9-2022)	(8-2022)	(8-2022)	(9-2022)	(8-2022)	(8-2022)
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 Bond Program Financial Status Report

Financial Summary

Data as of February 28, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	January-22 Est @ Comp	February-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 925,911	Current contingency decreased by \$127K due to various closeout items.
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433		Completed; Final Cost
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187		Completed; Final Cost
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777		Projects in Process; budget 52% complete
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072		Completed; Final Cost
District-Wide Facility Repairs	\$ 98,000,000	\$ 120,973,719	\$ 120,973,719	\$ 120,973,719		
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	\$ 230,565	In Close-Out; Post-warranty work ongoing
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>				Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877		Completed; Final Cost
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>				Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120		Projects in Process; budget 35% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659		Completed; Final Cost
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 19,511	
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540		Completed; Final Cost
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 43,204	In Close-Out; Post-warranty work ongoing
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642		Completed; Final Cost
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096		Construction completed 2016; Final outfitting ongoing
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490		Completed; Final Cost
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000	11.1%
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753		
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,458,530	\$ 18,458,530		Projects in Process; budget 96% complete
Seismic Upgrades	\$ 4,200,000	\$ 26,444,965	\$ 26,444,965	\$ 26,444,965		

2014 Bond Program Financial Status Report

Financial Summary

Data as of February 28, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	January-22 Est @ Comp	February-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		
Construction Subtotal	\$ 600,000,000	\$ 726,820,386	\$ 726,820,386	\$ 726,820,386	\$ 1,319,191	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
Tech & Equip Subtotal	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000	\$ 80,000,000		
Grand Totals	\$ 680,000,000	\$ 806,820,386	\$ 806,820,386	\$ 806,820,386	\$ 1,319,191	Contingency Balance change of -\$134K
Added Funding to Bond Program						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,730,823					
Grand Total Added Funding	\$ 127,873,366					
GRAND TOTAL 2014 BOND FUNDING	\$ 807,873,366					Total Funding unchanged
Program Reserve		\$ 1,052,980	\$ 1,052,980			Program Reserve unchanged
Program Reserve + Project Contingencies					\$ 2,372,171	Change of \$134K

2014 Bond Program Financial Status Report

Financial Summary

Data as of February 28, 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	\$ -	
TOTAL	\$15,730,823		\$9,942,320	

2014 Bond Program Financial Status Report

Data as of February 28, 2022

Financial Summary

Project	Initial Budget	Revised Approved Current Budget	January-22 Est @ Comp	February-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	\$ 152,403 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	\$ 2,266,112	\$ 2,266,112	\$ 17,051 0.8%	
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%	These will be 2023 roof projects.
2022 Roof Replacements Group 2	\$ 277,000	\$ 615,000	\$ 615,000	\$ 2,665,152	\$ 258,576 9.7%	EAC increased by \$2.05M due to investigation of the Fir Grove roof and cost estimates.
2022 HVAC Upgrades Group 1	\$ 882,000	\$ 2,291,380	\$ 2,291,380	\$ 2,291,380	\$ 13,270 0.6%	Current contingency decreased by (\$52K) 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	\$ 9,068,708	\$ 9,068,708		
Repair Projects Total	\$ 50,710,151	\$ 109,032,338	\$ 109,032,338	\$ 111,082,490		
Repair Program Balance Available	\$ 47,289,849	\$ 11,941,381	\$ 11,941,381	\$ 9,891,229		
Repair Program EAC Balance	\$ -	\$ -				
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 120,973,719	\$ 120,973,719	\$ 120,973,719		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
Transfer Tracking						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (6,205,419)					
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)		99			
Balance	\$ 120,973,719					

2014 Bond Program Financial Status Report

Data as of February 28, 2022

Financial Summary

Seismic Projects	Original Budget	Revised Approved Current Budget	January-22 Est @ Comp	February-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	\$ 597,827	\$ 36,300	6.5%
Rock Creek Seismic (Covered Play)	\$ -					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	\$ 568,095	\$ 568,095		
(Projects Financially Complete)						
Seismic Projects Total	\$ 4,200,000	\$ 33,708,251	\$ 33,708,251	\$ 33,708,251		
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)		
Seismic Program Bond Cost Balance	\$ 4,200,000	\$ 26,444,965	\$ 26,444,965	\$ 26,444,965		
Seismic Program Less Transfers In/Out	\$ 26,444,965					
Transfer Tracking						
Initial Budget	\$ 4,200,000					
Program Escalation	\$ 1,006,740					
AHS Roofing - From Facility Repairs	\$ 575,193					
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000					
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807					
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000					
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)					
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000					
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950					
Beaver Acres Windows - From Facility Repairs	\$ 605,000					
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500					
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000					
West TV Seismic (Gym) Transfer	\$ 460,827					
Balance	\$ 26,444,965					

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
February 28, 2022

Data as of February 28, 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 2/28/22	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	70%	\$ 8,050,820	\$ 5,181,920	\$ 1,690,214	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	94%	\$ 4,995,494	\$ 698,711	\$ 407,420	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%	\$ 29,377,115	\$ 202,361	\$ 83,115	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%	\$ 2,422,880	\$ 560,182	\$ 73,239	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
Learning Technology/ Classroom Systems Total	\$ 56,000,000	92%	\$ 51,610,814	\$ 6,643,174	\$ 2,253,988	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
February 28, 2022

Data as of February 28, 2022

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 2/28/22	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	92%	\$ 941,729	\$ 278,982	\$ 198,973	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%	\$ 1,620,137	\$ 843,784	\$ 174,702	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.
Critical Equipment Total	\$ 24,000,000	94%	\$ 22,596,942	\$ 1,465,266	\$ 435,797	
Grand Total	\$ 80,000,000	93%	\$ 74,207,755	\$ 8,108,440	\$ 2,689,785	
Total Bond Funds Remaining	\$ 5,792,245					

BOND PROGRAM CASH FLOW

