



 AGENDA

I. Call Meeting to Order	3:00 p.m.	
Tom Colett		
II. Grading and Reporting Update		2
Jon Bridges, Jon Franco, Brian Sica		
III. Summer Programs Update		26
Toshiko Maurizio, Vanessa Davalos, Andy Robinson, Jon Franco		
IV. Student Discipline Report		57
Jon Bridges, Danielle Hudson, Patrick Meigs		
V. Meal Break		
VI. Budget Update		67
Mike Schofield		
VII. ESSER Capital Projects		78
Josh Gamez, Ron Umali		
VIII. BAC Membership: 2014 to 2022 Bond Transition		88
Eric Simpson, Sunita Garg		
IX. Consent Agenda		
Tom Colett		
A. Public Contracts		90
Tom Colett		
X. ADJOURN	9:00 p.m.	
Tom Colett		
XI. Executive Session		
• Negotiations Update	ORS 192.660(2)(d)	
XII.		



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

BSD GRADING & REPORTING UPDATE - APRIL 2022

POLICY ISSUE/SITUATION: **POLICY ISSUE/SITUATION:** The Grading and Reporting update reflects aggregated mark reports for secondary schools for Semester One of the 2020-21 and Semester Two of the 2021-22 school years. The data includes overall and individual school information for:

- Distribution of grade marks for high school students
- “I” mark grades for both middle and high school students
- “N” mark grades for both middle and high school students
- “I” mark grades by race/ethnicity for both middle and high school students
- “N” mark grades by race/ethnicity for both middle and high school students
- Grade marks by subject for both middle and high school students
- 2020-21 high school final marks changes as of February 15, 2022

BACKGROUND: At the August 2022 board work session the following was presented and approved by the School Board:

PROPOSED CHANGE:

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

The “I” will be reported if a student has passed one or more Learning Targets for the course.

The “N” will be reported if a student has not passed any Learning Targets for the course.

Neither the “I” nor “N” marks will have an impact on a student's Grade Point Average (G.P.A)

I (Incomplete) marks communicate to the student that there wasn't sufficient academic evidence submitted to warrant the awarding of an A-D letter grade. Incomplete marks also communicate to the student that we (the teacher and/or the school) will provide more opportunities to demonstrate proficiency on the learning targets to earn a credit-bearing grade (A-D). The students may not need to repeat the entire course. The student has not reached proficiency YET. A student passing at least one learning target for the course will receive an I for Incomplete.

N (No Grade) indicates the teacher did not have enough interaction with the student or the student did not submit enough evidence to merit a credit-bearing grade (A-D) - for example, a student who didn't attend class often and did not complete enough of the course to merit a letter grade. An N for No Grade indicates a full future course will likely be needed to be completed for credit to be earned. The student plan and profile, in consultation with their counselor, will help the student determine the next steps. Teachers do have discretion to replace an N with an I even if the student did not meet proficiency on any course learning targets.

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

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

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

BOARD PRESENTATION
APRIL 5TH, 2022

***Grading & Reporting
Update***

Semester 1 21/22

Aggregated High School Mark Report

	A	B	C	D	I	N	P
BSD Overall by population	39692	17092	13638	4475	2784	3271	2221
BSD Overall by percentage	49.0%	20.5%	16.4%	5.4%	3.3%	3.9%	2.7%

Semester 1 21/22

Aggregated High School Mark Report By Comprehensive High School

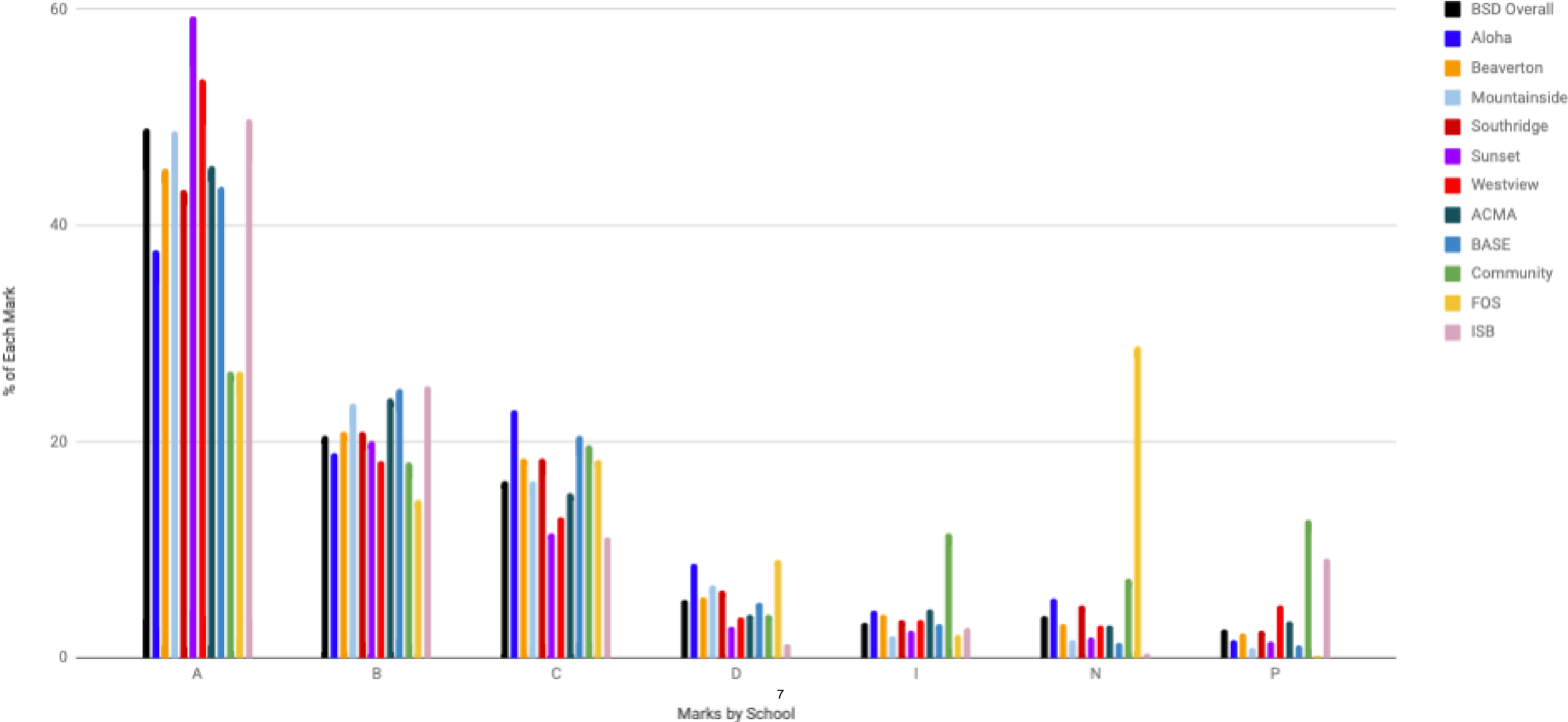
	A	B	C	D	I	N	P
Aloha	4355	2183	2637	1000	511	633	196
	38%	19%	23%	9%	4%	6%	2%
BEAVERTON	4419	2052	1804	556	392	314	224
	45%	21%	19%	6%	4%	3%	2%
MOUNTAINSIDE	5632	2715	1901	782	245	201	100
	49%	24%	16%	7%	2%	2%	1%
SOUTHRIDGE	4193	2024	1797	611	348	471	250
	43%	21%	19%	6%	4%	5%	3%
SUNSET	7961	2696	1560	384	336	261	214
	59%	20%	12%	3%	2.5%	2%	1.6%
WESTVIEW	8398	2862	2043	599	551	475	776
	54%	18%	13%	4%	4%	3%	5%

Semester 1 21/22

Aggregated High School Mark Report By Options High School

	A	B	C	D	I	N	P
ACMA	1135	603	382	101	112	78	86
	46%	24%	15%	4%	4.5%	3%	3%
BASE	1292	739	610	150	94	42	35
	44%	25%	21%	5%	3.2%	1%	1%
COMMUNITY	126	86	94	19	55	35	61
	27%	18%	20%	4%	12%	7%	13%
FOS	684	378	475	234	56	746	4
	27%	15%	18%	9%	2.2%	29%	0.20%
ISB	1497	754	335	39	84	15	275
	50%	25%	11%	1%	3%	1%	9%

Semester 1 Grades by Mark



Semester 1 21/22

Aggregated High School Mark Report

	A	B	C	D	I	N	P
BSD Overall by population	34958	14532	11742	3932	2383	2355	2221
BSD Overall by percentage	50.0%	20.8%	16.8%	5.6%	3.4%	3.4%	2.7%

Semester 1 2021/2022 Aggregated High School Mark Report By Comprehensive High School

Southridge

	A	B	C	D	I	N
Total of Mark	4193	2024	1797	611	348	471
Students with Mark	1133	993	828	388	242	222
School Enrollment	1407	1407	1407	1407	1407	1407
Southridge	81%	71%	59%	28%	17%	16%

	A	B	C	D	I	N
Total of Mark	5632	2715	1901	782	245	201
Students with Mark	1408	1241	876	429	181	120
School Enrollment	1658	1658	1658	1658	1658	1658
Mountainside	85%	75%	53%	26%	11%	7%

Mountainside

Aloha

	A	B	C	D	I	N
Total of Mark	4355	2183	2637	1000	511	633
Students with Mark	1248	1123	1109	607	354	342
School Enrollment	1595	1595	1595	1595	1595	1595
Aloha	78%	70%	70%	38%	22%	21%

Beaverton

	A	B	C	D	I	N
Total of Mark	4419	2052	1804	556	392	314
Students with Mark	1304	1055	844	363	263	173
School Enrollment	1374	1374	1374	1374	1374	1374
Beaverton	95%	77%	61%	26%	19%	13%

Semester 1 2021/2022 Aggregated High School Mark Report By Comprehensive High School

Semester 1 2021/2022

Aggregated High School Mark Report

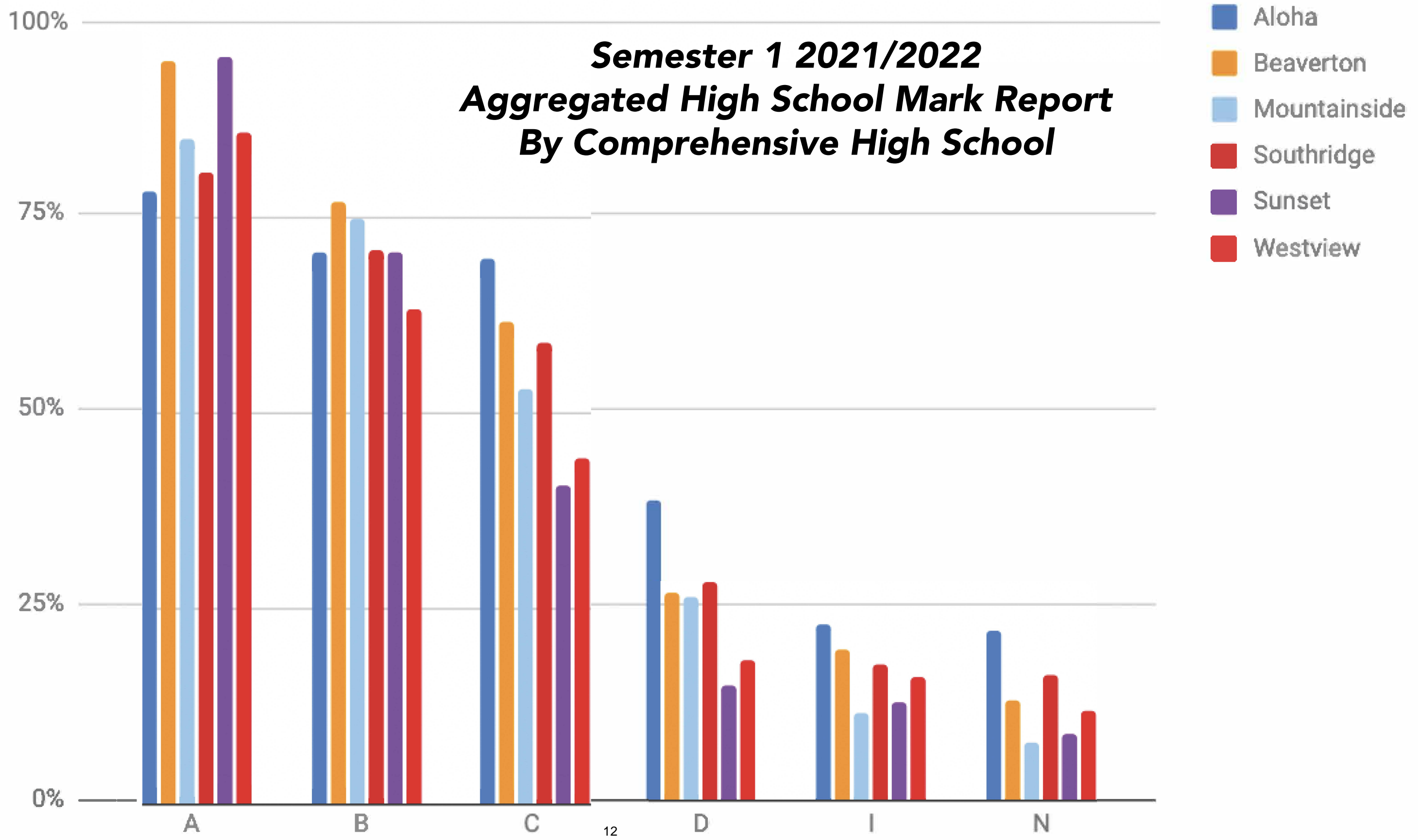
By Comprehensive High School

Sunset

Westview

	A	B	C	D	I	N			A	B	C	D	I	N
Total of Mark	7961	2696	1560	384	336	261		Total of Mark	8398	2862	2043	599	551	475
Students with Mark	1832	1353	781	276	239	158		Students with Mark	1917	1412	988	395	350	254
School Enrollment	1919	1919	1919	1919	1919	1919		School Enrollment	2236	2236	2236	2236	2236	2236
Sunset	95%	71%	41%	14%	12%	8%		Westview	86%	63%	44%	18%	16%	11%

**Semester 1 2021/2022
Aggregated High School Mark Report
By Comprehensive High School**



Grade 9-12

I Marks

By School

	Semester 2 20-21		Semester 1 21-22	
	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
ALOHA HIGH	237	1.49	322	1.43
ARTS & COMMUNICATION	62	1.23	68	1.51
BEAVERTON ACADEMY OF SC	78	1.29	70	1.31
BEAVERTON HIGH	315	1.64	246	1.50
COMMUNITY SCHOOL	21	1.76	29	1.62
FLEX ONLINE SCHOOL	64	1.16	46	1.09
ISB	18	1.39	50	1.66
MOUNTAINSIDE HIGH	117	1.29	179	1.35
NWRES D PROGRAMS	1	1.00		
SOUTHRIDGE HIGH	368	2.03	235	1.43
SUNSET HIGH	87	1.41	217	1.42
WESTVIEW HIGH	294	1.64	345	1.60
TOTAL	1662	¹³ 1.62	1807	1.46

Grade 9-12

I Marks

By Race/Ethnicity

Semester 2 20-21

Semester 1 21-22

	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
AMERICAN INDIAN / ALASKA NATIVE	12	1.67	8	1.88
ASIAN	68	1.38	104	1.32
BLACK / AFRICAN AMERICAN	62	1.48	77	1.44
HISPANIC	800	1.75	833	1.51
MULTIPLE	114	1.54	133	1.37
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	27	1.63	20	1.55
WHITE	579	1.48	632	1.43
TOTAL	1662	1.62	1807	1.46

Grade 9-12 N Marks By School

	Semester 2 20-21		Semester 1 21-22	
	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
ALOHA HIGH	603	2.69	304	1.72
ARTS & COMMUNICATION	140	2.65	56	1.41
BEAVERTON ACADEMY OF SC	175	2.01	27	1.22
BEAVERTON HIGH	418	2.56	154	1.75
COMMUNITY SCHOOL	46	3.96	20	1.15
FLEX ONLINE SCHOOL	68	3.26	182	3.25
ISB	35	2.17	9	1.44
MOUNTAINSIDE HIGH	326	2.64	98	1.40
NWRES D PROGRAMS	29	3.45		
SOUTHRIDGE HIGH	363	2.22	203	2.00
SUNSET HIGH	323	2.44	131	1.59
WESTVIEW HIGH	521	2.36	229	1.79
TOTAL	3047	¹⁵ 2.52	1413	1.91

**Grade 9-12
N Marks
By Race/Ethnicity**

	Semester 2 20-21		Semester 1 21-22	
	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
AMERICAN INDIAN / ALASKA NATIVE	22	4.00	13	2.62
ASIAN	168	2.31	67	1.60
BLACK / AFRICAN AMERICAN	116	2.53	65	2.02
HISPANIC	1322	2.64	668	1.96
MULTIPLE	226	2.54	104	1.88
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	31	2.84	16	1.31
WHITE	1162	2.37	480	1.86
TOTAL	3047	¹⁶ 2.52	1413	1.91

Grade 6-8

I Marks

By School

	Semester 2 20-21		Semester 1 21-22	
	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
ALOHA-HUBER PARK SCHOOL	12	1.67	10	1.40
ARTS & COMMUNICATION	89	1.97	34	1.12
BEAVERTON ACADEMY OF SC	40	1.68	20	1.35
CEDAR PARK MIDDLE	281	2.27	106	1.64
CONESTOGA MIDDLE	253	3.10	149	1.62
FIVE OAKS MIDDLE	443	2.64	178	1.48
FLEX ONLINE SCHOOL	79	2.58	60	1.15
HIGHLAND PARK MIDDLE	170	1.94	127	1.76
ISB	32	1.72	17	1.18
MEADOW PARK MIDDLE	270	2.35	203	1.87
MOUNTAIN VIEW MIDDLE	309	2.52	221	1.73
NWRES D PROGRAMS	1	2.00		
RALEIGH HILLS SCHOOL	77	2.27	8	1.13
SPRINGVILLE SCHOOL	55	2.22	11	1.55
STOLLER MIDDLE	181	1.92	93	1.34
TUMWATER MIDDLE			40	1.25
TOTAL	2292	¹⁷ 2.40	1277	1.59

Grade 6-8
I Marks
By Race/Ethnicity

Semester 2 20-21

Semester 1 21-22

	Number of students with Is	Average Number of I marks per student with an I	Number of students with Is	Average Number of I Marks per student with an I
AMERICAN INDIAN / ALASKA NATIVE	18	2.56	6	2.67
ASIAN	154	1.93	61	1.51
BLACK / AFRICAN AMERICAN	95	2.42	67	1.39
HISPANIC	984	2.52	578	1.62
MULTIPLE	163	2.33	91	1.55
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	38	2.53	13	1.77
WHITE	840	2.35	461	1.57
TOTAL	2292	2.40	1277	1.59

Grade 6-8 N Marks By School

Semester 2 20-21

Semester 1 21-22

	Number of students with Ns	Average Number of N marks per student with an N	Number of students with Ns	Average Number of I Marks per student with an N
ALOHA-HUBER PARK SCHOOL	105	2.47	52	1.79
ARTS & COMMUNICATION	108	1.74	49	1.20
BEAVERTON ACADEMY OF SC	91	1.89	14	1.21
CEDAR PARK MIDDLE			27	1.33
CONESTOGA MIDDLE			57	1.23
FIVE OAKS MIDDLE	7	1.00	108	1.55
FLEX ONLINE SCHOOL			139	3.06
HIGHLAND PARK MIDDLE			68	1.24
ISB	29	1.62	6	1.33
MEADOW PARK MIDDLE			96	1.69
MOUNTAIN VIEW MIDDLE	13	1.08	121	1.26
NWRES D PROGRAMS				
RALEIGH HILLS SCHOOL			1	1.00
SPRINGVILLE SCHOOL			1	5.00
STOLLER MIDDLE			47	1.40
TUMWATER MIDDLE			28	1.86
TOTAL	353	¹⁹ 1.95	814	1.72

Grade 6-8 N Marks By Race/Ethnicity

	Number of students with Ns	Average Number of I marks per student with an N	Number of students with Ns	Average Number of N Marks per student with an N
AMERICAN INDIAN / ALASKA NATIVE	4	2.25	7	2.57
ASIAN	17	1.53	44	1.68
BLACK / AFRICAN AMERICAN	13	1.69	45	1.84
HISPANIC	169	2.09	370	1.69
MULTIPLE	18	2.06	59	1.68
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	2	1.00	10	2.40
WHITE	130	1.82	279	1.69
TOTAL	353	1.95	814	1.72

Grade 9-12 Marks By High School Subject

Semester 2 20-21

Semester 1 21-22

	Total	Pct I	Pct N	Total	Pct I	Pct N
APPLIED ARTS	4259	3.1%	10.5%	4460	1.9%	3.7%
BUSINESS	2558	0.6%	6.8%	2717	2.0%	2.2%
SCIENCE	12187	2.9%	10.1%	11121	4.4%	4.2%
ELECTIVE	7450	1.8%	3.9%	3906	2.0%	1.7%
FINE ARTS	6868	2.9%	10.4%	6786	2.1%	3.1%
HEALTH	4063	2.3%	8.1%	3520	2.5%	3.4%
LANGUAGE ARTS	12829	3.8%	7.4%	12384	3.0%	2.7%
MATHEMATICS	11518	3.5%	12.8%	11020	5.8%	5.0%
ELD	565	4.8%	15.0%	734	3.0%	2.6%
P.E.	4537	2.1%	9.8%	4074	0.7%	4.8%
SPECIAL ED	2231	1.0%	4.0%	1991	0.4%	1.4%
SOCIAL STUDIES	11580	4.7%	7.9%	11847	4.2%	3.0%
WORLD LANGUAGE	7156	2.6%	6.5%	6297	2.3%	1.9%
TOTAL	87801	3.1%	8.7%	80857	3.3%	3.3%

Grade 6-8 Marks By Middle School Subject

Semester 2 20-21

Semester 1 21-22

	Total	Pct I	Pct N	Total	Pct I	Pct N
APPLIED ARTS	2161	10.1%	2.5%	3709	3.9%	3.3%
SCIENCE	9109	10.3%	1.4%	8206	4.4%	3.4%
ELECTIVE	925	7.5%	0.3%	895	0.8%	0.8%
FINE ARTS	6054	12.7%	2.0%	8004	2.3%	1.4%
HEALTH	1673	11.7%	0.1%			
LANGUAGE ARTS	10289	11.1%	1.0%	8175	4.7%	3.2%
MATHEMATICS	9183	10.7%	1.3%	8086	4.9%	3.3%
ELD	792	17.7%	0.0%	674	3.0%	2.1%
P.E.	8707	7.5%	1.2%	7877	1.9%	1.0%
SPECIAL ED	1755	10.2%	0.0%	1260	1.1%	0.8%
SOCIAL STUDIES	1568	8.5%	0.6%	7964	3.8%	2.8%
WORLD LANGUAGE	1462	5.8%	2.6%	2275	2.5%	1.0%
TOTAL	53678	10.3%	1.3%	57125	3.6%	2.4%

2020-21 High School Final Marks Changed as of February 15th

	Number Grade Changes: No Credit to Credit	Credits Recovered	Number Grade Changes: Credit to No Credit	Credits Revoked
ALL STUDENTS	347	167.250	15	7.50
ENGLISH LANGUAGE LEARNER	45	22.500	4	2.00
MIGRANT	7	3.500	2	1.00
STUDENTS WITH DISABILITIES	66	31.875	9	4.50
TALENTED AND GIFTED	36	17.250	0	0.00
ASIAN	30	15.000	1	0.50
PACIFIC ISLANDER	2	1.000	0	0.00
BLACK	11	5.500	0	0.00
HISPANIC/LATINO	142	70.750	7	3.50
AMERICAN INDIAN/ALASKAN NATIVE	8	3.250	0	0.00
WHITE	123	57.000	5	2.50
MULTI-RACIAL	31	14.750	2	1.00
FEMALE	148	70.625	8	4.00
MALE	198	96.125	7	3.50
NON-BINARY	1	0.500	0	0.00

2020-21 High School Final Marks Changed as of February 15th

	Number Grade Changes: No Credit to Credit	Credits Recovered	Number Grade Changes: Credit to No Credit	Credits Revoked
ARTS & COMMUNICATION	33	10.1	0	0.00
ALOHA HIGH	17	8.5	2	1.00
BEAVERTON ACADEMY OF SC	36	18.5	1	0.50
BEAVERTON HIGH	64	32.0	1	0.50
BSD FLEX	2	1.0	0	0.00
COMMUNITY SCHOOL	6	2.6	0	0.00
FLEX ONLINE SCHOOL	8	4.0	0	0.00
ISB	3	1.50	0	0.00
MOUNTAINSIDE HIGH	44	22.0	3	1.50
SUNSET HIGH	21	10.5	0	0.00
SOUTHRIDGE HIGH	90	45.0	3	1.50
WESTVIEW HIGH	23	11.5	5	2.50



Beaverton School District Summer Programming 2022

POLICY ISSUE/SITUATION:

The Beaverton School District will be offering Summer Programming options for students this summer, 2022. We will share the vision for summer programs that aligns with the Oregon Department of Education's proposed vision. We will share budget information we can access to support unfinished learning and student wellness. Lastly, we will share preliminary programming options at the different levels.

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

Summer Programs 2022



01 SUMMER TEAM

**02 SUMMER VISION /
LESSONS LEARNED**

03 SUMMER BUDGET

04 ELEMENTARY PROGRAM

05 MIDDLE SCHOOL PROGRAM

06 HIGH SCHOOL PROGRAM

07 MULTILINGUAL PROGRAMS

08 ESY

09 POTENTIAL BARRIERS





01

SUMMER TEAM

Administrator, District, and Site
Coordinators



SUMMER SCHOOL TEAM

ADMINISTRATORS

Vanessa Davalos
Toshiko Maurizio
Andrew Robinson
Jon Franco

DISTRICT COORDINATORS

Kacey Farrens-HS
Christina Schulz-HS
Janine Weir-MS
Corinne Erceg-MS
Elizabeth “Ely” Ambriz-ES
Rosa E Garcia-ES
Jeremy Birch-ES

COLLABORATIVE TEAM

Representatives from Facilities, Maintenance, Risk Management, HR, Nutrition, IT, Business Office, and T&L meet regularly to plan for Summer Programming 2022.



SUMMER SCHOOL TEAM

ELEMENTARY SITE COORDINATORS

In process of beginning to recruit.

- In Partnership with Building administrators

MIDDLE SCHOOL SITE COORDINATORS (to date)

Melissa Ackerman (Cedar Park)
TBD (Conestoga)
Korin Galgano (Five Oaks)
TBD (Highland Park)
Bethany Mevis (Meadow Park)
TBD (Mountain View)
TBD (Stoller)
Tiffany Lace (Tumwater)
Savannah Melton (Whitford)

HIGH SCHOOL SITE COORDINATORS

Kaitlyn Hashek (AHS)
Kristina Laurance (BHS)
Katie Noah (MHS)
Chris Downie (SHS)
Laurel Vasquez (SRHS)
Claudia McClellan (WHS)



02 SUMMER VISION / LESSONS LEARNED

ODE Summer Programming
Vision from Summer Guide



SUMMER SCHOOL 2021 LESSONS LEARNED

- This was what our community wanted and needed. Just in our elementary application process, we had over 5000 applications submitted by families.
- Local businesses want to support BSD. We utilized local businesses to support enrichment opportunities, establishing connections for future work between organizations and our BSD community.
- Classes across all comprehensive programs were full and the capacity of programs could not meet the demand from the community. Our community demonstrated clearly they want this experience for their students.
- Centering courses around active/project based curriculum created joyful learning experiences that engaged middle level students.

SUMMER SCHOOL 2021 LESSONS LEARNED

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

SUMMER SCHOOL 2021 LESSONS LEARNED

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

SUMMER SCHOOL VISION

ODE SUMMER LEARNING BEST PRACTICE GUIDE

“Summer programs provide a unique opportunity to build relationships, spark joy, and deepen natural curiosity that promotes learning, growth, and success for every student. This approach marks a significantly different mindset from a paradigm where “summer school” is seen as remedial and punitive. The Summer Learning Best Practice Guide is designed to help districts as they develop a variety of summer programming; its aim is to offer ideas and resources from research and practice to help shape learning experiences that matter to students.” (pg. 2)

SUMMER SCHOOL VISION

Moving to Equity-Driven Summer Learning Programs

TRADITIONAL SUMMER SCHOOL	EQUITY-DRIVEN SUMMER LEARNING PROGRAMS
Targeted only to those with academic need	Accessible, equitable, diverse, and inclusive
Deficit-based and remedial	Strength-based and enriching
Academic, drill, and skill	Well-rounded, integrated, project-based, and hands-on
Academic and teacher-centered	Relationship and student-centered
Disengaging and punitive	Exciting, fun, engaging, and attractive programs young people want to attend
Designed solely by a few district and school staff	Co-created with students, families, and community partners
School building and district-based	Can take place in a variety of settings and locations



03

SUMMER BUDGET

ODE Summer Learning Fund and
BSD Summer Budget



SUMMER BUDGET

Summer 2021

The legislature gave \$250 Million for Summer Extended Learning which translated to about **\$13.2 Million Beaverton**. Allocations were broken down by levels. K-8 received \$90M and 9-12 received \$72M.

Summer 2022

This year, the legislature approved \$150M for Summer Extended Learning, which is \$100M less than last year. At this time we do not know our exact allocation for this summer.



04 ELEMENTARY PROGRAM



Camp Achieve

Logistics

- 17 sites (construction, working with building administrators to finalize)
- tentative dates: 07/05-07/28
- 4 hours in person
- balance integrating core standards and enrichment
- Kindy Academy



Prioritizing students in partnership with schools

- underserved populations
- students with high numbers of Behavior, Health and Wellness referrals in schools
- enrichment





05

MIDDLE SCHOOL PROGRAM




SUMMER MIDDLE SCHOOL EXPERIENCE 2022



...IT IS OUR INTENTION:

- To build on the good work and aspirations from Summer Middle School Experience 2021
- To have programs at all of BSD Middle Schools
- To remain flexible in order to calibrate positive changes from past learnings

Building the Summer Middle School Experience 2022 will place doing what we love front & center in our planning

- 
- ♥ All BSD staff members are both teachers and learners
 - ♥ All BSD students are both teachers and learners

So what does that look like?



SUMMER MIDDLE SCHOOL EXPERIENCE 2022

COURSEWORK

Integrated Academics
Math, Science, Reading & Writing



C3

CAREER CONNECTED LEARNING
Hands-On Enrichment Experiences

CHALLENGES +/-
Social & Emotional Wellbeing

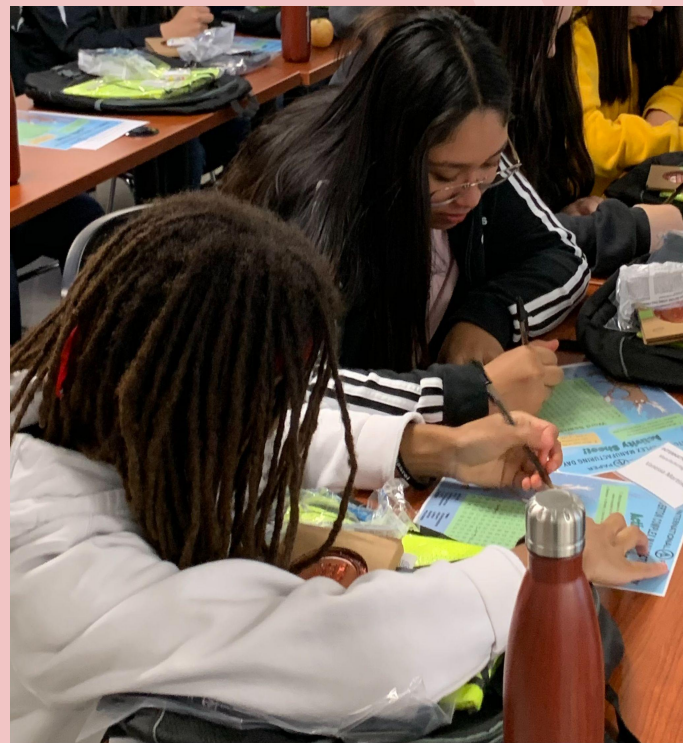
44

So what does that look like?

LIKE THIS



45





06 HIGH SCHOOL PROGRAM



Guiding Lights

- ★ Anti-bias, Anti-Racist, Equity and Inclusion
- ★ Behavioral Health and Wellness
- ★ Trauma Informed

Our aim and intention are to recapture the hearts and minds of our most disconnected students by creating meaningful summer learning experiences that are engaging and thoughtful, and designed specifically to attract and inspire our most vulnerable and underserved student groups.

We will create this program with our students' emotional, social, and academic needs at the center of our design.





“We will create the conditions for students to show up and be their most empowered selves.”



Conditions for Students:

- Free to students
- Transportation provided
- Integrated and inclusive ELD and SpEd model
- Breakfast, lunch, and snacks provided

Staff:

- Counselors, social workers, bilingual facilitators, SpEd and ELD support at each site
- Robust support staff including Instructional Aides and Grad Mentors

Conditions for Teachers:

- Class sizes capped at 20
- Ample prep time, PD, and TOSA support
- Teacher friendly schedule and calendar



High School Summer C.R.E.D. (IT)

Create (IT) **Reconnect** (IT) **Engage** (IT) **Discover** (IT)



Our Program Offering:

- **8.5 and 9.5 Summer transition Experience**
 - Open to any current 8th or 9th grader
- **C.R.E.D (it) Experiences**
 - Available to any current 9-12 grade student who has earned an I, N, or F.
- **Complete(it)**
 - Available to students with eligible I's

[Summer 2022 Program Overview](#)





07

Multilingual Programs





Multilingual Department

- ★ Support development of district programs.
- ★ Provide supplemental programs for students in English Learner, Migrant, and American Indian/Alaska Native (AI/AN) programs.



Supplemental Programs

Dual Language - elementary & middle
High school learning target recovery & new credit
Newcomer Center programs
Migrant Pre-K
Migrant tutoring and academic coaching
AI/AN Lifeways Camps
AI/AN high school credit recovery
THPRD enrichment
Family workshops





08

ESY



Extended School Year & Recovery Services

ESY

- Provide instruction and support to students who demonstrate regression and a lack of recoupment on IEP goals over school breaks.



Recovery Services

- Some students who did not make progress on IEP goals over the course of the pandemic and did not receive Recovery Services last summer or during this school year may be eligible to attend our summer program as well to receive targeted instruction and support in specific goal areas.



Both programs will run at Hazeltown from July 5-21st.



09

POTENTIAL BARRIERS



Potential Barriers to Accessing Summer Programs

- Transportation for all students
- Capacity due to staffing to enroll all students that want to attend
 - Tier 1 - Underserved populations
 - Tier 2 - High BH&W referrals
 - Tier 3 - Enrichment
- Not being informed of the program
 - Brainstorming ways to get the information out
 - Translation of information
- Students may need to work to support families
 - MLD is offering supplemental high school program in the afternoon and early evening so students could potentially work in the morning.
- Childcare
 - Exploring opportunities with administrators to see what is possible.



Questions?



Student Discipline Report

POLICY ISSUE/SITUATION: At the request of the Board, staff have prepared a presentation on student discipline practices and a report of discipline data for the first semester of the 2021-22 disaggregated by race/ethnicity.

RECCOMENDATION: The School Board receive and discuss the presentation and data.

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.

2021-22 School Year



Semester 1 Discipline Data

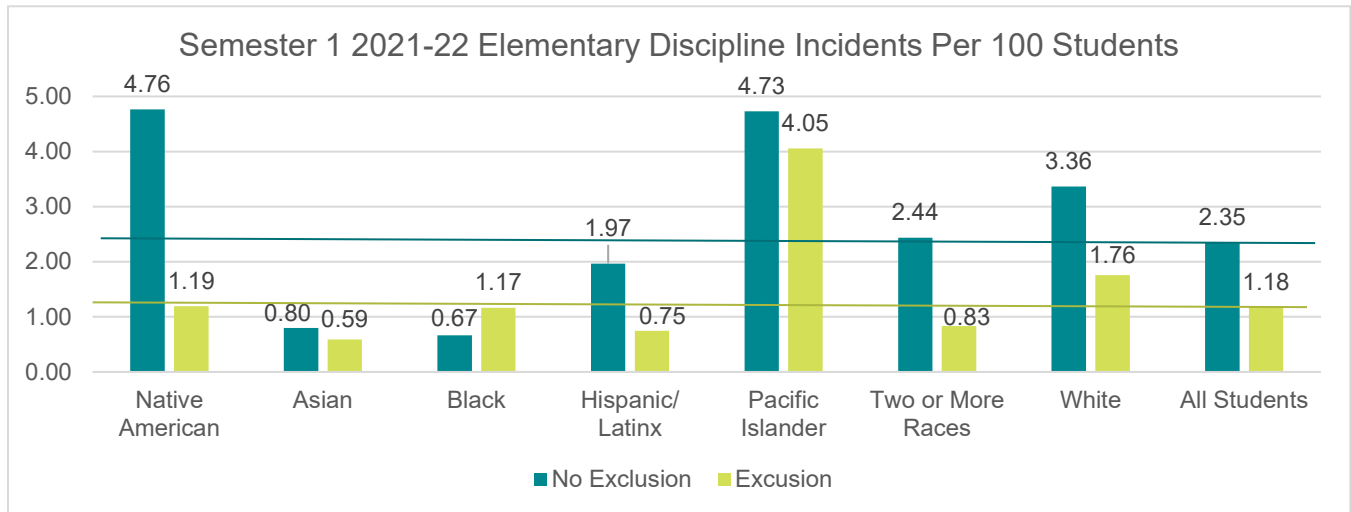
Beaverton School District

Semester 1 Discipline Data

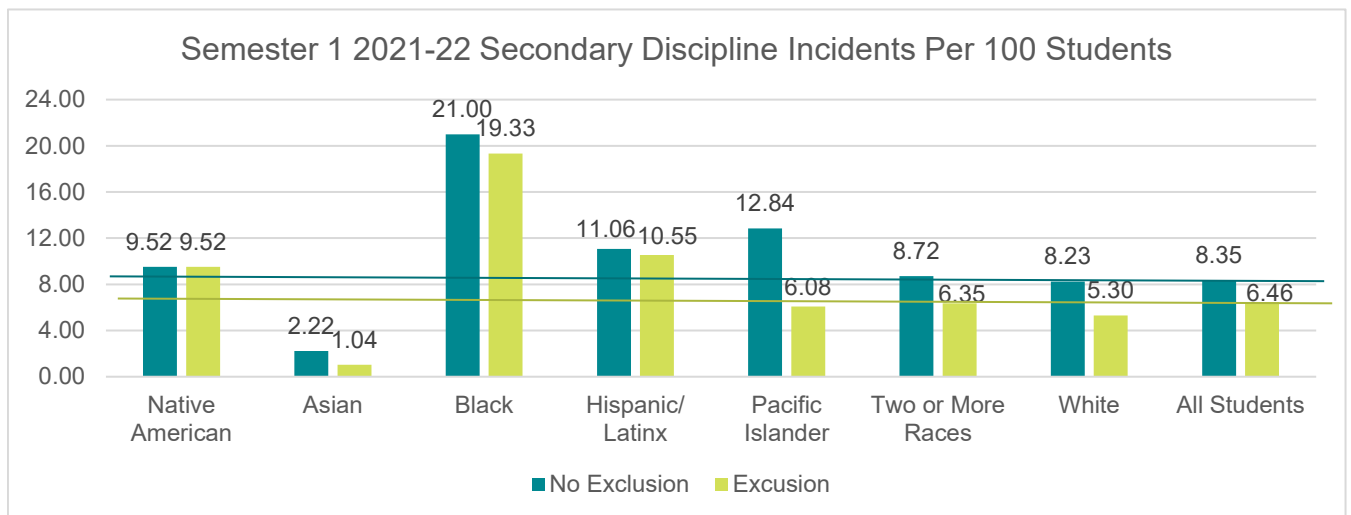
Discipline Outcomes by Race/Ethnicity and Level

The response to a student violation of the BSD Code of Conduct can result in an exclusion from class (i.e., in school suspension, out-of-school suspension, or expulsion) or a non-exclusionary response (e.g., parent conference, detention, phone call home, participation in restorative practices).

Elementary (Grades K-5)



Secondary (Grades 6-12)



Exclusion Rates by Race/Ethnicity and School

Exclusion from class (i.e., in school suspension, out-of-school suspension, or expulsion) for BSD Code of Conduct Violations per 100 students enrolled. The exclusion rates are color coded as follows:

Key:

Exclusion rate no more than 30% above the rate for all students K-12
Exclusion rate more than 30% above and less than 300% above the rate for all students K-12
Exclusion rate more than 300% above the rate for all students K-12

Secondary Schools

School	Native American	Asian	Black	Hispanic/Latinx	Pacific Islander	Two or More Races	White	All Students
Aloha	0.00	2.50	16.00	6.19	6.25	12.61	4.18	6.16
ACMA		0.00	0.00	0.00		0.00	0.00	0.00
BASE		2.15	0.00	1.98		0.00	2.47	1.99
Beaverton		1.54	31.43	6.15	5.88	1.14	3.81	5.30
Cedar Park		0.00	18.18	21.32		16.98	9.14	13.18
Community				2.17			1.75	1.75
Conestoga		0.00	11.11	3.74	0.00	2.33	2.73	2.97
Five Oaks		0.00	11.76	6.00	27.27	10.87	3.76	5.78
FLEX Online	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Highland Park		7.81	16.67	26.98		1.41	7.73	10.83
ISB		0.66	0.00	0.70		0.91	0.34	0.57
Meadow Park		3.26	105.00	32.88	0.00	23.53	24.89	29.36
Mountain View		7.55	31.58	21.88		11.84	9.76	15.58
Mountainside		2.82	5.56	2.27	0.00	4.32	3.31	3.21
Southridge	0.00	0.00	2.38	5.75	0.00	2.94	2.82	3.56
Stoller		0.83	12.00	8.33		0.00	3.74	2.49
Sunset		0.00	20.69	4.15	0.00	3.93	1.42	1.88
Tumwater		0.42	0.00	3.30		2.74	2.10	1.78
Westview	0.00	0.15	2.17	3.61	0.00	5.26	2.04	2.04
Whitford		0.00	27.27	10.15	0.00	22.86	7.12	10.08
All Schools	4.86	0.78	9.57	4.91	4.20	3.31	2.94	3.34

Exclusion Rates by Race/Ethnicity and School

Elementary Schools

School	Native American	Asian	Black	Hispanic/Latinx	Pacific Islander	Two or More Races	White	All Students
Aloha-Huber Park		0.00	0.00	0.00		0.00	0.00	0.00
Barnes		6.67	0.00	1.17		0.00	0.81	1.13
Beaver Acres		4.35	6.12	0.39	6.25	1.82	3.50	2.60
Bethany		0.00	0.00	0.00		0.00	0.00	0.00
Bonny Slope		0.00		0.00		0.00	2.24	1.27
Cedar Mill		0.00		0.00		2.17	1.76	1.31
Chehalem		0.00		0.00		3.03	2.91	1.53
Cooper Mt.		1.82		0.00		2.13	2.64	2.10
Elmonica		1.19	0.00	0.00		0.00	0.00	0.44
Errol Hassell		0.00	0.00	0.00		0.00	0.00	0.00
Findley		0.00	0.00	0.00		0.00	0.00	0.00
Fir Grove		0.00	0.00	0.00		0.00	0.00	0.00
Greenway			0.00	0.00		0.00	2.96	1.26
Hazeldale		5.56	8.33	1.35	20.00	7.50	0.58	2.61
Hiteon		0.00	0.00	5.33		1.69	4.28	3.65
Jacob Wismer		0.00		0.00		0.00	0.00	0.00
Kinnaman		0.00	0.00	0.85		0.00	0.00	0.37
McKay		0.00	0.00	0.00		4.76	1.50	1.12
McKinley		0.00	0.00	0.39		0.00	0.00	0.16
Montclair				0.00		0.00	6.19	4.17
Nancy Ryles		0.00	0.00	0.00		0.00	0.34	0.19
Oak Hills		1.05	0.00	0.00		0.00	0.34	0.37
Raleigh Hills		0.00	0.00	0.00		2.13	1.04	0.83
Raleigh Park		0.00	0.00	0.00		0.00	0.60	0.30
Ridgewood		0.00	7.69	2.04		0.00	1.13	1.28
Rock Creek		1.25		2.74		0.00	0.00	0.70
Sato		1.27	0.00	1.23		0.00	1.40	1.19
Scholls Heights		0.00	0.00	0.00		0.00	0.00	0.00
Sexton Mt.		0.00	0.00	1.85		0.00	10.64	6.38
Springville		0.00	2.63	0.00		0.00	0.51	0.27
Terra Linda		0.00		0.00		5.00	3.37	2.40
Vose		0.00	7.69	1.79		0.00	0.57	1.73
West Tualatin View		5.56		0.00		6.90	1.95	3.28
William Walker		0.00	0.00	2.21		0.00	6.15	2.95
All Schools	4.86	0.78	9.57	4.91	4.20	3.31	2.94	3.34

Violations by Outcome, Race/Ethnicity and Level

The response to a student violation of the BSD Code of Conduct can result in an exclusion from class (i.e., in school suspension, out-of-school suspension, or expulsion) or a non-exclusionary response (e.g., parent conference, detention, phone call home, participation in restorative practices). Student discipline incidents represent a single Code of Conduct violation or multiple violations.

Non-Exclusion Incidents: Elementary

Violation	Native American	Asian	Black	Hispanic/Latinx	Pacific Islander	Two or More Races	White	All Students
Multiple Violations	0	7	1	21	2	11	34	76
Assault	1	0	0	7	1	0	18	27
Bullying / Harassment	0	1	0	2	0	1	9	13
Bus Misconduct	0	1	1	1	0	1	1	5
Closed Campus	0	0	0	0	0	0	23	23
Defiance of Authority	0	0	0	0	0	0	5	5
Disorderly or Disruptive Conduct	1	7	1	21	1	10	48	89
Fighting	0	0	1	10	0	1	10	22
Lewd Conduct / Profanity	0	0	0	0	0	0	7	7
Physical Altercation Minor	2	10	0	20	2	11	66	111
Recklessly Endangering	0	0	0	2	1	2	8	13
Sexual Harassment	0	0	0	0	0	0	3	3
Technology Misuse	0	0	0	0	0	1	1	2
Theft	0	0	0	1	0	0	5	6
Threats / Menacing / Hate Lists	0	1	0	4	0	0	5	10
Vandalism	0	0	0	0	0	0	1	1
Weapons: Knives and Look-Alike Knives	0	0	0	0	0	0	1	1
Total Incidents	4	27	4	86	7	38	245	414

Violations by Outcome, Race/Ethnicity and Level

On the Insert tab, the galleries include items that are designed to coordinate with the overall look of your document. You can use these galleries to insert tables, headers, footers, lists, cover pages, and other document building blocks. When you create pictures, charts, or diagrams, they also coordinate with your current document look.

Exclusion Incidents: Elementary

Violation	Native American	Asian	Black	Hispanic/Latinx	Pacific Islander	Two or More Races	White	All Students
Multiple Violations	0	8	5	15	4	3	55	90
Assault	0	1	0	5	0	3	23	32
Bullying / Harassment	0	0	0	0	0	0	2	2
Bus Misconduct	0	0	0	0	0	1	0	1
Closed Campus	0	0	0	0	0	0	1	1
Defiance of Authority	0	3	1	0	1	0	2	7
Disorderly or Disruptive Conduct	0	0	1	1	1	4	15	22
Fighting	0	0	0	5	0	0	2	7
Fire Setting / Attempt / Fire Play	0	0	0	0	0	0	1	1
Lewd Conduct / Profanity	0	0	0	0	0	0	3	3
Physical Altercation Minor	0	4	0	5	0	2	15	26
Recklessly Endangering	0	0	0	1	0	0	4	5
Sexual Harassment	0	0	0	2	0	0	1	3
Threats / Menacing / Hate Lists	1	1	0	1	0	0	2	5
Weapons: Knives and Look-Alike Knives	0	1	0	0	0	0	1	2
Total Incidents	1	18	7	35	6	13	127	201

Violations by Outcome, Race/Ethnicity and Level

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Non-Exclusions: Secondary

Violation	Native American	Asian	Black	Hispanic/ Latinx	Pacific Islander	Two or More Races	White	All Students
Multiple Violations	0	2	18	47	2	9	46	124
Academic Integrity	0	4	0	2	0	1	4	11
Assault	0	0	1	2	0	0	5	8
Bullying / Harassment	0	9	13	40	2	18	60	142
Bus Misconduct	0	1	1	15	0	6	7	30
Closed Campus	1	0	1	20	0	5	25	52
Dangerous Drugs	0	0	0	10	0	0	4	14
Defiance of Authority	0	6	9	48	3	12	75	153
Disorderly / Disruptive Conduct	2	23	23	100	5	25	121	299
Disruptive Appearance / Dress	0	0	0	0	0	0	1	1
Extortion	0	0	0	1	0	0	1	2
Fighting	0	1	0	8	0	0	7	16
Fire Setting / Attempt / Fire Play	0	0	0	2	0	0	2	4
Fire Tools / Ignition Sources	0	0	1	1	0	2	2	6
Forgery / Lying	0	0	0	3	0	0	3	6
Lewd Conduct / Profanity	0	1	4	11	0	3	16	35
Medication	0	0	0	1	0	0	1	2
Physical Altercation Minor	2	6	26	44	2	26	74	180
Recklessly Endangering	0	0	3	10	1	6	6	26
Secret Societies / Gangs	0	0	0	3	0	0	0	3
Sexual Harassment	2	5	2	15	0	7	19	50
Tardiness	0	3	2	12	0	1	12	30
Technology Misuse	0	4	2	6	1	0	9	22
Theft	0	1	0	1	0	2	5	9
Threats / Menacing / Hate Lists	0	2	1	11	0	2	6	22
Tobacco	0	0	2	22	2	2	21	49
Trespassing	0	0	0	5	0	0	1	6
Unexcused Absence	1	4	13	50	0	3	39	110
Vandalism	0	2	4	22	1	4	17	50
Weapons: Knives and Look-Alike Knives	0	1	0	4	0	0	4	9
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	0	0	0	0	0	1	1	2
Weapons: Other	0	0	0	0	0	1	0	1
Total Incidents	8	75	126	516	19	136	594	1474



Violations by Outcome, Race/Ethnicity and Level

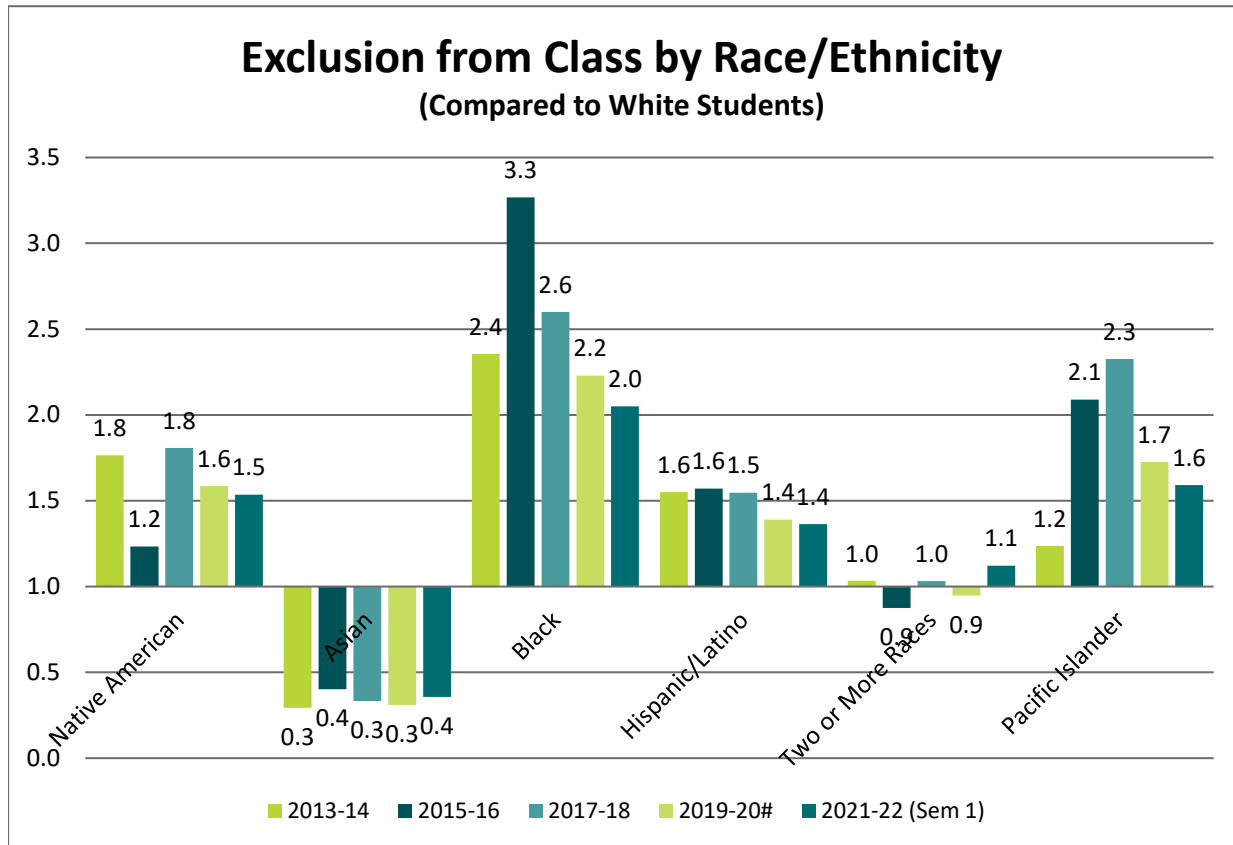
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Exclusions: Secondary

Violation	Native American	Asian	Black	Hispanic/Latinx	Pacific Islander	Two or More Races	White	All Students
Multiple Violations	0	7	22	96	1	10	63	199
Alcohol	0	0	0	4	0	2	15	21
Assault	0	1	4	25	0	5	13	48
Bullying / Harassment	0	3	1	30	0	7	18	59
Closed Campus	0	0	0	2	0	0	1	3
Dangerous Drugs	1	2	7	54	0	12	32	108
Defiance of Authority	0	3	7	27	2	8	18	65
Disorderly / Disruptive Conduct	1	4	9	44	3	14	28	103
Fighting	3	3	27	90	1	17	65	206
Fire Setting / Attempt / Fire Play	0	0	1	0	0	1	1	3
Fire Tools / Ignition Sources	0	1	1	0	0	0	1	3
Forgery / Lying	0	0	0	0	0	1	1	2
Lewd Conduct / Profanity	0	0	1	7	0	0	4	12
Medication	0	1	0	1	0	0	4	6
Physical Altercation Minor	1	7	24	45	1	17	47	142
Recklessly Endangering	0	1	0	8	0	1	6	16
Sexual Harassment	1	1	1	10	0	0	12	25
Tardiness	0	0	0	2	0	0	0	2
Technology Misuse	0	0	0	0	0	0	4	4
Theft	0	0	0	1	0	0	2	3
Threats / Menacing / Hate Lists	1	0	6	10	0	1	8	26
Tobacco	0	0	3	19	1	2	28	53
Unexcused Absence	0	0	1	5	0	0	4	10
Vandalism	0	0	1	5	0	0	5	11
Weapons: Explosive Devices	0	1	0	0	0	0	0	1
Weapons: Knives and Look-Alike Knives	0	0	0	3	0	0	6	9
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	0	0	0	3	0	1	0	4
Weapons: Other	0	0	0	2	0	0	0	2
Total Incidents	8	35	116	493	9	99	386	1146

Racial Trends in Exclusions from Class

White students are the largest racial/ethnic group in BSD. The chart below shows the odds ratio of a student in another racial/ethnic groups being excluded from class compared to a White student. An odds ratio of 2.0 represents twice the rate of exclusion as White students and an odds ratio of 0.5 represents exclusions at half the rate of White students. A goal for reducing disproportionality would be to have odds ratios for all student racial/ethnic groups to be 1.3 or less.



Through March 13, 2020



BUDGET UPDATE

POLICY ISSUE/SITUATION:

A presentation about the staffing allocation will be provided at the meeting.

RECOMMENDATION:

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

Staffing Allocation Methodology (SAM)

April 4, 2022



SAM Redesign

- Why?
 - Students living in poverty require greater support
 - All schools serve students living in poverty
 - All schools should receive funding to support the academic and social emotional needs of students living in poverty
 - Title I funds are supplemental - do not impact class size
 - Needs based staffing is used to determine allocations for classroom teachers, counselors and non-salary.

SAM Redesign

• Process

- A new SAM was created by an interdisciplinary team from Teaching & Learning, Human Resources, Business Services and Information & Technology during the planning phase of the 2020-21 budget. The catalyst for the change was the SIA.
- A committee was formed to redesign the current SAM process
- Staffing allocation methodologies were reviewed throughout the fall and winter of 2019/2020 and incorporated the addition of the Student Investment Account (SIA) which was then anticipated to be \$32.4M
- The committee analyzed and discussed SAM from 2008-09 to 2019-20
- Executive Administrators worked with Principals to do a needs assessment
- The committee discussed the staffing allocation models from other districts, both locally and nationally
- Redesigned SAM was used to allocate for the 2020-21 budget (pre-pandemic plans)
- Due to CDL, many of the changes in the redesigned SAM were not fully implemented or realized until the 2021-22 school year
- It is important to note, while we do not have the resources to fully fund the new SAM as it was created, it will provide a roadmap for future investments.

SAM Redesign

- Committee

- **Sheila Baumgardner**, Principal, Oak Hills Elementary
- **Elaine Buchele**, Administrator for Human Resources
- **Matt Casteel**, Principal, Aloha High School
- **Jon Franco**, Executive Administrator for High and Option Schools
- **Ginny Hansmann**, Deputy Superintendent
- **Danielle Hudson**, Executive Administrator for Student Services
- **Jessica Jones**, Budget Manager
- **Robin Kobrowski**, Principal, Springville K-8
- **Steve Langford**, Chief Information Officer
- **Erica Marson**, Administrator for Human Resources
- **Toshiko Maurizio**, Administrator for Multilingual Programs
- **Patrick Meigs**, Executive Administrator for Elementary Schools
- **Erin Miles**, Principal, Fir Grove Elementary
- **Jill O'Neill**, Principal, International School of Beaverton
- **Wendy Rider**, Principal, Mountain View Middle School
- **Susan Rodriguez**, Administrator for Human Resources
- **Jim Scherzinger**, Interim Chief Financial Officer
- **Kathleen Skidmore**, Executive Administrator for Elementary Schools
- **Ken Struckmeier**, Executive Administrator for Middle Schools
- **Nicole Will**, Executive Administrator for Elementary Schools

Key Points of Current (Redesigned) SAM

- Uses weighted enrollment for classroom teachers, counselors, non-salary allocations and secondary assistant principals
 - Weighted enrollment is calculated based on the number of projected students and the school's direct certification percentage
 - Direct certification information is received from the Nutrition Services Department
 - The same methodology and data timeline is used for Title I determination in the District
- Significant investment in class size with the SIA investments
- Significant investment in Behavioral Health & Wellness teams (Social Workers, Student Success Coaches, Nurses, Counselors, SPED Supports)

SAM Formulas

2021-22 Elementary

Classroom Teachers

	Criteria
# of Students Divided by 26.20	Grades K-2, Rounded to nearest 1.0
# of Students Divided by 28.88	Grades 3-5 and 3-8*, Rounded to nearest 1.0
<i>Calculated on Weighted Enrollment and includes Specialized Program Students.</i>	
<i>*Grades 3-8 for K-8 schools only.</i>	

2021-22 Secondary

Classroom Teachers

	Criteria
# of Students Divided by 29.60	All Schools, rounded to nearest 0.2
<i>Calculated on Weighted Enrollment and includes ALC, EGC and SCC Specialized Program Students.</i>	

How is Weighted Enrollment Calculated?

- Weighted enrollment uses the enrollment projections from the District's demographer and direct certification information from the Nutrition Services Department
- Using the direct certification percentage, calculates the number of students in poverty and weights those students
 - 2021-22 Weight for Elementary - 1.25
 - 2021-22 Weight for Secondary - 1.50

Comparison - With and Without Weighted Enrollment

- Sample Middle School Information:

- Enrollment - 883
- Poverty - 54.8%
- Total Weighted Enrollment - 1125

	With Weighted Enrollment	Without Weighted Enrollment	Difference
Classroom Teachers	38.0 Avg Class Size = 23.2	29.8 Avg Class Size = 29.6	+8.2 Avg Class Size = -6.4
Counselors	3.0	3.0	0.0
Assistant Principal	2.0	1.0	+1.0
Non-Salary	\$102,020	\$80,355	+\$21,665

Comparison - Two Different High Schools

	School A	School B	Difference
Enrollment	1,729	1,739	+10
Poverty	18.6%	59.8%	+41.2%
Total Weighted Enrollment	1,890	2,259	+369
Classroom Teachers	63.8 Avg Class Size = 27.1	76.4 Avg Class Size = 22.7	+12.6 Avg Class Size = -4.4
Counselors	7.0	8.0	+1.0
Assistant Principal	3.0	3.0	0.0
Non-Salary	\$169,234	\$201,908 76	+\$32,674

Questions?

SAM for 2021-22 can be found in the [2021-22 Adopted Budget Document](#) beginning on page 209.



**Elementary and Secondary School Emergency Relief (ESSER) Fund
Capital Expenditure Projects**

POLICY ISSUE/SITUATION:

The Chief Facilities Officer will provide the School Board with an update on ESSER capital expenditure projects. For ESSER reimbursement, the Oregon Department of Education (ODE) requires School Board approval of capital expenditures that cost more than \$25,000.

Per ODE, ESSER funds may be used for both renovations to existing buildings and new construction. Capital expenditures must be reasonable and necessary for addressing safety issues, such as improving ventilation, creating new hallways that allow for greater distancing, and remodeling spaces for classroom instruction.

RECOMMENDATION:

It is recommended the School Board allow the district to complete the plan as presented at the April 4, 2022 Work Session. Contractor availability and final negotiated amounts may impact planning. Contracts for ESSER capital expenditures will be provided through consent agendas at future School Board meetings.



*Elementary and Secondary School
Emergency Relief (ESSER) Fund*

Capital Expenditure Projects

Josh Gamez, Chief Facilities Officer
Ron Umali, Administrator for Maintenance & Custodial

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April 4, 2022

Purpose

- Update the School Board on ESSER capital expenditure projects.
- For ESSER reimbursement, ODE requires School Board approval of capital expenditures that cost more than \$25,000.

Timeline

- *April 2021*: Facilities & Maintenance developed an initial list of projects based on priorities and need (estimate \$21.65M).
 - Focus on schools that need mechanical ventilation
 - Focus on HVAC projects using the Facility Condition Assessment (FCA)
- *October 8, 2021*: The project list was adjusted based on available ESSER budget (estimate \$2.31M).
- *October 25, 2021*: Associate Superintendent for Business Services briefed the School Board on federal Coronavirus resources.
- *October 25, 2021*: ODE requires school board approval for all ESSER capital expenditures over \$25K.
- *February 23, 2022*: Additional ESSER funds are made available (~\$7.00M) for capital projects.

Initial project list from October 2021

Year 1 (2021-2022)

- Barnes ES gym: add mechanical ventilation \$200,000
 - West TV ES gym: add mechanical ventilation \$100,000
 - Montclair ES gym: improve mechanical ventilation \$200,000
 - Hiteon ES
 - Kinnaman ES
 - Errol Hassell ES
- } miscellaneous HVAC repairs added to an existing 2014 bond project \$265,000

Year 2 (2022-2023)

- Nancy Ryles ES: replace chiller \$300,000
- Southridge HS: refurbish aging rooftop units & upgrade controls \$1,000,000

Year 3 (2023-2024)

- Raleigh Hills ES: improve HVAC controls \$250,000

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Total estimate \$2,315,000

Revised project list as of April 2022 (updates in blue)

Year 1 (2021-2022)

- Barnes ES gym: add mechanical ventilation \$200,000
 - Status: request for proposal in process; estimated completion summer 2022
 - West TV ES gym: add mechanical ventilation **\$125,941**
 - Status: contract in place and equipment ordered; estimated completion summer 2022
 - Montclair ES gym: improve mechanical ventilation **\$300,000**
 - Status: contract in place and equipment ordered; estimated completion summer 2022
 - **McKinley ES**
 - Kinnaman ES
 - Errol Hassell ES
 - **ISB: fund all 2014 bond HVAC work: gym (completed 2021) and modular (summer 2022)**
- \$2,285,120**
- \$636,623**

Revised project list as of April 2022 (updates in blue)

Year 2 (2022-2023)

- Nancy Ryles ES: replace chiller \$300,000
 - Southridge HS: **replace** aging rooftop units & upgrade controls **\$4,000,000**
 - **West TV ES: improve ventilation in the cafeteria** **\$300,000**
 - **ISB: replace rooftop units above A & B halls, miscellaneous HVAC repairs, classroom HVAC improvements** **\$500,000**
 - **Elmonica ES**
 - **Greenway ES**
 - **Nancy Ryles ES**
 - **Stoller MS**
- } **fund all planned 2014 bond work to replace/modernize HVAC controls** **\$1,210,000**

Year 3 (2023-2024)

- Raleigh Hills ES: improve HVAC controls \$250,000

Total revised estimate **\$10,107,684**

Impact to the 2014 Capital Bond

- ~\$4.13M in deferred maintenance will become available by using ESSER funds for planned bond HVAC projects. The deferred maintenance funds will be allocated to unfunded projects. Some examples of unfunded projects include:
 - Replace mercury containing rubberized gym floors at Five Oaks MS, Highland Park MS, and Mountain View MS.
 - Seismic upgrade at McKinley ES if unsuccessful with SRGP grant application.

Next Steps

- Move forward to complete the plan as presented. Contractor availability and final negotiated amounts may impact planning.
- New contracts will be provided through consent agendas at future School Board meetings.

Questions?

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Citizen Bond Accountability Committee (BAC)

POLICY ISSUE/SITUATION:

The Beaverton School District School Board appointed a Citizen Bond Accountability Committee (BAC) to assist in monitoring the progress of executing the 2014 Capital Improvement Bond. The BAC currently has nine (9) members and their terms of service ends on June 30, 2022. Most of the remaining projects in the 2014 Capital Improvement Bond will be completed by the end of summer 2023, which extend beyond the terms of service for the current BAC members.

The BAC provides a vital role in supporting the School Board by monitoring, reporting, and making recommendations on the progress of the bond program. The BAC members have a significant depth of knowledge of the current bond program and provide experience and expertise in construction management, engineering/architecture design, and cost accounting. There are many benefits to the district to extend the service of the current BAC members to coincide with the end of the 2014 Capital Improvement Bond.

The current BAC members include:

- Brad Wright: current BAC chair; membership started in 2020
- David Remos: current BAC vice chair; membership started in 2020
- Prashant Kulkarni: membership started in 2020
- Cheryl Twete: former BAC chair and vice chair; membership started in 2014
- Brian Kennedy: former BAC chair (served two terms) and vice chair; membership started in 2014
- Tom Franklin: former BAC chair (served two terms); membership started in 2014
- Renu Kamath: membership started in 2016
- Tom Quillin: membership started in 2017
- Dick Harbert: former BAC chair and vice chair; membership started in 2018

As the district looks forward to a future Capital Improvement Bond, the BAC has considered and option to ensure a smooth transition from the 2014 Capital Improvement Bond to the potential 2022 Capital Improvement Bond. Therefore, the following amendments are proposed to the existing BAC charter:

1. Extend the terms of service for all nine (9) current BAC members to May 30, 2023.

2. Three of the current BAC members will be approved to serve a total of nine (9) years; the charter currently sets a term limit of eight (8) years.
3. The current BAC members would be eligible to apply for the BAC for the 2022 Capital Improvement Bond.
4. If the voters approve a 2022 Capital Improvement Bond in May 2022, there will be an overlap of at least two (2) meetings between the 2014 Capital Improvement Bond BAC and 2022 Capital Improvement Bond BAC.
5. The final closeout report from the current BAC on the 2014 Capital Improvement Bond will be presented to the board in June 2023.

RECOMMENDATION:

It is recommended that the School Board review the plan to amend the terms of service for the BAC and provide feedback prior to a vote at the April 25, 2022 business meeting.



**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	
Seismic Upgrades- Sunset High School Auditorium/Rock Creek Elementary Covered Play	Aaron Boyle	Invitation to Bid (ITB) 21-0022	Construction Services Group, LLC.	\$147,356.00	6/2022	9/2022	Authorization to Award Contract
Summit Building Construction General Contractor	Josh Gameze	Invitation to Bid (ITB) 21-0016	Perlo Construction, LLC.	\$3,000,000.00	4/2022	10/2022	Authorization to Award Contract



PROJECT NAME: Seismic Red Zones

PROJECTTIMELINE: 12/2021–9/2022

PROJECT BUDGET: \$240,000.00

PROJECT SCOPE: This project will provide seismic corrections for the Sunset High School Auditorium and for the Rock Creek Elementary covered play area.

CONTRACT NAME: Seismic Upgrades – Sunset High School Auditorium and Rock Creek Elementary Covered Play

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 21-0022

CONTRACTTIMELINE: 6/2022–9/2022

CONTRACT AMOUNT: \$147,356.00

CONTRACT SCOPE: Contractor shall provide a complete seismic upgrade of the Sunset High School Auditorium and the Rock Creek covered play area per the KPFF drawings dated 2/14/22, Addenda 1 dated 3/14/22 and Addenda 2 dated 3/18/22.

RECOMMENDATION: Authorization to Award Contract to Construction Services Group, LLC.

FUNDING SOURCE: 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades; Seismic Red Zones



CONTRACT NAME: Summit Building Construction

RECOMMENDED BY: Josh Gamez, Chief Facilities Officer

SOLICITATION METHOD: ITB 21-0016

CONTRACT TIMELINE: 04/2022-10/2022

CONTRACT AMOUNT: Not to exceed \$3,000,000

CONTRACT SCOPE: Interior improvements, including new partitions and finishes, limited lighting, mechanical, electrical, plumbing modifications, signage, and graphics.

RECOMMENDATION: Award to Perlo Construction

FUNDING SOURCE: Summit Financing, Construction Excise Tax, 2014 Capital Bond (IT), and General Fund