



 AGENDA

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XIII. **INFORMATION ITEM** - March Bond Status Report

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XIV.

EXECUTIVE SESSION -

ORS 192.660(2)(d) Negotiation Updates



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.

RECOMMENDATION:

Olivia Yin-Dolvig

Congratulations to Westview High School junior Olivia Yin-Dolvig who has been named a member of the inaugural Million Girls Moonshot Flight Crew. The Million Girls project is meant to inspire and prepare the next generation of innovators by engaging one million more girls in STEM learning opportunities. This year's Flight Crew features 16 remarkable girls from across the country. To understand more, we're going to take a minute to view Olivia's application video.

<https://www.wevideo.com/view/2609347323>

Congratulations, Olivia. Please tell us a little bit about the Million Girls Moonshot Flight Crew.

Beatrice Kahn

Beatrice Kahn, a senior at Beaverton High School and a member of the Superintendent's Advisory Council, has been awarded a University of Oregon Stamps Scholarship valued at \$125,000 over four years. The Stamps Scholarship is the highest recognition that the University of Oregon awards. Beatrice is the first student at Beaverton High School to receive a Stamps Scholarship.

Stamps Scholars receive tuition, fees, room and board for four years of undergraduate study, as well as up to \$12,000 in enrichment funds to help pursue study abroad, unpaid internships or other experiences.

Congratulations, Beatrice. Please turn on your microphone if you would like to say a few words.

Danielle Hudson, Josh Gamez and Brian Sica

Tonight, we also recognize Danielle Hudson, Josh Gamez and Brian Sica for their leadership throughout the last two years as the district navigated the ever-changing landscape of the COVID-19 pandemic. Danielle is our Executive Administrator for Student Services; Josh is our Chief Facilities Officer; and Brian is our Administrator for Curriculum, Instruction and Assessment.

Since March 2020, these three administrators have led the district's COVID-19 response. They monitored state and local guidelines and ensured that accurate information was communicated — sometimes on a daily basis — to the Board, administrators and staff. Brian led our principals, teachers

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and support staff through the adoption of three educational models: emergency remote learning, comprehensive distance learning and hybrid learning. Danielle led the Health Services and school nursing staff through testing coordination, contact tracing, and ever-changing health protocols. On the operations side, Josh implemented new cleaning and disinfection practices, helped staff reorganize buildings to accommodate social distancing, and ensured that our HVAC systems were performing at optimal levels. They have spent a phenomenal amount of time and effort over the past two years — well beyond their normal workloads.

So thank you Danielle, Josh and Brian for your dedication, commitment, creativity and energy. Your work has made a measurable difference in the lives of our staff and students.

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Sara Schmitt, BEA President
April 25, 2022

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

Thank you for the opportunity to speak this evening.

I want to give the Board and our community an update on collective bargaining. We are closing in on the end of the school year and our members are focused on parent-teacher conferences, state testing, AP/IB testing, and a lot that we want our students to learn in these last precious months of the school year. This year, we are also feeling the urgency of reaching an agreement at the bargaining table, including certified staff, classified colleagues represented by OSEA, and with the substitute bargaining unit. I also know that the members of the district's bargaining teams are feeling the urgency.

That being said, what is **most important** is coming to a fair agreement that we can all be proud of. When we began this process last year, both bargaining teams communicated a set of guiding principles and interests, which included:

- a commitment to equity and inclusion
- Structures for implementation of restorative practices
- support for the recruitment and retention of BIPOC educators
- protected planning time for educators
- competitive compensation
- manageable class-sizes and caseloads so that students receive the individual attention they deserve

We are seeking an agreement that demonstrates these values to BEA and OSEA members, as well as our students and our community. We know that our community wants to see that we are moving forward in a positive direction together. Our next joint session is planned for this Thursday evening, and we'll be starting with the sub contract soon.

After 6 years as BEA President, I will be terming out at the end of this school year. This will be one of my last meetings to address you as president. It will be very exciting to have new leadership in BSD and BEA next year and at your next meeting we can celebrate the election of the new BEA president.

We also have a primary election coming up, and our Beaverton community has the opportunity to vote on a construction bond that will provide on-going funding for deferred maintenance, seismic upgrades, technology, improve learning spaces and additional classrooms. We have heard from our community that providing in person learning in safe and healthy schools is a priority and I encourage everyone to learn more about the bond and vote by May 17th.

Thank you.



PUBLIC COMMENTS

The Beaverton School District School Board for April 25, 2022 will be conducted online.

Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, April 21, 2022, through 12:00 p.m. on Monday, April 25, 2022.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, April 25, 2022, at 12:00 p.m.

Makiko Hoff	Parent/Guardian	Was "Day of Silence" on Friday 4/22 a district-wide optional event or initiated by activist teachers in some schools? As a parent who is also a tax payer absolutely resent the fact that schools are spending time and resources on things that don't help the students to thrive and grow into well balanced adults in a future. Parents found out about this after the fact once again. Did the teachers correctly assume that the parents would not have wanted it during school hours? LGBTQ issues should not be in any classrooms because it's a very personal matter and should be treated as such by licensed clinicians.
Sarah Smith	Parent/Guardian	Thank you for having the bond public meeting and to Becky T for being the only board member to show. My concern was that there were 5 community members and 2 from a neighboring school district there outside BSD employees. This shows the lack of community involvement in a very expensive bond proposition. I am concerned that such a large part of the bond is for a completely new Beaverton High School when about 2010 we did a major remodel and again in 2018. The board was told then that this was to meet seismic needs, but when asked about this the BSD employees could not talk to this work. I expect there to be consistency with documentation of past work, even if an employee changes. Please verify what work was done, why we are continuing to do what appears to be the same work again, and why community input from 10 years ago to keep the Merlo Station historical building is now being ignored? There is no need to completely redo BH in our current economic high building costs. Stop the waste.
Marisa Henrie	Parent/Guardian	WHY ARE WE STILL HOLDING ZOOM BOARD MEETINGS?! IT'S NOT ABOUT SAFETY, IT IS ABOUT CONTROL. Why does BSD continue to impede our right to gather? Is the board afraid that like-minded parents and community members will make connections? Are they afraid for us to gather and realize that we are not alone in thinking that

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		<p>BSD is doing a terrible job educating our kids? Are they afraid that we will realize that we are not alone in thinking that BSD has lost their focus on educating our children and diverted their attention to indoctrinating them? Are they afraid we will discuss BSD's obsession with our immutable characteristics, and how they can divide us based on this? Are they afraid that we will swap experiences our kids have had regarding violence and chaos in schools? THINK!</p> <p>https://www.beaverton.k12.or.us/departments/curriculum-instruction-assessment/social-studies-curriculum-project-team/social-sciences-middles-school-instructional-resources-review-and-community-input-clone</p>
Mitzi Sandman	Parent/Guardian	<p>While I appreciate the online zoom School Board meetings since they make it much easier for many of us to attend all or part, I also recognize the importance of having in-person meetings and in-person, live public comments. The schools are now open to students, spectators and volunteers, and there have been in-person Bond info meetings. What is the rationale for continuing to have SB meetings be only available by Zoom? Optimally, having meetings be in-person with them simultaneously available online with both submitted comments and in-person comments would be the best. I ask the Board to: -- let the community know why meetings are not being held in-person --let the community know when in-person meetings will resume --have future in-person meetings also livestreamed so as to be accessible and available to the community Thank you.</p>
Nancy Noriega	Parent/Guardian	<p>BSD cannot be serious about raising our taxes during this time of inflation. The district has already received \$ 76 millions during the pandemic and that didn't improve class size nor the education results. Only 20 teachers were hired so where did the money go? On top of it, according to public records, BSD was involved in illegal contracting and this issue was never addressed. so NO on the BOND!</p>
Jeff Meyers	Parent/Guardian	<p>Hello BSD school board. I want to raise a couple of key issues with you all. First off, I still have not seen a listening session scheduled with the community. However, I did see that you once again added more rules/restrictions to the live, public comments. Also, it is beyond frustrating that you and the district continue to hold virtual meetings BUT make exceptions for when you want money (i.e. the bond meeting last Monday and the following site tours related to the bond). Please bring back the live, in-person board meetings and go back to the original public comment rules. About the \$723M bond measure. I will be voting NO for now, and some of the reasons are available at pausethebond.com. We need the district to be more open and transparent about how funds are being spent. ESSER and other funds that could and should cover HVAC updates are going elsewhere, and</p>

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		now you want us to give you more money? You don't have a funding problem - you have a spending problem.
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Request to Present Public Comments

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for April 25, 2022, will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday, April 21, 2022, through 12:00 p.m. on Monday, April 25, 2022 to be randomly selected to speak on the zoom link for the Board meeting Monday, April 25, 2022 at 6:30 p.m.

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

Marlo McIlraith	Parent Guardian	Transportation Supplemental Plan
Cherise Arthur	Staff Member	BEA/OSEA Comments
Erin Herrick	Community Member	Financial Update
Jeff Meyers	Parent/Guardian	Financial update
Makiko Hoff	Parent/Guardian	Financial Update
Sara Smith	Parent/Guardian	Financial Update
Leah Ballew	Parent/Guardian	Financial Update

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

SUPERINTENDENT REPORT

2022-2023 Budget: The district is in the final stages of preparing and presenting the 2022-2023 budget under the guidance of Assistant Superintendent of Business Services, Mike Schofield. This is a complex process, especially considering our current environment relating to the pandemic, bargaining of contracts, and the uncertainty of enrollment in our school district and throughout our state. 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. It is also important to understand our ESSER funding is a one-time resource that will cease to exist in 2023. Although we are preparing for next year, having the fortitude and vision to look beyond our next school year and even into the next biennium will be imperative to provide sustainable education opportunities for our students and financial well-being for the district for the next 5-7 years. We continue to bargain in good faith with our associations and are optimistic in coming to an agreement in the near future to provide additional resources to our students, families, staff, and schools. The district stands ready to work with our association to negotiate contracts that provides sustainable resources to support our children now and into the future. Our first budget meetings will take place May 9th and 18th at 6:30.

COVID Update: Through the efforts of students, families, staff, and our community, we have been fortunate to continue to provide in-person instruction to our students this school year. As we have continued to move forward after the new calendar year, we are seeing some rise in positive cases in our county and throughout the state and nation. While the number of positive cases still has our county in an acceptable low-risk range, numbers are increasing at a much quicker rate than expected. In an effort to ensure our students and staff are able to continue to provide in-person instruction, the district will be strongly encouraging not to have large staff gatherings whenever possible. We will also be working with our County Health Department to discuss other strategies to implement if cases continue to increase.

CTE National Award: Louise Drow, automotive teacher at Aloha High School has been awarded outstanding CTE instructor for Oregon and presented with an Honorary Lifetime Membership Award to Skills USA. A reception for both honors will take place at the National Convention in Atlanta in June. The Aloha High School Automotive Program has been recognized nationally. Thank you Louise!

Cheerleading State Championship: Congratulations to The Westview Cheerleading team for winning the 6A State Championship Cheerleading award. Westview is a powerhouse, and they have won several State Cheerleading Championships.

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SCHOOL REPORT

School: Findley Elementary

Principal: Sherry Marsh

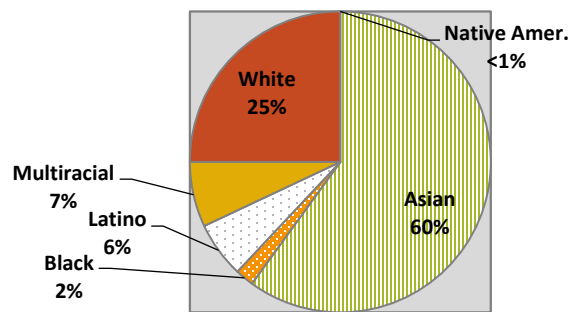
Years as School Principal: 4

4

Years in BSD: 4

School Demographics 2020-21

Enrollment: 541
Economically Disadvantaged: 2%
Students with Disabilities: 5%
Ever English Language Learner: 20%
Different Languages Spoken: 32



School Metrics

Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	42.9	45.7		All Students	13.2	12.9	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Migrant				Migrant			
Asian	47.0	47.6		Asian	14.2	13.0	
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	36.1	41.1		White	11.4	12.6	
Female	41.3	44.6		Female	12.8	12.7	
Male	44.4	46.7		Male	13.6	13.1	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	15.2	19.3		All Students	3.4	3.9	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

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Migrant			Migrant		
Asian	16.1	21.3	Asian	3.5	3.9
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	13.5	17.2	White	3.3	3.9
Female	14.9	19.4	Female	3.5	4.1
Male	15.6	19.3	Male	3.3	3.8
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	92.9%			All Students	>95%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	85.0%			English Language Learners	>95%		
Ever English Language Learners	85.0%			Ever English Language Learners	>95%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	>95%			Asian	>95%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	84.4%			White	87.5%		
Multi-racial				Multi-racial			
Male	>95%			Male	>95%		
Female	88.7%			Female	94.3%		
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	95.0%			All Students	87.9%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	78.9%			English Language Learners	84.2%		
Ever English Language Learners	78.9%			Ever English Language Learners	84.2%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	95.0%			Asian	91.3%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	>95%			White	78.6%		

Multi-racial	>95%			Multi-racial	>95%		
Male	>95%			Male	89.9%		
Female	94.4%			Female	86.1%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	69%			All Students	61%		
Economically Disadvantaged	50%			Economically Disadvantaged	50%		
English Language Learners	66%			English Language Learners	63%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	63%			Students with Disabilities	53%		
Talented and Gifted	83%			Talented and Gifted	71%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	72%			Asian	68%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	64%			Hispanic/Latino	55%		
White	67%			White	48%		
Multi-racial	50%			Multi-racial	56%		
Male	67%			Male	60%		
Female	71%			Female	62%		
Non-binary				Non-binary			

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

2020-21 Participation Rates

Smarter Balanced ELA: 55.4%

Smarter Balanced Math: 56.4%

Student Survey: 51%

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	76%	91%	96%	Students reporting that at least one adult cares about them	89%	NA	91%
Students missing class due to suspensions or expulsion	2	0	0	Parents reporting they feel informed and valued as active partners in their child's education	79%	NA	78%
Number of class days missed due to suspensions or expulsion	2.0	0.0	0.0	Teachers and staff reporting they contribute to school decision making	79%	NA	NA

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



OREGON AT-A-GLANCE SCHOOL PROFILE

Findley Elementary

2020-21

PRINCIPAL: Sherry Marsh | GRADES: K-5 | 4155 NW Saltzman Rd, Portland 97229 | 503-356-2100

Students We Serve

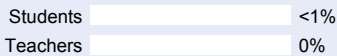


541

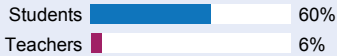
Student Enrollment

DEMOGRAPHICS

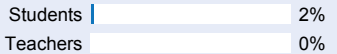
American Indian/Alaska Native



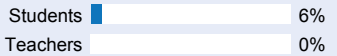
Asian



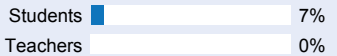
Black/African American



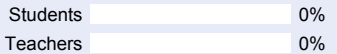
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



20%

Ever English Learners



32

Languages Spoken

5%

Students with Disabilities

95%

Required Childhood Vaccinations

>95%

Free/Reduced Price Lunch

*<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: 96%
· At least one adult at school really cares about them: 91%



Outcomes

Our Staff (rounded FTE)



26

Teachers



4

Educational assistants



1

Counselors/ Psychologists



83%

Average teacher retention rate



93%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

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

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

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

Students in grades 4 - 5 reporting not being bullied online: 85%

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

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

91% 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.

79% of parents report that the school encourages feedback from parents and the community.



SCHOOL REPORT

 School: **Jacob Wismer Elementary**

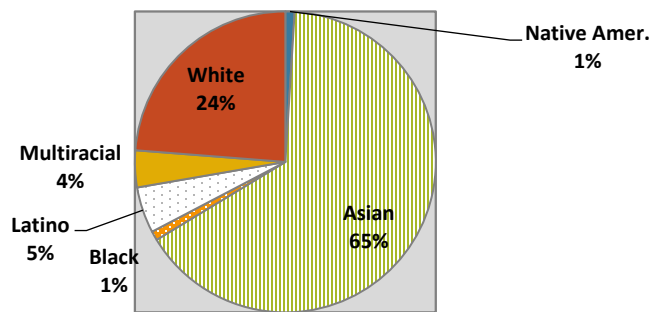
 Principal: **Laurie Huntwork**

 Years as School Principal: **1**

 Years in BSD: **22**

School Demographics 2020-21

Enrollment: 641
Economically Disadvantaged: 4%
Students with Disabilities: 6%
Ever English Language Learner: 28%
Different Languages Spoken: 28



School Metrics

Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	43.8	41.3		All Students	13.4	12.5	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	38.3			English Language Learners	13.1		
Students with Disabilities				Students with Disabilities			
Migrant				Migrant			
Asian	48.4	47.3		Asian	13.8	13.1	
Black/African American				Black/African American			
Hispanic/Latino		32.5		Hispanic/Latino		11.6	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	35.4	35.1		White	12.7	12.0	
Female	43.6	43.3		Female	13.5	12.5	
Male	43.9	38.7		Male	13.2	12.6	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	18.3	15.2		All Students	3.7	3.7	
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	11.8			English Language Learners	3.8		
Students with Disabilities				Students with Disabilities			

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	21.0	18.3	Asian	3.8	3.9
Black/African American			Black/African American		
Hispanic/Latino		8.2	Hispanic/Latino		3.1
American Indian/Alaska Native			American Indian/Alaska Native		
Multi-Racial			Multi-Racial		
Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander		
White	13.6	12.9	White	3.5	3.6
Female	18.9	16.0	Female	3.8	3.9
Male	17.6	14.1	Male	3.7	3.4
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	90.7%			All Students	94.9%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	82.6%			English Language Learners	91.3%		
Ever English Language Learners	82.6%			Ever English Language Learners	91.3%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	90.7%			Asian	>95%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	90.9%			White	>95%		
Multi-racial				Multi-racial			
Male	83.9%			Male	91.1%		
Female	>95%			Female	>95%		
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	92.9%			All Students	86.6%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	84.0%			English Language Learners	92.0%		
Ever English Language Learners	85.7%			Ever English Language Learners	92.9%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%			Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	93.6%			Asian	94.9%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	91.4%			White	71.4%		

Multi-racial				Multi-racial			
Male	90.2%			Male	82.0%		
Female	>95%			Female	90.9%		
Non-binary				Non-binary			

Growth English Language Arts	18-19	19-20	20-21	Growth Mathematics	18-19	19-20	20-21
All Students	56%			All Students	61%		
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners	66%			English Language Learners	82%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	40%			Students with Disabilities	20%		
Talented and Gifted	67%			Talented and Gifted	57%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	61%			Asian	68%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	49%			White	52%		
Multi-racial	46%			Multi-racial	46%		
Male	53%			Male	63%		
Female	60%			Female	59%		
Non-binary				Non-binary			

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

2020-21 Participation Rates

Smarter Balanced ELA: 52.3%

Smarter Balanced Math: 52.3%

Student Survey: 52%

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%	86%	95%	Students reporting that at least one adult cares about them	90%	NA	92%
Students missing class due to suspensions or expulsion	1	2	0	Parents reporting they feel informed and valued as active partners in their child's education	90%	NA	83%
Number of class days missed due to suspensions or expulsion	0.5	3.0	0.0	Teachers and staff reporting they contribute to school decision making	60%	NA	91%

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



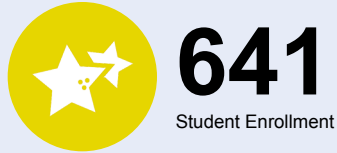
OREGON AT-A-GLANCE SCHOOL PROFILE

Jacob Wismer Elementary School

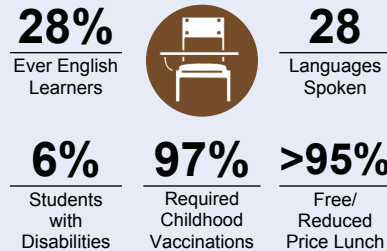
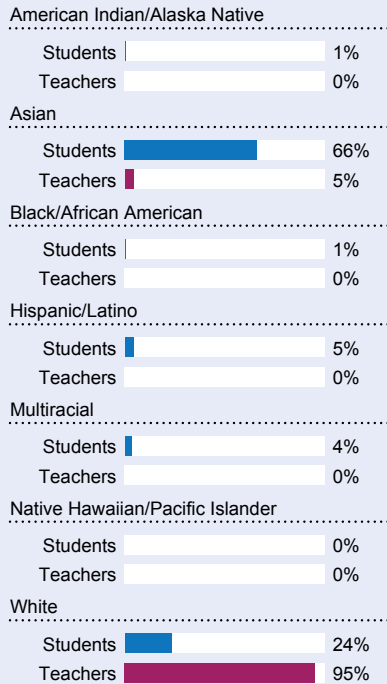
PRINCIPAL: Laurie Huntwork | GRADES: K-5 | 5477 NW Skycrest Pkwy, Portland 97229 | 503-356-2150



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: 96%
- At least one adult at school really cares about them: 92%



Outcomes

Our Staff (rounded FTE)



33

Teachers



5

Educational assistants



1

Counselors/
Psychologists



94%

Average teacher retention rate



91%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
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White			
Free/Reduced Price Lunch			
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Homeless			
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Female			
Male			
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- 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.

80% of parents report that the school encourages feedback from parents and the community.

Jacob Wismer Elementary School 2021-2022

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

<p><i>WE EXPECT EXCELLENCE</i></p> <p><i>WE teach students knowledge and skills for our evolving world. WE seek, support, and recognize world-class employees.</i></p> 	<p><i>WE INNOVATE</i></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><i>WE EMBRACE EQUITY</i></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><i>WE COLLABORATE</i></p> <p><i>WE work and learn in teams to understand student needs and improve learning outcomes.</i></p> <p><i>WE partner with our community to educate and serve students.</i></p> 
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Welcome to our Jacob Wismer story! For the 2021-2022 school year, we welcomed students back into the building after 18 months of comprehensive distance learning due to the COVID 19 pandemic. With safety protocols and personal protections firmly in place, our students come to school each day with smiles on their faces, excited to see their teachers and friends after so much time apart. Despite initial masking requirements, the smiling eyes of our community’s precious children became a sight we continue to value and cherish.

Coming back to a building after so long required us to build in opportunities for personal connections, not only with children, but between the adults at Jacob Wismer who teach and support our students. We focused our early professional development on building connections with one another as a staff with the strategic use of activities that were directly transferable to the classroom. With our focus on connections with each other and our community, we developed goals that have continued throughout the year. We have built our stamina for both social-emotional wellness and academic instruction that is rigorous, inclusive and representative of our rich culture, ability, and linguistic diversity. We aim to embrace and enrich the identity of all students and celebrate the uniqueness and brilliance that exists within each of them.

Jacob Wismer is fortunate to have a dynamic group of families and loving adults who are woven into the fabric of our school community. Our volunteers are many, with adults actively engaging in a variety of ways that support both our staff and student populations. The impact of our families’ advocacy and involvement is felt throughout the school with projects, art and extra curricular activities such as an OBOB program that is fully supported by our group of loving adults. While adult volunteers have been few, we have eagerly welcomed Art Literacy back into the building and are beginning other in-person projects with our community partners.

Our staff is highly collaborative, and we are truly better educators because of our accountability to one another. Our students keep us learning, evolving, and improving our practice. One of our key strategies for collaboration has been the implementation of cross grade level articulation teams. In lieu of committees, these teams serve to not only increase the connections between non-grade alike personnel, but provide educators with opportunities to articulate and explore holistic school-wide academic and social emotional goals.

Our partnerships don’t begin and end in our immediate geographical area. One collaboration we are particularly proud of is our unique link with Helping Hands, a student organization from Sunset High School. Helping Hands is committed to mentoring younger students and providing them with fun and engaging activities outside of the school environment. We were pleased to make space for these within the limitations of safety protocols by having students participate remotely. We were excited to host our first in-person event in early April. We also welcome Sunset High School Leadership Team volunteers on a weekly basis who partner with our teachers at the classroom level.

<p align="center"><u>Equity Area of Focus:</u></p> <p align="center">Anti-Bias Anti-Racist (ABAR)</p>	<p align="center"><u>Academic Excellence Area of Focus:</u></p> <p align="center">Mathematical Thinking & Communication</p>	<p align="center"><u>Collaboration Area of Focus:</u></p> <p align="center">Community Collaboration Projects</p>
<p align="center"><u>Equity Goal:</u></p> <p>Continue our work becoming anti-racist practitioners while creating the conditions for all students to grow and reach their potential.</p>	<p align="center"><u>Academic Excellence Goal:</u></p> <p>100% of all students will make academic progress in communicating their mathematical thinking and understanding as measured by growth from a fall baseline to late spring assessment measuring the following:</p> <ul style="list-style-type: none"> -Problem solving and perseverance -Explanation and justification -Precision of work -Reasoning and analysis <p>(Please note that teachers may also take an <i>anecdotal records, portfolio</i> approach to gathering student data instead of through a singular assessment.)</p>	<p align="center"><u>Collaboration Goal:</u></p> <p>1. Jacob Wismer will partner with two student leadership groups to provide enriching experiences for our student community.</p> <p>Sunset High School Leadership Team & Helping Hands group</p> <p>2. In an effort to increase the amount of time JW students are reading at home, we are continuing our collaboration with the Bethany & Cedar Mill Community Libraries.</p> <p>Bethany & Cedar Mill Community Libraries</p>
<p align="center"><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Our ABAR Equity Team, which was new last year, has been folded into the Leadership Team, in order to integrate Anti-bias, Anti-racist work into all aspects of our teaching and learning together. 2. Ongoing education of staff on advancing racial justice. Shift work to include all students who are “othered” and experience intersectionality. Continue to provide small group venues for adults to participate in discussions where it feels safer to be vulnerable. 3. Ensure teachers feel well-equipped with resources, tools and training to see and interrupt inequities. 	<p align="center"><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Development of a “Math Thinking Checklist” for teachers to use as a data gathering tool 2. Use of Fosnot’s Contexts for Learning, including the consistent use of BSD’s support lessons that have been developed using this curriculum 3. Ongoing teacher professional development by T & L and Leadership Team 4. Focus on assessment - classroom formative assessment as well as communication in articulation teams around data gathering and calibration 5. Feedback provided by administrators after teacher 	<p align="center"><u>Key Strategies:</u></p> <ol style="list-style-type: none"> 1. Design recess support activities for SHS students to re-engage students in game playing post pandemic. 2. Survey teachers for classroom support and determine mentor/mentee potential for individual volunteers. 3. Admin team and counselor will meet regularly with the activities director at SHS to explore additional opportunities, including holiday help, for families in need. 4. Communicate directly with “Helping Hands” planners to coordinate regular weekend events to safely engage the community.

<p>4. Seek out opportunities to develop and grow family and community partnerships that reflect the diversity of our student body. We are specifically looking for ways to connect to our families' cultural experiences and identities.</p> <p>5. Our teacher leaders are supporting staff education about implementation of Tribal History/Shared History.</p> <p>6. Look for ways to embed a focus on identity, race, and bias into all content areas.</p> <p>7. Teach the way students learn rather than expecting them to always learn the way we teach.</p> <p>8. Value student voice in establishing a warm, inclusive environment in all classrooms.</p> <p>9. Seek out ways to educate ourselves about all the ways our students have had different experiences than we have had.</p> <p>10. Constantly reflect on our teaching practices so we can continue to expand on our equitable work with children.</p> <p>11. Distinguish between the ways we talk to students and the way we talk about them.</p>	<p>observations that is specifically focused on growing student talk/thinking</p> <p>6. Seek out opportunities for specialists and support staff to use mathematical concepts and vocabulary.</p> <p>7. Creation and use of student-friendly math language checklists and anchor charts</p>	<p>5. BH&W Team to communicate with teams at feeder high schools to coordinate holiday (and other) support</p> <p>6. Utilize 5th grade Principal's Student Advisory Groups to generate ideas for future partnerships</p> <p>7. Bethany & Cedar Mill Libraries: Frequent contact and collaboration with library staff members Kris Neville and Marianne Coalson with the goal of promoting their incentive programs with JW students and staff.</p>
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Findley Elementary School School Learning Plan 2021-2022



Mission

At Findley Elementary School, our mission is to empower students to reach their full potential through culturally diverse, inquiry-based experiences. As a collaborative community, we respect our students' differences and embrace their strengths and learning styles. Our goal is to model and foster the development of caring, reflective learners with the capacity to become contributing, globally responsible citizens.

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>
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Our Story:

Findley Elementary School is a diverse, medium-sized elementary school. Currently, we serve a student population of 480 students. Students and families we serve come from a variety of ethnic and cultural backgrounds, including but not limited to; Japanese, Chinese, Indian, German, Arabic, Israeli and many other Western European countries. Our community represents more than 35 languages. Our diverse community of learners includes those whose first language is not English. The majority of our English Language Learners are bilingual and are quick to become proficient in English. Currently, we serve 24 students on IEPs, 12 who have a 504 plan for accommodations. Coming into this year, we have 38 students identified as Talented and Gifted. Less than 5% of our student population qualifies for free and reduced lunch.

We offer a variety of programs to meet our students' diverse individual learning needs. Programs offered here at Findley include, but are not limited to: intervention, ELL services (co-teach model), TAG, and SPED. Teachers collaborate regularly in order to provide differentiated core instruction within a workshop model. As a former PYP school, much of the learning is presented through the lens of inquiry, within a workshop model which easily allows for differentiation.

We support the whole child by embedding social emotional learning throughout the day. Schoolwide, we use the Zones of Regulation to help students identify how they are feeling and how to manage emotions both big and small. Through the use of community circles, calming spaces, breathing and movement, Sanford Harmony curriculum, and relationship building; students learn to manage themselves and their emotions but also know they can seek support from all adults in the building when they are struggling or in need of support.

There is an active and robust parent community here at Findley. Our PTO sponsors a variety of programs in our school through once a year fundraising efforts. Enrichment programs and events they provide and sponsor have included the following: Findley Flyers, Passport Club, Art Literacy, Science Fair, Math Olympiad, Fall Festival, Carnival, Battle of the Books, and the Dragon Dash. Additionally, they support both actual and virtual field trips for all grades, author visits and many other aspects of our instructional program including books, materials and classroom subscriptions. The majority of our students have access to a variety of after school programs and enrichment opportunities outside of the school day. Many participate in academic clubs, music programs and/or sports activities. Like everywhere else, many of our families have been impacted by the global pandemic.

Findley is home to a stable faculty. Our teacher turnover rate is 10% and staff report a strong desire to remain in the building. The average number of years people have been working at Findley is a little over 9 years.

<p><u>Equity Area of Focus:</u> Providing a well-rounded, responsive and representative educational experience for all of our learners. Focusing on providing inclusive learning opportunities and centering students' individual identities.</p>	<p><u>Academic Excellence Area of Focus:</u> Providing differentiated, responsive, representative instruction in Social Science and Science that meets the learning needs of <i>all</i> students.</p>	<p><u>Collaboration Area of Focus:</u> Provide time for teachers to collaborate and become more familiar with the new standards in Social Sciences, and the new Science curriculum. Teachers also need time to align teaching practices, methods, and material in the areas of Social Studies and Science.</p>
<p><u>Equity Goal:</u> In order to ensure an inclusive learning environment that centers on students' individual identities, we will develop a school wide mindset of ABAR education that is not a program, rather it is a mindset that is integrated into our curriculum and embedded throughout the year as part of our regular practice.</p>	<p><u>Academic Excellence Goal:</u> Staff will engage in work to become familiar with the new Social Sciences standards and newly adopted Science Curriculum (TWIG) in order to provide differentiated, responsive, <i>representative</i> instruction both SS and Science.</p>	<p><u>Collaboration Goal:</u> Provide significant time for teachers to dig into the Social Studies and Science resources provided by the state and district.</p>
<p><u>Key Strategies:</u></p> <p>Building Relationships Teachers will work to build relationships with students. Getting to know their strengths, weaknesses, interests and home/familial cultures.</p> <p>Inclusive Practices Using inclusive phrasing/practices that honor all cultures, identities, celebrations, food, backgrounds, etc.</p> <p>Ensuring equal opportunities provided for students to actively participate in understanding and developing their individual identities</p> <p>Common Vocabulary Develop a vocabulary for how we are addressing ABAR work in the</p>	<p><u>Key Strategies:</u></p> <p>Building Relationships Teachers will work to build relationships with students. Getting to know their strengths, weaknesses, interests and home/familial cultures.</p> <p>Multiple Perspectives Teachers will provide lessons in Social Sciences that offer multiple perspectives on historical and current events.</p> <p>Teachers will use diverse texts to represent multiple perspectives of our country's history</p> <p>SB13-Tribal & Shared History Teachers will participate in ODE Modules 1 & 2 and have opportunities to collaborate on lessons to implement.</p>	<p><u>Key Strategies:</u></p> <p>Time Significant time will be allocated to SS and Science learning & collaboration on Staff Development Days; Nov. 22 Feb. 22 April 14</p> <p>One Staff/Committee Meeting per month will be allocated for SS and Science Collaboration</p> <p>Grade levels have, at a minimum, 2 times per month for designated collaboration time covered by the specialists. District Teachers on Special Assignment will be invited to plan with grade levels. Data teams will meet at a minimum 3 times per year to review current grade level data and determine</p>

<p>classroom so we all have a common language when addressing it with students and parents.</p> <p>Professional Development Continue various PD from multiple experts in elementary education to support teachers with ABAR work.</p> <p>Survey staff for ideas on topics related to ABAR staff are interested in hearing more about.</p> <p>Implicit Bias Training Staff will engage in PD that will provide them opportunities to evaluate and reflect on their implicit bias, supporting a responsive learning environment for all</p> <p>Community Connections Part of our Tier I supports for all students, this promotes community building and inclusivity.</p> <p>Lessons of Growth Mindset with a focus on equity.</p> <p>Inclusive Health Standards Standards and curriculum designed to include every student and teach accurate information to promote positive self image and resilience.</p> <p>All School Assemblies Monthly virtual all school assemblies will highlight typically marginalized communities while also building and celebrating our school wide community.</p>	<p>Representation Teachers will use texts that represent our student population and consider the variety of learning needs</p> <p>Lessons of Growth Mindset Growth mindset lessons throughout the day</p> <p>Inclusive Practices Using inclusive phrasing/practices that honor all cultures, identities, celebrations, food, backgrounds, etc. when planning for learning opportunities in both SS and Science</p> <p>Ensuring equal opportunities provided for students to actively participate in understanding and developing their individual identities through a historically accurate lens.</p> <p>All School Assemblies Monthly virtual all school assemblies will highlight changes in social studies and science curriculum and build and celebrate school-wide community, focusing on marginalized communities</p> <p>Frequency Teachers will alternate and balance SS and Science throughout the year</p>	<p>intervention needs.</p> <p>Grade levels also have common planning time and located close in proximity to one another, to ease collaboration</p> <p>Content for Collaboration New TWIG curriculum and materials</p> <p>New Social Studies Standards</p> <p>Tribal & Shared History</p> <p>Social Studies resources</p> <p>Culturally and Historically Responsive Framework for lesson planning.</p>
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<p>Community Learning Sessions Engage our parent community in listening and learning sessions. We need to hear their expectations of us, and understand their experiences in public school so we can create more meaningful opportunities for their kids. In order to ensure their students' identities are being honored and celebrated.</p> <p>Social Emotional Learning Provide opportunities for social emotional learning for 100% of our students and families.</p> <p>Use equity questions as a guide for lesson development and instruction. LINK</p>		
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MONTHLY FINANCIAL UPDATE

POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of March 31, 2022 reflecting:

- General Fund Activity and Forecast
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 03/31/2022
- 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 March 31, 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	231.1	-	231.1	288.9
Property Taxes	155.0	155.0	152.5	-	152.5	157.1
Common School Fund	4.2	4.2	2.3	-	2.3	4.6
County School Fund	0.8	0.8	0.5	-	0.5	1.0
Local Option Levy	36.4	36.4	36.5	-	36.5	37.6
Investment Earnings	0.7	0.7	-	-	-	0.5
NWRESD Appointment	10.9	10.9	9.5	-	9.5	12.6
Other	16.1	16.1	8.8	-	8.8	12.6
Total	\$ 580.4	\$ 580.4	\$ 526.8	\$ -	\$ 526.8	\$ 600.5
EXPENDITURES:						
Salaries	\$ 279.0	\$ 279.0	\$ 177.1	\$ -	\$ 177.1	\$ 274.6
Benefits	174.2	174.2	108.6	-	108.6	166.9
Purchased services	28.9	28.9	18.8	8.0	26.8	28.8
Supplies & materials	22.4	22.4	13.1	3.5	16.6	17.7
Capital outlay	0.8	0.8	0.2	0.2	0.4	0.6
Other	2.8	2.8	2.2	0.2	2.4	2.7
Transfers out	3.0	3.0	3.0	-	3.0	3.4
Contingency	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 323.0	\$ 11.9	\$ 334.9	\$ 564.0

Projected Surplus / (Deficit) Balance	\$ 36.5
Projected Ending Fund Balance	\$ 105.8
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	17.6%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 104.0	17.3%
Local Option Levy Fund		1.8	0.3%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 319.3	\$ 319.1	\$ 197.9	\$ 3.3	\$ 201.2	\$ 309.7
Support Services	186.7	186.9	120.6	8.5	129.1	179.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	4.5	0.1	4.6	5.1
Contingencies	69.3	69.3	-	-	-	69.3
Total	\$ 580.4	\$ 580.4	\$ 323.0	\$ 11.9	\$ 334.9	\$ 564.0

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of March 31, 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	\$ 10,585,939	\$ 5,222,077	\$ 744,432	\$ 5,966,509	\$ (8,483,491)	41.29%	\$ 4,619,430
Categorical	8,301,161	6,352,892	1,982,856	2,414,261	4,397,117	(3,904,044)	52.97%	1,955,775
Scholarship Fund	515,000	469,855	45,117	17,627	62,744	(452,256)	12.18%	407,111
Grant Fund	180,303,185	51,694,656	54,341,883	3,806,722	58,148,605	(122,154,580)	32.25%	(6,453,949)
Equipment Replacement Fund	3,187,000	2,789,111	2,789,111	-	2,789,111	(397,889)	87.52%	-
Sustainability Fund	10,273,243	7,825,244	-	-	-	(10,273,243)	0.00%	7,825,244
Nutrition Services Fund	17,451,159	11,274,109	8,974,420	2,034,020	11,008,440	(6,442,719)	63.08%	265,669
Debt Service Fund	93,757,250	90,083,773	13,518,619	-	13,518,619	(80,238,631)	14.42%	76,565,154
Capital Projects Fund	101,898,500	109,507,976	37,523,386	18,038,710	55,562,096	(46,336,404)	54.53%	53,945,880
Insurance Reserve Fund	7,753,269	6,867,462	5,718,762	604,437	6,323,199	(1,430,070)	81.56%	544,263
Workers' Compensation Fund	5,437,188	4,730,138	1,439,891	43,137	1,483,028	(3,954,160)	27.28%	3,247,110
Total	\$ 443,326,955	\$ 302,181,155	\$ 131,556,122	\$ 27,703,346	\$ 159,259,468	\$ (284,067,487)		\$ 142,921,687



**2021-22 Classroom Teacher Staffing By School
As of 03/31/2022**

School	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	Budgeted APU				Actual APU				
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	844	849	5	30.0	8.0	3.0	41.0	30.0	8.0	3.0	-	41.0
Barnes	575	513	(62)	19.0	6.0	2.0	27.0	19.2	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	11.8	3.0	2.0	1.0	17.8
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	19.1	5.0	2.0	-	26.1
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	1.0	18.0
Rock Creek	448	420	(28)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	1.0	20.0
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	23.0	7.0	3.0	-	33.0
West TV	306	300	(6)	10.0	3.0	1.0	14.0	11.0	3.0	1.0	-	15.0
William Walker	510	490	(20)	20.0	4.0	2.0	26.0	18.7	4.0	3.0	-	25.7
Elementary School Total	17,681	16,831	(850)	561.0	150.0	71.0	782.0	559.9	150.0	72.0	14.0	795.9
Average Elementary School Staffing Ratio				31.5	24.9	22.6		30.1	23.7	21.5	21.1	



2021-22 Classroom Teacher Staffing By School As of 03/31/2022

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	25.5	4.6	2.6	-	32.7
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	243.5	45.6	17.4	-	306.5
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	54.9	10.2	3.4	-	68.5
Southridge	1,506	1,500	(6)	51.4	9.4	3.2	64.0	50.4	9.4	3.2	-	63.0
Sunset	1,937	1,983	46	58.6	10.8	3.4	72.8	57.5	10.8	3.4	2.6	74.3
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.1	13.8	5.0	-	90.9
High School Total	10,814	10,720	(94)	364.6	66.4	21.2	452.2	351.7	66.4	22.2	5.8	446.0
Average High School Staffing Ratio				29.7	25.1	23.9		30.5	25.6	24.3	24.0	
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	18.4	1.0	0.6	3.6	23.6
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	3.6	137.9
Average Options Staffing Ratio				24.2	21.1	20.4		28.4	24.8	23.9	23.2	
Address Extreme Class Size K-12	-	-	-	44.6	-	-	44.6	-	-	-	-	-
District Total	38,841	37,923	(918)	1,327.0	278.6	113.4		1,268.0	278.6	116.4	23.4	1,686.3

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
March 31, 2022

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Federal Agency Disc. -At Cost	20,000,000.00	19,930,200.00	19,960,161.11	5.63	139	0.358
Treasury Coupon Securities	43,000,000.00	43,078,940.00	43,152,265.63	12.17	181	0.824
Treasury Discounts -At Cost	252,697,000.00	252,482,584.94	252,482,969.62	71.21	62	0.195
LGIP	38,979,942.72	38,979,942.72	38,979,942.72	10.99	1	0.500
Investments	354,676,942.72	354,471,667.66	354,575,339.08	100.00%	74	0.314

Total Earnings	March 31 Month Ending	Fiscal Year To Date
Current Year	105,330.56	763,116.42
Average Daily Balance	356,206,684.96	269,599,854.18
Effective Rate of Return	0.35%	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
March 31, 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	19,930,200.00		5.63
				Subtotal	20,000,000.00	19,960,161.11	35.00	5.64
				Total	20,000,000.00	19,960,161.11	100.00	5.64
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		31,592,749.70	31,592,749.70	31,592,749.70		8.90
LGIP 5173	FUND 300	LGIP		2,733,285.56	2,733,285.56	2,733,285.56		0.77
LGIP 4966	FUND 416	LGIP		2,431,887.81	2,431,887.81	2,431,887.81		0.68
LGIP 4972	FUND 417	LGIP		2,222,019.65	2,222,019.65	2,222,019.65		0.62
				Subtotal	38,979,942.72	38,979,942.72	100.00	10.99
				Total	38,979,942.72	38,979,942.72	100.00	10.99
US Treasuries								
US Treasuries								
912828YF1	11254	U.S. Treasury	09/15/2022	23,000,000.00	23,095,234.38	23,054,740.00		6.48
912828YKO	11257	U.S. Treasury	10/15/2022	20,000,000.00	20,057,031.25	20,024,200.00		5.63
912796H44	11232	U.S. Treasury	05/19/2022	12,392,000.00	12,389,549.14	12,387,910.64		3.49
912796N47	11236	U.S. Treasury	04/07/2022	10,000,000.00	9,998,361.11	9,999,800.00		2.81
912796P29	11237	U.S. Treasury	04/14/2022	23,000,000.00	22,996,006.94	22,998,850.00		6.48
912796H44	11239	U.S. Treasury	05/19/2022	46,542,000.00	46,525,451.73	46,526,641.14		13.12
912796R35	11240	U.S. Treasury	06/09/2022	13,594,000.00	13,587,391.81	13,584,212.32		3.83
912796Q28	11241	U.S. Treasury	05/12/2022	10,000,000.00	9,997,566.67	9,997,800.00		2.81
912796J42	11242	U.S. Treasury	06/16/2022	23,000,000.00	22,987,857.92	22,979,760.00		6.48
912796H44	11243	U.S. Treasury	05/19/2022	23,000,000.00	22,993,646.25	22,992,410.00		6.48
912796K57	11244	U.S. Treasury	07/14/2022	7,000,000.00	6,995,994.44	6,987,750.00		1.97
912796R35	11245	U.S. Treasury	06/09/2022	7,000,000.00	6,997,173.75	6,994,960.00		1.97
912796N47	11246	U.S. Treasury	04/07/2022	7,000,000.00	6,999,370.00	6,999,860.00		1.97
912796P45	11248	U.S. Treasury	05/05/2022	6,274,000.00	6,271,762.27	6,273,121.64		1.76

**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								
912796R68	11250	U.S. Treasury	07/07/2022	10,000,000.00	9,986,666.67	9,984,500.00		2.81
912796L64	11251	U.S. Treasury	08/11/2022	8,895,000.00	8,863,918.15	8,867,959.20		2.50
912796L64	11252	U.S. Treasury	08/11/2022	10,000,000.00	9,965,056.94	9,969,600.00		2.81
912796V89	11253	U.S. Treasury	06/07/2022	20,000,000.00	19,973,111.11	19,986,600.00		5.63
912796W96	11255	U.S. Treasury	07/12/2022	5,000,000.00	4,991,240.28	4,991,550.00		1.41
912796M71	11256	U.S. Treasury	09/08/2022	10,000,000.00	9,962,844.44	9,959,300.00		2.81
				Subtotal	295,635,235.25	295,561,524.94	100.00	83.37
				Total	295,635,235.25	295,561,524.94	100.00	83.37
Grand Total				354,676,942.72	354,575,339.08	354,471,667.66		

Beaverton School District
Summary by Issuer
March 31, 2022
Grouped by Fund

<u>Issuer</u>	<u>Number of Investments</u>	<u>Par Value</u>	<u>Market Value</u>	<u>% of Portfolio</u>	<u>Average YTM 365</u>	<u>Average Days to Maturity</u>
Fund: Pooled Cash						
Subtotal	13	233,592,749.70	233,470,509.70	65.86	0.392	83
Fund: 300 Debt Service						
Subtotal	3	61,667,285.56	61,647,837.34	17.39	0.092	46
Fund: 416 Capital Projects Non-Tax						
Subtotal	4	23,431,887.81	23,414,457.81	6.61	0.117	54
Fund: 417 Capital Projects Taxable						
Subtotal	5	35,985,019.65	35,938,862.81	10.14	0.340	79
Total and Average	25	354,676,942.72	354,471,667.66	100.00	0.316	74



TRANSPORTATION SUPPLEMENTAL PLAN FOR 2022-2023

POLICY ISSUE/SITUATION:

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans.

RECCOMENDATION:

The primary reason for providing transportation for students within the non-transportation zone is lack of sufficient infrastructure for a safe walkway (e.g. sidewalks, walkways, road crossings, etc.) A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned & completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

Administrator input at affected sites was considered and incorporated into the Plan whenever possible. The attached Supplemental Plan Change has been accepted by the committee and is recommended for implementation in Fall 2022. Upon Board approval, correspondence will be sent to families notifying them of the change.

Schools	Area Name	Area Description	Students	Buses	Specific Hazard	What Changed	Walk Path	Action
Mountainside HS	MHS HAZ1	Area directly south of school, River Terrace West Subdivision	21	0.5	Lack of sidewalks between SW Satsuma and SW Scholls Ferry/Roy Rodgers	Installation of sidewalks on SW Scholls Ferry	SW Roy Rodgers to SW Scholls Ferry.	Remove Transportation
Sunset HS	Sunset Haz 1	NW West Union & NW Thompson, between NW Circle A Drive and NW 153rd Terrace	41	0.5	Lack of sidewalks on NW West Union/NW Thompson between NW 153rd and NW Circle A Drive	Addition of sidewalks on West Union north-side	Crossings @ Kaiser & West Union; NW 143rd & West Union	Remove Transportation
Beaver Acres ES		Neighborhood west along SW Augusta Ln, to SW 185th, between SW Sandra Ln and SW Ewen Dr.	11	0.2	No safe path under 1.0 miles from the school	Augusta Bridge completed & sidewalks added	Augusta Lane	Remove Transportation
Errol Hassell ES	Errol Hassel Haz	Neighborhood along SW 179th Between SW Oak and SW Farmington	13	0.2	Lack of sidewalks on SW 179th	Sidewalks added on SW 179th		Remove Transportation
Connestoga MS	Connestoga MS NTZ West 2020	Spaniel Ct, Cougar Ridge Dr.	1			Developments completed. Within 1.5 miles of Connestoga.		Remove Transportation

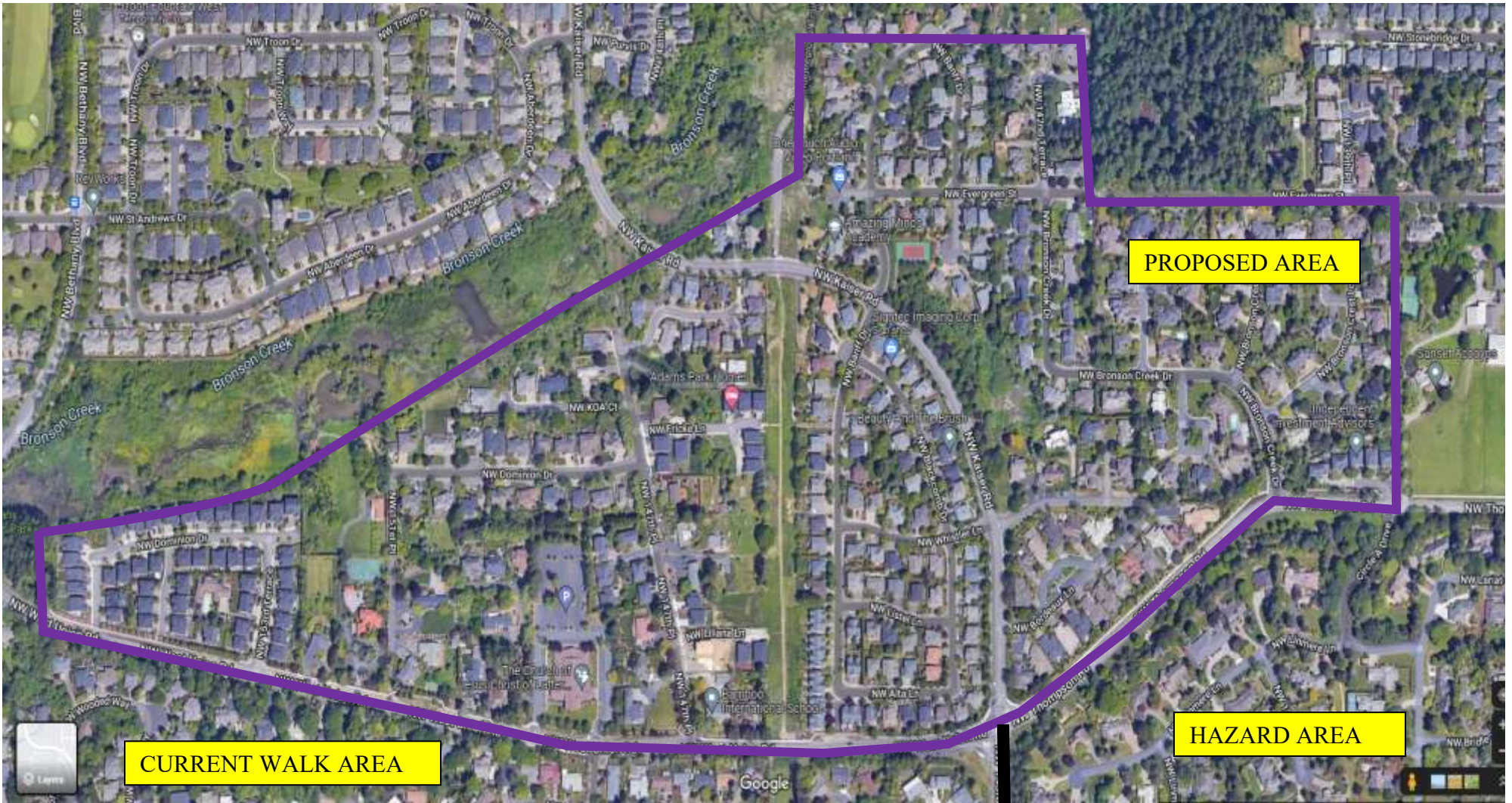
Mountainside High School

The River Terrace Northwest subdivision south of Mountainside High School received supplemental transportation service due to the lack of sidewalks between the development and the signal controlled intersection at SW Roy Rodgers and SW Scholls Ferry Road. While the neighborhood itself has sidewalks, the installation of sidewalks along SW Scholls Ferry and SW Roy Rodgers Road was delayed due to additional planned road and sewer construction. Sidewalks along SW Roy Rodgers between SW Scholls Ferry and the southern end of the development are now complete and includes multiple access paths connecting the neighborhood to this sidewalk. This sidewalk fulfills the criteria established at Mountainside's opening for the removal of supplemental transportation service.









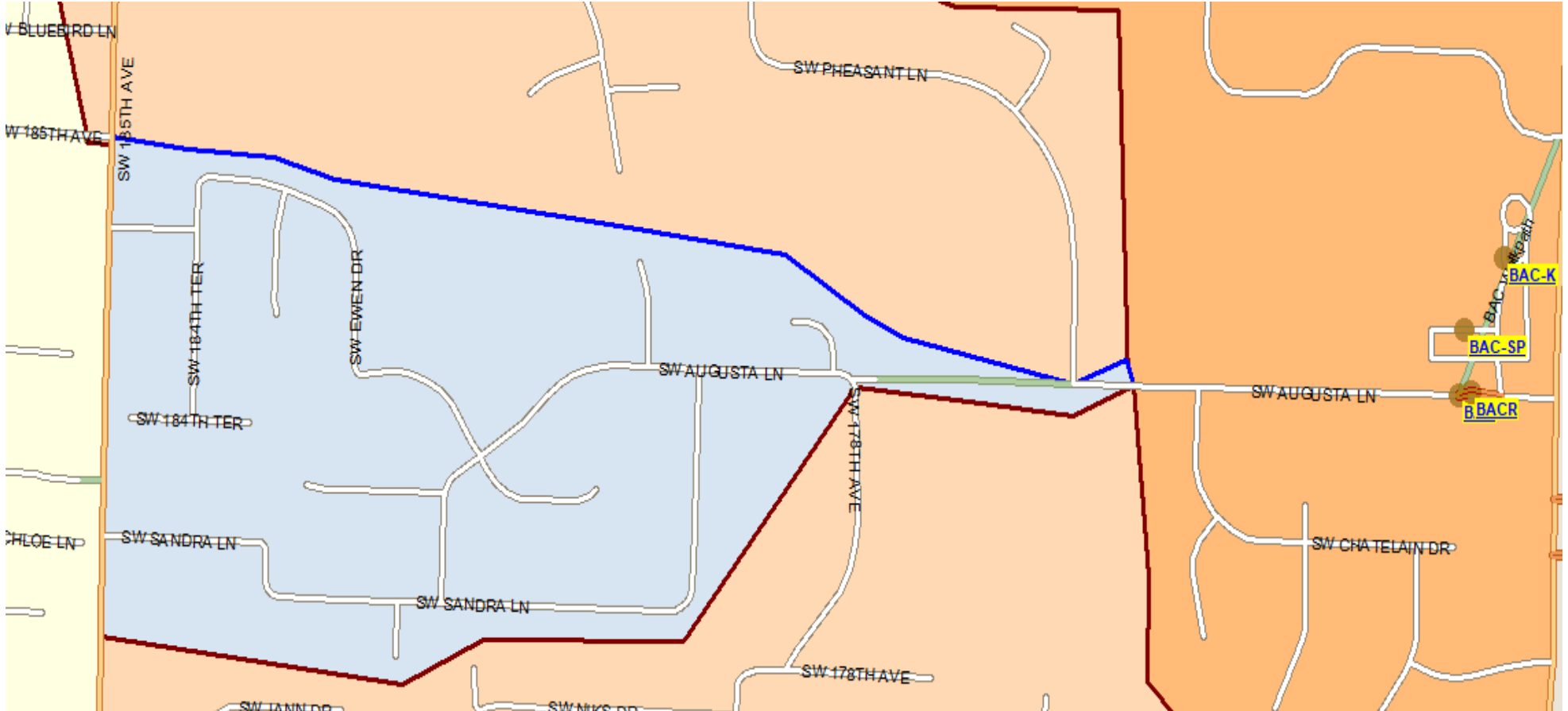


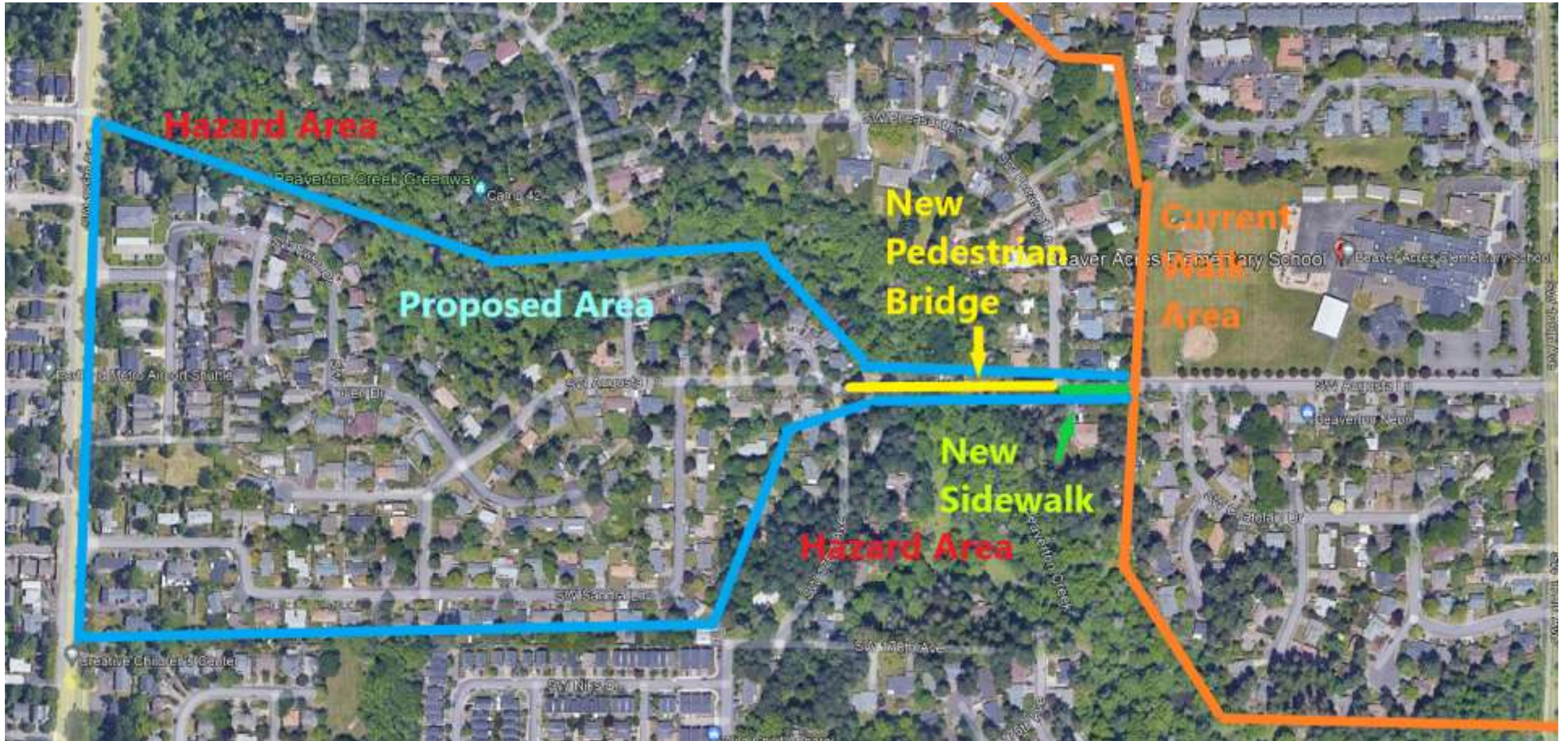
Project map from West Union/Thompson roads FY 2018-20 Pedestrian & Biking Improvement (www.washington.or.us) shows location of new sidewalks on the North side of NW West Union and NW Thompson Road.

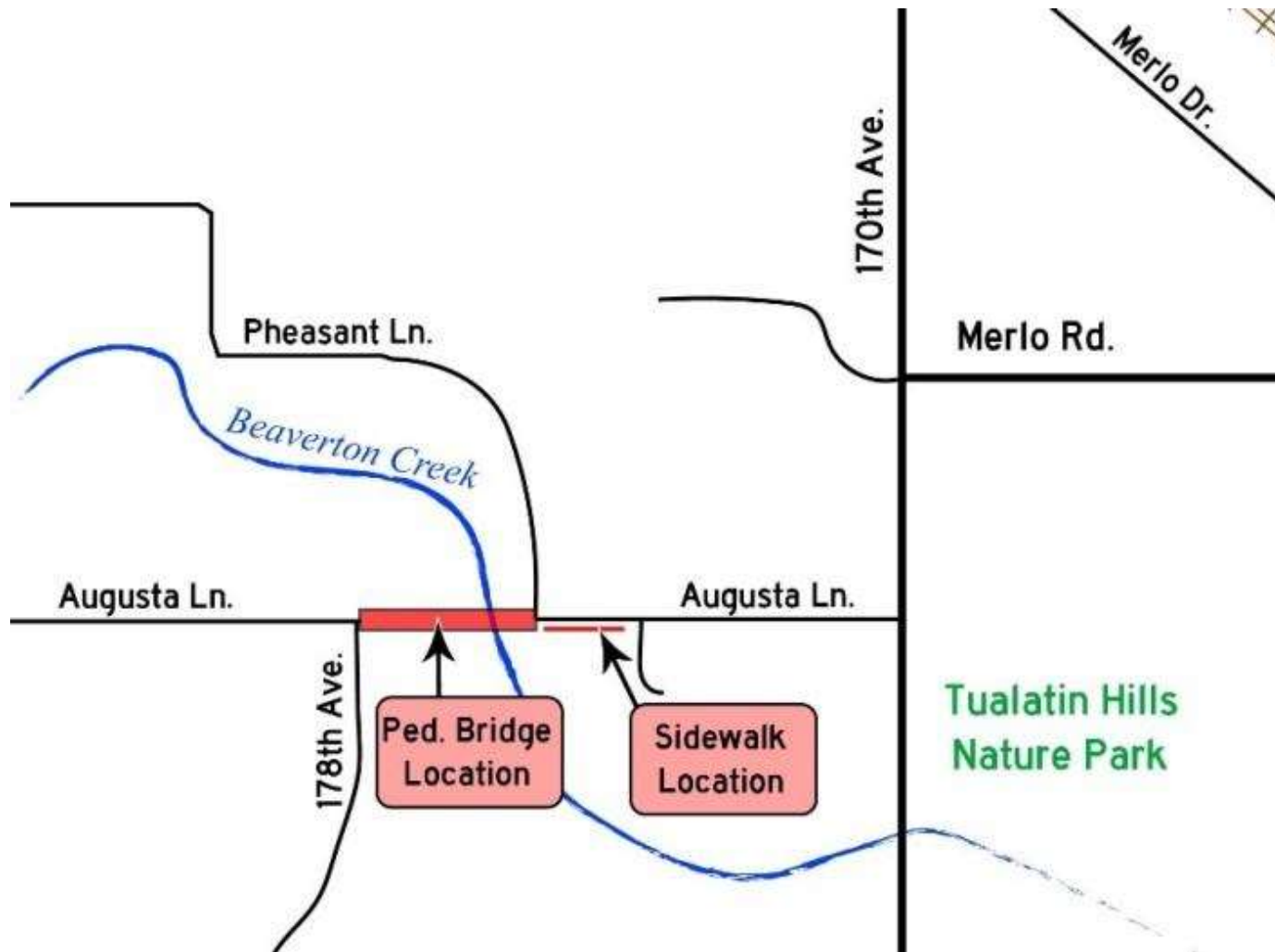


Beaver Acres Elementary School

This neighborhood along SW Augusta Lane between SW Pheasant and SW 185th is over 1 mile from Beaver Acres Elementary. In September 2021, Washington County completed the Augusta Lane Pedestrian Bridge Project. The project built a bridge connecting SW Augusta Lane near SW 178th with SW Augusta Lane near SW Pheasant. Sidewalks were added to the south side of SW Augusta Lane between the bridge and SW Chatelain. The new connection provides a walk path between the proposed area and the school which is under 1 mile.







Project Map from Washington County Augusta Lane FY 2016-17 Pedestrian & Biking Improvement (washington.or.us) shows the project area.





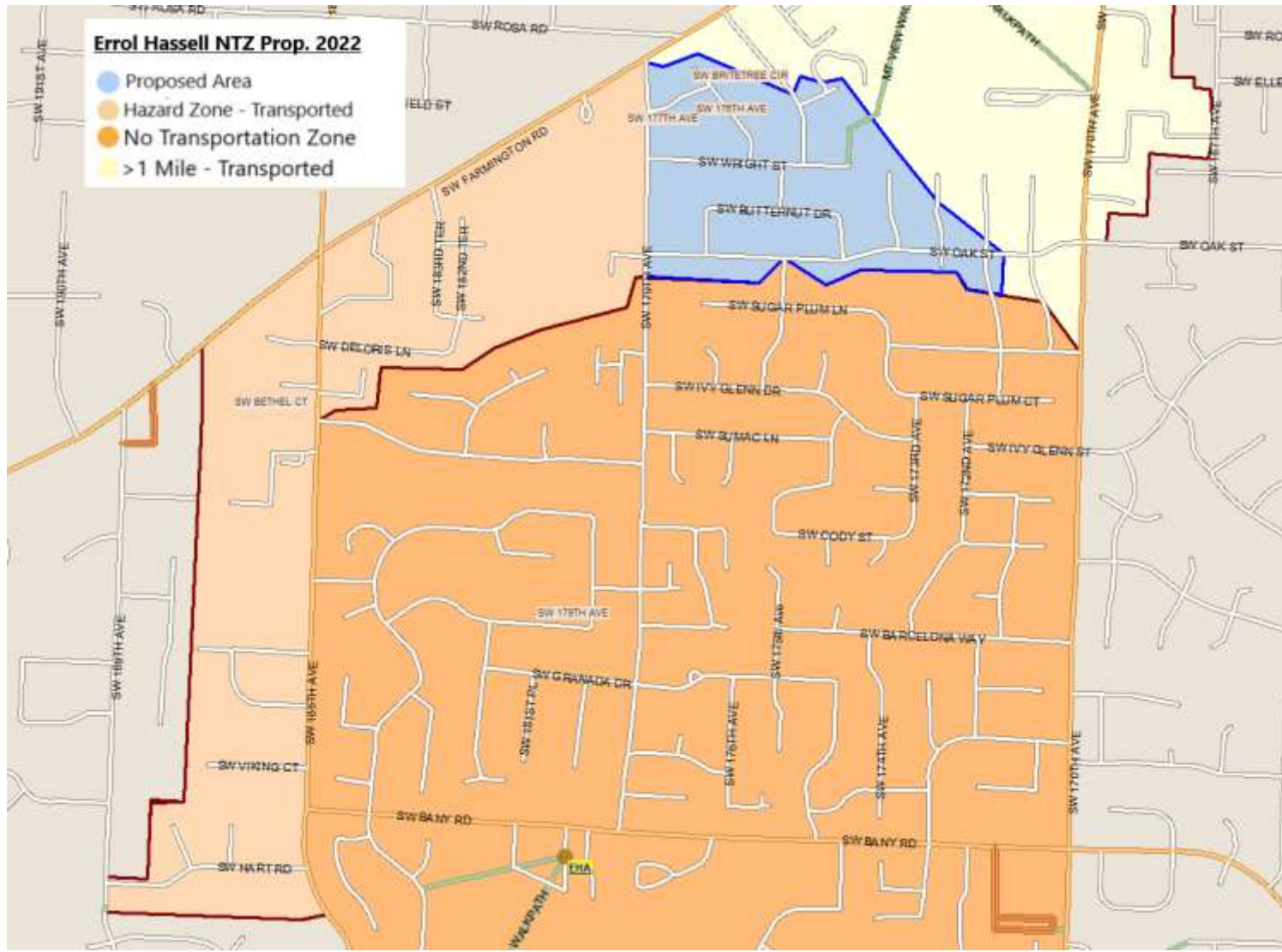
New sidewalk SW Augusta
(near SW Pheasant)

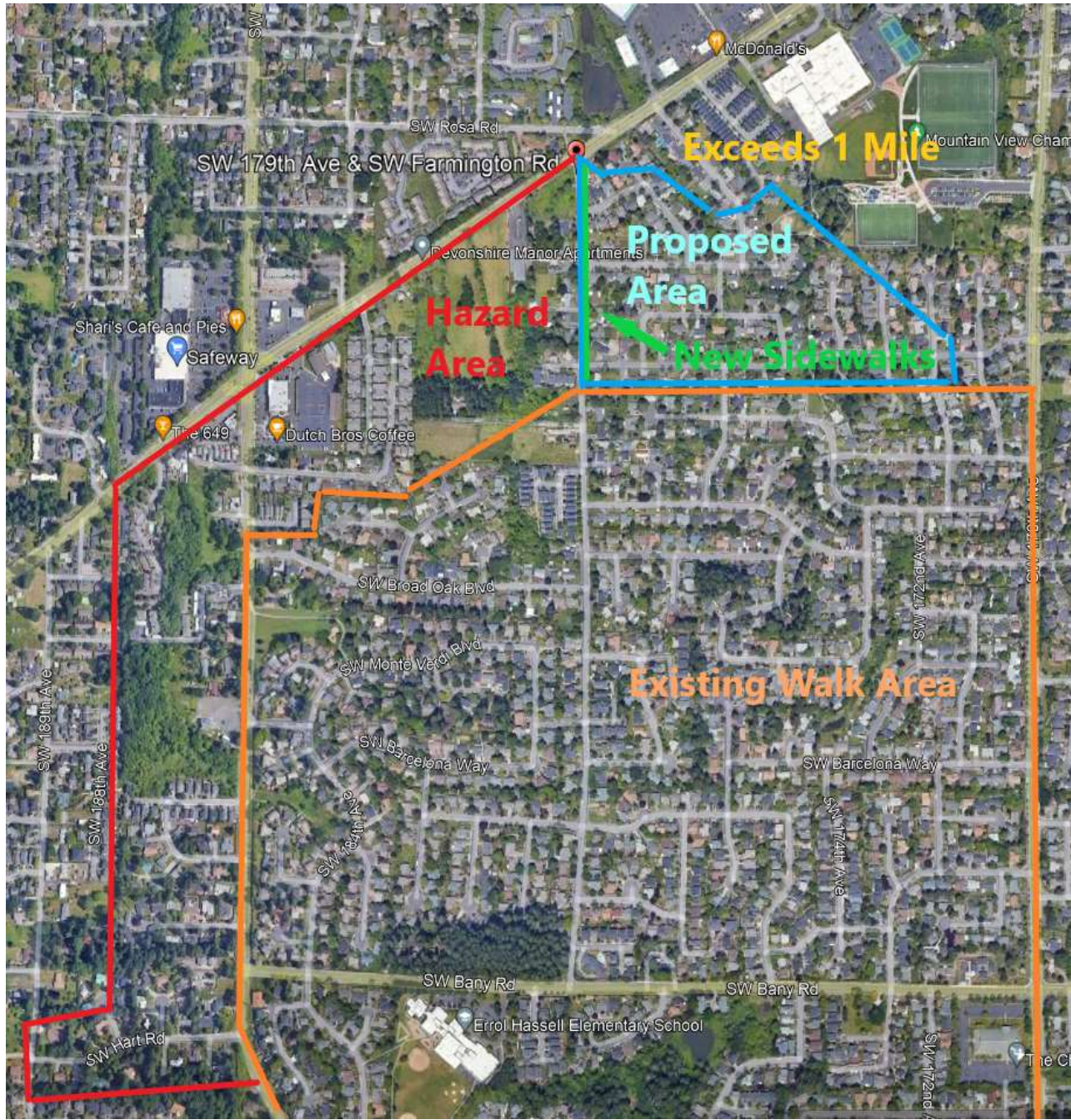
Google Earth

© 2020 Google

Errol Hassell

The proposed areas receive supplemental transportation service due a lack of a continuous sidewalk along the east side of SW 179th between SW Farmington and SW Ivy Glenn Drive. In March 2022, Washington County completed a sidewalk infill project in this area as part of the Urban Road Maintenance District (URMDAC) grant. These sidewalks meet BSD guidelines for supplemental transportation to be removed.

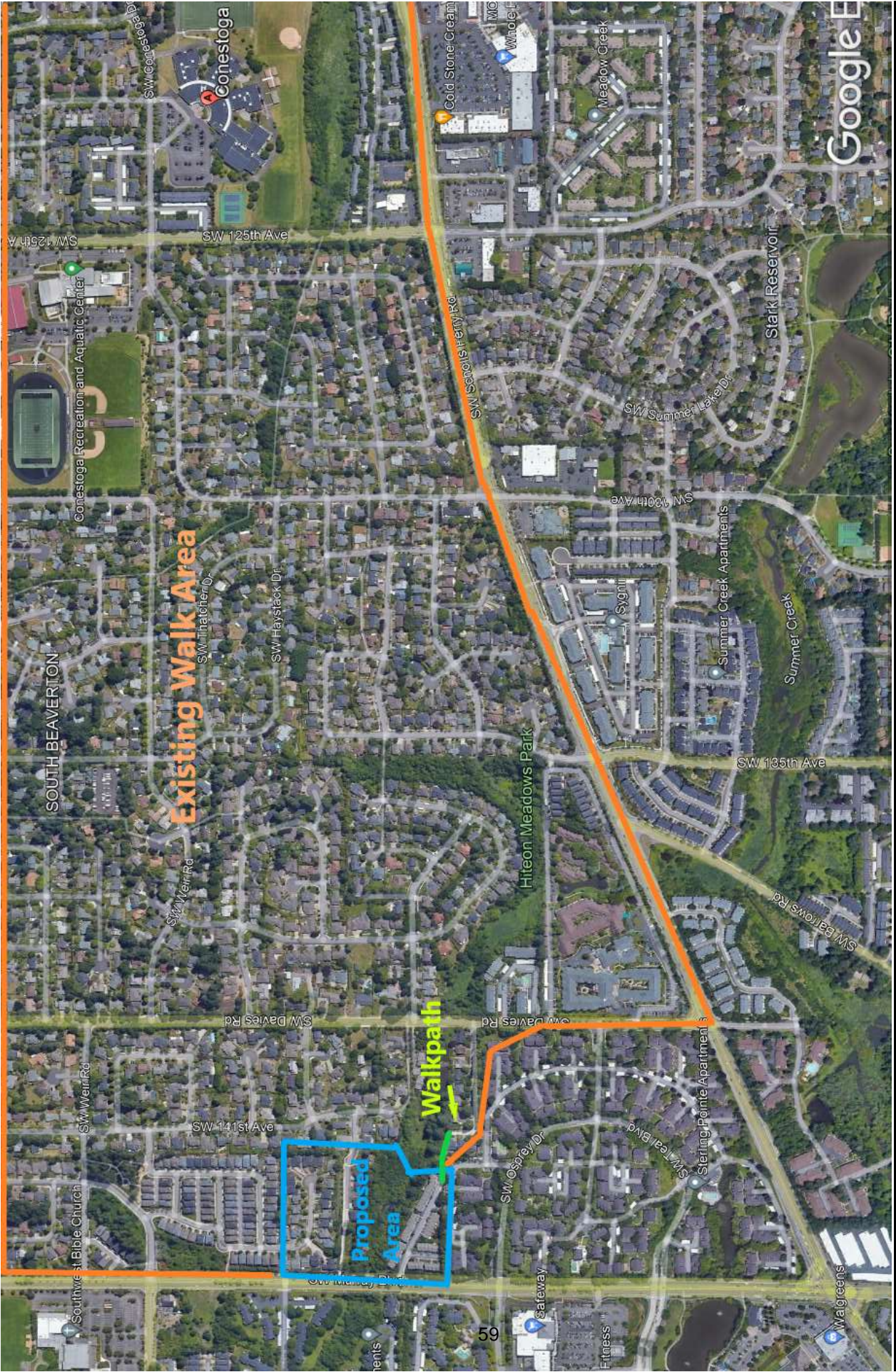






New Sidewalks - SW 179th &
SW Ivy Glenn











Proposed School Year 2022-2023 School Breakfast Meal Price Increase

POLICY ISSUE/SITUATION

Per School Board policy EF/EFA, NS is required to be self-supporting, with no local tax revenue subsidizing the program. The policy also specifies that staff shall “report to the Board any financial condition changes/forecasts in the food services program” that necessitates a change in meal prices.

BACKGROUND INFORMATION

The District’s Nutrition Services (NS) Department operates Child Nutrition Programs including: School Breakfast Program (SBP), National School Lunch Program (NSLP), At-Risk Afterschool Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP) on behalf of the district. The programs are federal entitlement programs authorized by Congress and primarily funded by reimbursements and meal payments from students.

For the last two years all child nutrition program sponsors have been reimbursed for meals at the higher SFSP free reimbursement rate and have not received meal payments from participants. The pandemic related USDA meal service waivers the NS department are utilizing to feed all students for free, and which increased the reimbursement rate for all meals, are set to expire without Congressional intervention on June 30, 2022. Regular meal counting and claiming will resume the beginning of next school year. Students will be classified as free, reduced or paid based on their meal benefit eligibility. Reimbursement funding is expected to decrease by up to 40% due to moving to the lower SBP and NSLP reimbursement rates.

USDA requires child nutrition sponsors to meet pay equity requirements for lunch meals and strongly encourages pay equity at breakfast. Pay equity ensures that paid breakfast prices are comparable to the reimbursement rate for free meals. Revenue from free meal reimbursements should not be used to offset costs for paid meals. Currently BSD breakfast meal prices are below pay equity by 15¢ and the gap is expected to increase when reimbursement rates are released in July.

Federal reimbursement rates are increased every year in July for the new fiscal year. The reimbursement rates have increased 14% since SY 2016-2017, the last year breakfast prices were

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raised in Beaverton School District. Costs have risen well above the adjusted reimbursement rates and costs for next school are expected to continue the current trend of higher-than-normal cost increases. NS is currently in the process of signing contract renewals for next school year and food items will increase 4-30%. We expect similar price increases on our broadline distributor contract which includes all our breakfast items.

Since the last breakfast meal increases in School Year 2016-2017 were implemented, cost have increased as follows:

- Salaries: 19.5% (this year’s expected COLA not included)
- Food Costs: 10% - 45% (Average Breakfast Food Cost: 15%)
- Supply Costs: 15% – 250%

Breakfast is an expensive meal to offer as most of the food items are commercially purchased. Few breakfast items utilize commodity foods which can help offset food costs. We have experienced shortages of many of our breakfast items this school year and expect that trend to continue. We can accept substitute items, but those are typically higher cost than planned items we have on contracts.

A comparison of average breakfast prices at nearby school districts is listed below and a chart with breakfast price comparison is included for reference with this document. Beaverton School District is below the average of Hillsboro, Portland and Tigard-Tualatin’s breakfast prices.

	<u>Average Cost Schools</u>	<u>Beaverton</u>	<u>Difference</u>
<u>Elementary School Breakfast</u>	<u>\$1.67</u>	<u>\$1.45</u>	<u>-\$0.22</u>
<u>Middle School Breakfast</u>	<u>\$1.83</u>	<u>\$1.50</u>	<u>-\$0.33</u>
<u>High School Breakfast</u>	<u>\$1.83</u>	<u>\$1.60</u>	<u>-\$0.23</u>

The NS non-profit food service account can maintain up to 3 months operating expenses. During the last 2 years the NS department has not received general fund money to cover operating costs. We have been able to maintain our self-supporting status because we started the pandemic with 3 months operating expenses. Proper pricing of meals to cover costs helps ensure we can maintain a positive fund balance and are prepared for unexpected challenges.

RECOMMENDATION

BE IT FURTHER RESOLVED that the School Board authorizes the Superintendent to:

- Increase breakfast prices for all schools by up to 20¢ for the 2022-23 school year.

School Districts Breakfast Meal Price Comparison

School Year	School District	Elementary	Middle	High	Adult
2010-11	Portland Public	1.00	1.00	1.25	1.75
2011-12	Portland Public	1.10	1.10	1.35	1.85
2012-13	Portland Public	1.10	1.10	1.35	1.85
2013-14	Portland Public	1.25	1.25	1.25	2.00
2014-15	Portland Public	1.35	1.35	1.35	2.10
2015-16	Portland Public	1.35	1.35	1.35	2.10
2016-16	Portland Public	1.35	1.35	1.35	2.10
2018-19	Portland Public	1.50	1.50	1.50	2.25
2019-20	Portland Public	1.50	1.50	1.50	2.25
2010-11	Hillsboro SD	1.25	1.50	1.50	2.00
2011-12	Hillsboro SD	1.25	1.50	1.50	2.00
2012-13	Hillsboro SD	1.25	1.50	1.50	2.00
2013-14	Hillsboro SD	1.50	1.75	1.75	2.00
2014-15	Hillsboro SD	1.50	1.75	1.75	2.00
2015-16	Hillsboro SD	1.50	1.75	1.75	2.00
2016-17	Hillsboro SD	1.50	1.75	1.75	2.00
2018-19	Hillsboro SD	1.75	2.00	2.00	2.75
2019-20	Hillsboro SD	1.75	2.00	2.00	2.75
2010-11	Tigard -Tualatin	1.55	1.80	1.80	N/A
2011-12	Tigard -Tualatin	1.55	1.75	1.80	2.30
2012-13	Tigard -Tualatin	1.55	1.75	1.80	2.25
2013-14	Tigard -Tualatin	1.55	1.75	1.80	2.25
2014-15	Tigard -Tualatin	1.60	1.85	1.85	2.30
2015-16	Tigard -Tualatin	1.60	1.85	1.85	2.30
2016-17	Tigard -Tualatin	1.65	1.90	1.90	2.30
2018-19	Tigard -Tualatin	1.75	2.00	2.00	2.40
2019-20	Tigard -Tualatin	1.75	2.00	2.00	2.40

School Year	School District	Elementary	Middle	High	Adult
2010-11	Beaverton SD	1.00	1.05	1.15	1.80
2011-12	Beaverton SD	1.25	1.30	1.40	2.00
2012-13	Beaverton SD	1.25	1.30	1.40	2.00
2013-14	Beaverton SD	1.25	1.30	1.40	2.00
2014-15	Beaverton SD	1.25	1.30	1.40	2.00
2015-16	Beaverton SD	1.35	1.40	1.50	2.00
2016-17	Beaverton SD	1.45	1.50	1.60	2.10
2018-19	Beaverton SD	1.45	1.50	1.60	2.50
2019-20	Beaverton SD	1.45	1.50	1.60	2.50
Price Information for Districts with Lower Percent Free/Reduced Eligibility					
2015-16	West Linn-Wilsonville	1.95	1.95	1.95	1.95
2016-17	West Linn-Wilsonville	1.95	1.95	1.95	1.95
2018-19	West Linn-Wilsonville	1.95	1.95	1.95	1.95
2019-20	West Linn-Wilsonville	1.95	1.95	1.95	1.95
2015-16	Lake Oswego	2.00	2.00	2.00	N/A
2016-16	Lake Oswego	2.00	2.00	2.00	N/A
2018-19	Lake Oswego	2.10	2.35	2.35	N/A
2019-20	Lake Oswego	2.25	2.50	2.50	N/A



Instructional Time Compliance

POLICY ISSUE/SITUATION

Each year by November 1, the Superintendent must present an annual report to the community on the District’s compliance with the Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22, including all new and revised rules, for the prior school year.

State Instructional Time Requirements

Oregon Administrative Rule 581-022-2320 requires school district instructional programs to provide, at a minimum, the following number of hours of instruction annually to at least 92% of all students and at least 80% of students at each school:

Grades K through 8	900 hours
Grades 9 through 11	990 hours
Grade 12	966 hours

Calculation of Instructional Time

“Instructional time” means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments, and are working under the direction and supervision of a teacher or instructional assistant who is assigned instructionally related activities working under the supervision of a teacher. Lunch, recess, passing time, and non-academic assemblies are not counted as instructional time.

Upon approval by the local school board, a district may include in its calculation of instructional time:

- (a) For grades K–3, up to 60 hours of recess;
- (b) Up to 30 hours for staff professional development;
- (c) Up to 30 hours for parent teacher conferences.

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2021-22 Compliance Status

The table below shows the range of scheduled instructional hours by level for the 2021-22 calendar with 174 student contact days:

Level	Hours of Instruction	Notes
Elementary*	K-1: 915 – 920 2-8: 932 - 937	Assumes 20 minutes for lunch, recesses of 20 min and 15 min. 6 days of parent conferences grades K-1 and 4 days of parent conferences at all other grades. 10 hours of early release. 2 hour late start due to weather.
Middle*	6: 902-913 7-8: 897-907	4 days of parent conferences. 10 hours of early release. 2 hour late start due to weather.
High	9-11: 985-1001 12: 948-968	Early release for opportunity days and ACT day. 9 days early release for seniors. 10 hours of early release. 2 hour late start due to weather.
Options	6-8: 977-991 9-11: 967-991 12: 931-947	Early release for opportunity days and ACT day. 9 days early release for seniors. 10 hours of early release. 2 hour late start due to weather.

*Lower hours reported are for schools closing to prepare for Temporary Remote Learning or other emergencies.

High School Exemptions**Alternative Education Program Exemption**

The Oregon Department of Education (ODE) has granted the district permission to exempt alternative education programs from the instructional time requirement. Programs housed at the Merlo Campus (Community School, Passages, GED Prep, and Home Instruction) use flexible time options and systemically assess students prior to placement in the program. 230 students are included under this exemption.

On Track to Graduate/Advanced Coursework Exemptions

With the annual approval of the local school board after a public hearing, the following students may be exempted from the instructional time requirement and not included in the district’s calculation of instructional time:

- (A) Students who have fulfilled all state requirements for graduation (i.e., students enrolled in the Community Transition Program);
- (B) Students who at the start of their senior year are on track to exceed all state requirements for graduation as determined by the number and type of credits earned by the student (i.e., students with 18 credits, including 3 Language Arts credits and 2 credits in math, science, and social studies); and
- (C) Students who are earning credits toward a diploma through accelerated learning classes (i.e., Advanced Placement, International Baccalaureate, weighted dual credit) or are enrolled at Early College.

Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this exemption. The number of students in 2021-22 not included in the calculation of the instructional time requirement, if approved by the Board, are:

All students	5977	Native American/Alaskan Native	23
Female	3042	Asian	1176
Male	2917	Black	147
Non-binary gender	18	Hispanic/Latino	1276
English Language Learner	211	Multi-racial	450
Students with Disabilities	442	Native Hawaiian/Pacific Islander	48
Talented and Gifted	1579	White	2857

While all students reported above are excluded from the instructional time requirements, only students on early release, late arrival, or release to religious instruction (1,452 students or 24% of excluded students) do not meet the instructional time requirement.

2021-22 Compliance Status

For the 2021-22 school year, only 86% of students in the district meet the instructional time requirement under Division 22. The following do not meet the 80% requirement for schools:

- Aloha High (75%)
- ACMA (63%)
- BASE (45%)
- Beaverton High (71%)
- ISB (54%)
- Mountain View Middle (34%)
- Southridge High (74%)
- Sunset High (75%)
- Westview High (0%)

A total of 1,647 students in non-alternative education programs do not meet instructional time requirements. Of these students, 195 do not qualify for an exemption by the Board. With the adoption of the recommendations below, 99.2% of students in the district and at least 80% of students in all district schools meet state instructional time requirements.

RECOMMENDATIONS:

1) The Board approves excluding from the district’s calculation of instructional time requirements high school students who have earned diplomas, seniors on track to graduation, and students in accelerated learning courses.

2) The Board approves including 29 hours of staff professional development in the calculation of instructional time.

Postpone Purchase of Instructional Materials

SITUATION:

The State’s Instructional Materials Adoption Schedule (excerpted below) details when districts are to have adopted instructional materials aligned to revised state standards in classrooms. Under Oregon Administrative Rule 581-022-1650, districts have the option to postpone instructional material purchases for up to two years beyond the date specified in the schedule.

Revised Oregon State Review Cycle	For use in classrooms by September:
2021: ELA and ELL/ELP	2022
2022: Mathematics	2023

The State Board of Education adopted updated English Language Arts standards in June 2019 and revised Mathematics standards in October 2021. English Language Proficiency Standards were last adopted by the State Board in October 2013. The current instructional materials adoptions by the School Board were in 2016 for English Language Arts and 2017 for English Language Development and Mathematics.

Due to the pandemic, the District has been out of compliance with the Division 22 requirements for the adoption of instructional materials and is implementing a corrective action plan approved by the Oregon Department of Education in October 2021. The corrective action plan for instructional materials includes implementation of adopted instructional materials for English Language Arts, English Language Development, and Mathematics in September 2024. The district will conduct or contract for an evaluation of instructional practices and use of materials in these content areas during the 2022-23 school year to inform the next adoption of instructional materials.

RECOMMENDATION:

The School Board postpones the implementation of English Language Arts and English Language Development instructional materials by two years to September 2024 and postpones implementation of Mathematics instructional materials by one year to September 2024.

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

Board Members Present:

Tom Collet, Chair	Karen Pérez
Ugonna Enniyana	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent of Operations
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
Camellia Osterink	District Legal Counsel

CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett

School Board Chair Tom Colett called the meeting to order at 7:07 a.m.

Superintendent Selection and Contract Approval

The School board hired a search firm, completed surveys from students, parents and community, engaged focus groups to create the ideal profile. The search firm then sought what the community wanted for our Superintendent. We had amazing candidates apply and selected Dr. Gustavo Balderas. Chair Colett introduced Dr. Gustavo Balderas as the Superintendent to replace Don Grotting as he retires, to begin July 1, 2022.

Dr. Gustavo Balderas has served as the Superintendent in three different states. He was recognized as the National Superintendent of the Year in 2020.

Dr. Balderas is excited and honored to come home as his sons attended West TV Elementary, Cedar Park Middle School and HS2, played football and Lacrosse at Sunset High. He will work to build on the fine work that Superintendent Grotting and staff have been able to accomplish. Look forward to working on learning acceleration projects and transitioning.

Superintendent Contract Approval

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Susan Greenberg made the motion to approve Dr. Gustavo Balderas as the Superintendent and his contract. Eric Simpson seconded, and the motion passed unanimously by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions and Comments:

It is a wonderful day for the Beaverton School District, to welcome Dr. Balderas. There were two observations made in the process, there were so many people that wanted to come and be the leader here in Beaverton School District. It was great that we unanimously came together as a Board to select Dr. Balderas as our future leader. I will be voting yes for Dr. Balderas.

It is with honor and pride to welcome Dr. Balderas; he will be joining our community as a leader. His proven record of raising the graduation rates for all student groups, his development and amplification of dual language and CTE programs is incredible. Welcome to our community, we are very proud we picked you and you picked us.

The depth of knowledge that Dr. Balderas brings to this position. His equity focus is incredible. The work with the business office during hard budget years to best support students. He puts students first and doing what is right for students. We are so excited to invite you to Beaverton.

ADJOURNMENT

Tom Colett adjourned the meeting at 7:22 a.m.

Submitted by Dianna Hess

Tom Colett, School Board Chair

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Board Members Present:

Tom Collet, Chair	Karen Pérez
Ugonna Enniyana	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources 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
Ali Montelongo	Principal of Copper Mountain Elementary
Alfonso Giardiello	Principal of Aloha Huber Park K-8 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: None

COMMUNITY RECOGNITIONS

- A. Prudential Emerging Vision Award – Aaron Li – Sunset High student
 - a. Aaron spoke of his project
- B. OSAA Winter Athletics – Basketball State Playoffs
 - a. Girls Teams – WHS, MHS, SRHS, and BHS
 - b. Boys Teams – MHS, SRHS, BHS
 - c. BHS Girls Basketball State Champions
 - i. Principal Erwin, Coach Naro, Players: Emily, Hannah, Maddie, Lainey, and Zoe all spoke

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Questions and Comments: Coach Nero was the second female coach of in the state to take a state championship.

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

No reports this evening

Questions and Comments: None

Public Comments - Report attached in BoardBook

Board Chair Colett stated there were 6 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 2 who requested to be included in person, along with the topics of those that they stated they would speak live on the zoom, 2 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: None

B. School Reports –

Reports attached in BoardBook

Copper Mountain - Ali Montelongo

Aloha Huber Park K-8 School - Alfonso Giardiello

Questions and Comments:

Cooper Mtn-

Thank you for your presentation, it's great that you are connecting with the AAPI community. You talk about an improvement with ELA and math, what is the disconnect? Why are your numbers low? *I have only been here for 2 years. Those numbers you are looking at where present before I came to Cooper Mountain. It is one of the things I spoke too during my interview. There wasn't a common curriculum or common experience previously.*

Kid chats A and B are held weekly – is that kids or teachers talking about the students. *Teachers collaborating A=academic concerns and B=Behavior concerns. They help us work with staff on what is available as interventions to assist the students.*

You said a student feels different, I don't know how they feel different. *We use our differences to celebrate those differences, I believe it was a positive comment.*

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Thank you for creating a safe space for students in your schools. I can see how much parents are engaging and feeling valued. Interested in absences and why they were high in 18-19. *It is 0 for 20-21 as we went into COVID. It is good to see the numbers coming up.*

Do you know why your numbers are down, is it FLEX or housing costs, or go to other options? *We had some go to FLEX, some to homeschool and are seeing some coming back. We had hoped for more to come back at the semester. Are there challenges when your population changes like that? Staffing is a little difficult, we have some small class sizes and also some really high-class sizes. Staffing those classes has been challenging.*

Aloha Huber Park-

Thank you for your presentation, it sounds like you are facing your challenges. I did not realize that you have dual language through High School. *We continue through 8th grade and then they can continue at Aloha High.*

Your diversity numbers are better than other schools, that's good. Thank you for what you are doing.

Thank you for your commitment to diverse hiring. Students thrive if they see staff like themselves. What happened to bring your suspensions down so drastically? *You have in-school suspensions instead of out of school suspensions? The secret is the teachers who are dedicated to the students. We know which students need additional help and have created really good systems.*

Dual language programs show students struggle in 3rd grade with reading and math benchmarks, but they have met or exceeded in reading and math in the 8th grade if the staff is consistent. This is the curve we expect to see. COVID shows parents that have the income can pay for the assistance needed more than others. I understand that your school is high with 90-95% poverty numbers. *We see our children do better with time and consistency for growth. We will find a way to recover.*

You always have great equity results in the district. Do you expect 21-22 to come out of the hole. *We have created a new baseline this past year and teaching our students the basics. It will be a challenge. The level of reading right now is huge.*

Are you doing something differently to make the parents are also included in the school? *Our parent participation is there when we need them. We have families that are struggling to remain in the area. I have chats at all times to include our parents.*

AHP is a K-8 and the number of the students arriving at your school without preschool. Do you need more help for your Pre-K? *We need more time to get more in the Pre-K program, it has made a huge difference.*

If funding was no issue, how many other classes of Pre-K would you have? *I would need another building for all of what we need.*

It is important to point out that our rents push some of our families out of the district. Now that you have the common curriculum, how is that working out? *We have been finding a balance with that model, a middle ground that is working. We have to support each other.*

C. Financial Update— Mike Schofield

Report attached in BoardBook

Comments/Questions:

We had a lot of questions and surveys about class sizes and staffing allocation model. How do we get our heads around that when our classes are fluctuating? We are projecting that next

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year we will be down about 2,000 students from the last three years. We will give you more information in the staffing model.

The Bond refund, if this passes tonight, will it have an impact on the Bond we are going out for in May? It may, it would mean future Bonds are financed at a lower rate. Anything we do would mean lower rates for the Bond.

I wanted to clarify for our community that Bond dollars cannot be used on staff. We use the levy's to pay for teachers. *Bonds are for buildings and technology. They are only for Capital needs.* It is important to maintain a balance with our reserve so that if other funding goes away we could still afford our teachers. *Yes, that is correct. Our reserve is about in the middle of all the districts. It is important to have so we don't end up with a funding cliff years down the line.*

Enrollment being down next year, since we get the higher of the past two years, has that changed this year or will it change next year. *Our enrollment is lower last year than this year.* We are expected to lose additional students next year. *We will wait until we get closer but we are down about 18 million in the budget due to student loss.*

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

Questions/Comments:

It is wonderful to see the numbers go down. Thinking ahead, if we are to see increasing numbers. What are the actual numbers? *It is a sliding scale with multiple scenarios, if we end up in the red zone we would go back to previous mitigations. I can send it to all school board members. The newer cases could reasonably increase the numbers in the hospitals.*

Why do we have different staff members or volunteers have protocols and how was it based on? *Various laws and recommendations from the OHA is that we keep staff members safe where they don't have the protection of the vaccinations. Masking is one of the most protections that we have for anyone not vaccinated.*

If we have sports groups in our buildings, but they can't be a volunteer without wearing a mask. Is it because we are not required to mandate what other entities have for their employees? *Yes.*

DISCUSSION ITEMS –

A. First Reading of Policy JOA/JOB – Camellia Osterink
Report attached in BoardBook

Questions/Comments:

Preferred name and legal name differentiation for directory information.

This change will allow for substitutes to see the preferred name and not the legal name, keeping them from being outed. Will that also be on the Parent Vue, as the preferred name and student view and report cards. *The form would have to be filled out with their counselor. Under the age of 18 they are not able to do this without parents' knowledge in the system. For Graduation or for transcripts this will affect that as well.*

Our student groups pointed out that some students request this for many different reasons. For the benefit of our community members will there have to be parental consent. *Yes, if under 18 years of age.*

Is this for nicknames as well or just other reasons? *There is still a nickname field. This is additional to nicknames.*

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B. Disposing of Surplus Property – Steven Sparks
Report attached in BoardBook

Questions/Comments:

Will some of these be put up for sale? *Yes* Do we have to vote on this? *You will have to declare it as surplus.*

Thank you for this information. Declaring a portable as surplus is not necessarily disposing of it but selling them. Would you ask schools if they need it before discarding them? *Yes, we will have the schools clean them out and list them on a government website for sale and have sold them before. The single ones sometimes have been listed for free and not sold so we have to dispose of them.*

The Board has been asking for us to get rid of portable classrooms for some time now. The cost is over 2 million to add classrooms at Vose. *To move one is 200,000-400,000 dollars.*

You are speaking to the admin and community before getting rid of these. I feel that the staff at some sites would want to trade out the furniture as numbers change. *We had to clear rooms for COVID and a lot will go back to classes.*

You have already done an internal inventory, it is highly likely that some of these will be sold or disposed of when you vote later. *This will be a purposeful process to move them off property. We did walk throughs of sites to see what was needed to be disposed or sold.*

Hooray, yay, way to go, long time coming.

Principals were already involved in the process. *Yes, that has been done.*

If a school felt they needed it, they could bid on it. *No, they need to talk to facilities. We have not heard from any schools that that they need them.* I want Mountain View to talk to you as they stated need more space.

We had significant growth in the 1990's and so we had to bring in portables. We are now trying to get students into the buildings.

Can we remove this from the consent agenda tonight and bring back information next meeting?
Yes

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 February 28 Board Meetings is 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. Legal Settlement

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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.

6. Bond Refund Resolution 22-314

BE IT RESOLVED that the School Board adopted the attached Resolution No. 22-314 allowing the district to refund bonds previously issued.

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

Questions/Comments: None

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments –

Thank you OSEA to have the chance to meet their bargaining team and have the conversations. Thank you to staff and board members for giving of their time to educate our community on the upcoming Bond.

Thank you Brian Sica for giving us such a good COVID update and keeping everyone safe.

I want to wish our staff, students and community to have a restful Spring Break.

I hope all have a good Spring Break and thank you for all that you have done for our community.

Please let people know of the importance of this Bond

ADJOURNMENT

Tom Colett adjourned the meeting at 8:39 p.m.

Information Items – Bond Status Update

Submitted by Dianna Hess

Tom Colett, School Board Chair

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**Board Members Present:**

Tom Colett, Chair	Karen Pérez
Ugonna Enyinnaya (joined at 5:00)	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

Staff Present:

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Office
Shellie Bailey-Shah	Public Communications Officer
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Tatiana Cevallos	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Camellia Osterink	District Legal Counsel
Jon Bridges	Administrator for Accountability/Instruction
John Peplinski	Administrator for PK-12 Curriculum, Instruction and Assessment
Patrick Meigs	Executive Administrator for Elementary Schools
Kenneth Struckmeier	Executive Administrator for Middle Schools
Jon Franco	Executive Administrator for High Schools
Brian Sica	Administrator for PK-12 Curriculum, Instruction and Assessment
Vanessa Davalos	Administrator for Extended Learning K-12 Instruction/Operations
Andy Robinson	Assistant Director of Multilingual Programs
Jessica Jones	Budget Manager
Ron Umali	Administrator for Maintenance Services

WELCOME– Tom Colett

Meeting called to order at 3:02 pm.

We have a slight change to our agenda. The Student Discipline report will be delayed until later in our meeting so that Ugonna Enyinnaya can be present.

Grading and Reporting Update – Jon Bridges, Jon Franco, Brian Sica**District Goal:** WE Empower all students to achieve post-high school success.

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Presentation and Report attached in Board Book

Questions/Comments:

Whitford is missing, is there a reason for that? *Yes, they are on a proficiency reporting system. The teachers do not provide letter grades. We thought that all MS were on the same system. Could an asterisk be placed on with reasoning for something that is different or why the differences.*

Is there a reason for the high numbers for FLEX online or Community School? *There is catch up and more kids that are struggling from a credit perspective. There could be mental health issues as to why students are not progressing. I'd like that to be noted. We know there are stories behind each student.*

We made the change of the removal of the "F", will this give more students to make up the credit needed. This is a data point to move forward.

We will have to look at summer programs to see what is accomplished with these students. *Yes, but we can also see that on time, help for students is working. Seeing those I's that are turning into grades is good news. Give me the hard answers that show we are making progress.*

Credit recovery, does this include both those that completed the grades last summer or is it happening now? *Yes, it's from students that got an I previously and also currently completed the grades this year through Semester 1. Kids are recovering lots of credits over the summer and it is not included in this report.*

Did we consider breaking this down by grade level? *Mixed grade classes make it difficult but could do that if requested. There wouldn't be any data for the 9th graders as there is no credit that follows them up to 9th grades.*

What are the "P" classes? *Means the teacher and student have looked at enough evidence to pass the class but it is not letter grade. Like Theory of Knowledge and Discovery. It does not affect their GPA. Any student, teacher and counselor may decide that they go to a P.*

How are the grades going up, but the average has going down, how are you calculating that average number? *It's not each student with I's or N's but the average number.*

Excited to see that students are earning parts of the credits. It would be great to use our funds in a more targeted way to assist in summer school.

What do we need to do to help our Hispanic students not have such high percentages? Also, why is ACMA not assisting as many students as some of the other schools? *If we could shore up all schools doing the same, it is more positive. Excited to see more students doing the work.*

Wondering if we can get more baseline data to see where we were at with F's compared to the I's from past data. Would love to follow up on that. Credit recovery: it would be good to see the percentages of students getting credit recovery and completing.

What is the percentage of kids coming into FLEX with lacking credits? *How are we looking into this different curriculum with this program?*

I would like in future settings the following addressed: Data broken down with English language learners as compared to Hispanic students.

Baseline data comparing F's in previous years to N's and is in current year. Understanding of trends in F's, N's and I's between semesters (ie. Are they flat between semesters or is there an increase that occurs towards the end of the year); percentage of credits recovered compared to total credits recovered compared to total credits deficient; percentage of students entering FLEX with credit loss compared to credit loss from same students at semester or year later.

Summer Programs Update – Toshiko Maurizio, Vanessa Davalos, Andy Robinson, Jon Franco

Presentation and Report attached in Board Book

Questions/Comments:

When we looked at the funding, isn't the money specific to Kindy? *The ODE Early learning grant is different this year, it will be K-8, 9-12 with this grant and there will be components of that. We will have to match that.*

Looking at a healthy learning experience for middle schoolers. We want to be able to support our kids from the coming back from the pandemic.

How do we identify the Kindy academy students? *We will work closely with the administrators and their community to see how we can offer support to all that need assistance.*

High SES school students don't come to school until the first week of school, can we have an early Kindy academy for those students? *I can bring that up with the administrators, all schools need this not just the high SES schools.*

A lot of the summer school last year, was families that had not been in buildings, curious to see that the carry over will be. Would we introduce AVID in this program? *I will bring this up to the team.*

I think it is much needed for MS. What learning did we have for signing up last year, it would be good to ensure that it is equitable for all students. Some districts have larger percentages for migrant and ELD students. MLD is helping and supporting the extended learning. *Vanessa is directly under T & L, it will be district wide. We want to build consistency system wide. Last year when we did the summer school program, a requirement was that we had to have ½ the students receiving special education students. Students were targeted and then spots were opened up for the rest of the students.*

Course recovery – Will you recruit teachers that know the students? *We will encourage our staff that know the students. What if they can't attend during the times provided? We will discuss that in the barriers section.*

How many slots are there for these programs?

ESY is all based on their IEP and who qualify. On average we have about 125 students. There is a rubric of who qualifies. Prior to Winter, Spring, or Summer break the learning specialist assess the students and then after those breaks they test them again to see if there is any regression. They also look to see if they recoup the skills or not. If they do not, they qualify for ESY but may qualify for the other summer programs.

What about the Migrant program? *We anticipate that all students that need a spot will be provided that spot. Funding from our BSD general funds? No these are separate funds as supplemental. We will use grants and other funds to allow more students.*

To get students to Hazeldale, do we provide transportation? *Yes we do. We move the program every year. We serve from K-12.*

Summer program is more than ESY, why is the time less? *The ESY program runs for 3 weeks, this is the regular program that is funded out of our general fund. Some students will also qualify for supplemental recovery services as well.*

Is there credit recovery at ESY as well? *No they would have to attend a credit recovery at another site.*

What about coaching for staff? What is that infusion of professional development? What about support systems for students, having MS revamp with smaller groups of students? *Great ideas we can look into.*

Short break

Student Discipline Report – Jon Bridges, Danielle Hudson, Patrick Meigs, Ken Struckmeier

Presentation and Report attached in Board Book

Comments/Questions:

Can we also contract Lifeworks for additional mental health help? *There is a meeting set up next week with the Morrison center. We have to walk a fine line as educators not to pull students out of instruction.*

I like that you are using exclusion as a last resort. How do you support students with mental health issues that were doing well and start slipping? *We have an early warning system that looks at attendance and grades, counselors look at that daily. Drop out detective, can pull reports for students that are struggling. Our grad mentors look into and support these students. Our mental health screening tool that we are looking at adopting, will give additional information. The tracking happens if students move as well? IT has been working with us in MTSS so it can be accessed in Synergy. How are parents notified? We have social workers at each school and they are looking at student and family engagement. We are looking at parent engagement through NAMI.*

Is the mental health screener able to work with all students and inclusive? Yes, we have looked into these screening tools and are ensuring they are inclusive.

I'm seeing the dial truly moved. I am so excited for all that you are doing for our children's lives. *We are looking at the work and moving forward. We are taking a leap into something more robust.*

Please make sure that the confidentiality is in place in Synergy. *Our IT department is very good and ensuring who has access to what.*

With teachers as stakeholders, are we still safeguarding the teachers? Best things for kids vs. protecting the staff? *It's a balancing act, keep the victim safe but we have to support the offender. It may be in passing times and as an adult not knowing what to do. Allowing the staff to take this to leaders. We have had issues due to social media challenges that destroy items or harm teachers. Our students and staff have all experienced trauma during the pandemic. Our leaders have to communicate properly. What are the strategies we have put in place? Having the right people in place to support our students.*

How do you determine what discipline to use? Is it determined by the violation or teacher? *The student code of conduct describes 4 levels of behaviors. The idea of progressive discipline is very important. After serving their time, what is the step to return to the classroom? Building leaders engage in restorative practice work. The administrator is the one that can exclude the student. When there is no communication how do we plan for the students return.*

Cultural responsiveness, how do we deal with students that are a non-English speaking parent? *Hire staff that speak the language of the students and families. We have interpreters that can contact the families and help build the relationship.*

Safety and an enriching environment is very important. I hope that you look at the schools as to which ones need additional assistance in professional development. This data will help.

Excluding students for non-attendance seems like it needs to be looked at and defiance of authority, who defines this? Look-a-like weapons is different than real weapons, it's interesting that this is there.

Is there an appeal process? *There is an informal process, that parents may address with administrators. It is published that this is available.* If parents do not agree they should be able to explore all their options.

There are schools that have high suspension rates, can we support and get staff trained, can we make this compulsory? *We can see patterns and support buildings. We are looking at a strand around restorative practices. A lot of our schools have utilized trailers that come into schools. We are looking at those staff that are not student facing. If during a staff meeting it is compulsory.*

Elementary suspensions/expulsions – I can't wrap my head around that what are you doing for this? *It would be a last resort due to severity and frequency, for health and safety reasons of all students this may happen.*

Middle school suspensions/expulsions – maybe we can set up something for summer school to try new options.

We might want to have this report more frequently.

Meal Break – began at 6:31 pm; work session resumed at 7:00 p.m.

Budget Update - SAM – Mike Schofield

Presentation and Report attached in Board Book

Questions/Comments:

What happens if schools still have needs that are not being assisted with this model? *We might have a small amount of hold back for individual schools on a regular year. This year we have ESSER dollars to assist. The principal would typically talk to their exec to ask for assistance in other ways.*

If schools need counselors instead of teachers, can they flex those dollars? *There is a limited number of exceptions, and they cannot be moved if they are in specific funding sources.*

How often is this model updated? *We have a small group SAM and large group SAM that can tweak where we need to if we see things not working or working well.*

Do you have flexible teachers that can be moved? *We have had to transfer a number of teachers over the past couple of years. We have been able to hold some staff back to move as we need in late October. We deal with these situations weekly in the Fall.*

What is the Title 1 cut-off date? *March 1st is the date we look at for the 2022-2023 year. What learning did we have from last year? We thought we'd get about ½ the students that left, back and it was no where near what it was. It will be a more conservative staffing this coming year. We are significantly over staffed at the elementary schools as we didn't want to move students after October. We are down about 2,000 students in the district. This is the first year that we can see what the SAM does. Looking at what the ESSER funds pay for and when it goes away, what do we continue to cover.*

What is the process we will use to address our SAM model when ESSER goes away? Will there be a campaign to bring folks back? *You will see the three-year trend of funds and the impact. Many positions are temporary. For ELD staffing allocation model, if there are a larger number of newcomers how do we staff that. Can you bring that at a later meeting? Sure.*

Do we do a 1% holdback? Yes, we do. You hold back one percent of the staffing until you see all the students in the buildings. *1% at Title and 3% at other schools as we were unsure what we would see.*

Reserves are decided by the board, the number is a 5% in General funds reserve and 5% financial reserve over all 10% total.

We only got a 3% increase over 2 years funding from the state, we are behind the ball. We need to get our legislators to increase what comes in for our students. *COVID highlighted the need for continued maintenance.*

ESSER Capital Projects – Josh Gamez, Ron Umali

Presentation and Report attached in Board Book

Questions/Comments:

Because they are ESSER funds, did you go through the BAC? *We wanted to approach the Board first and then we'll go to the BAC and share that with them.*

I know everyone is different and we are using our ventilation systems more? For instance, at SRHS is 23 years a usual for a given ventilation system? *Yes, but we are running systems harder for many years.*

ESSER funds are shoring up current needs but how do they help you with facilities needs? We have asked for staff like custodians and HVAC staff. Currently we have 50 open custodian positions.

We can't wait to the last minute to have the funds released to us, but prioritized funds to go to students if needed.

Do you look at if a building is to be closed or consolidating buildings? *We need to ensure things don't fail and continue to support sites.*

What do we decide to do with funds that are left from the deferred maintenance funds? *That would go through the BAC.*

Are there maintenance funds that supports students from ESSER? *Its one big number, last October we showed you two buckets, but it is one bucket that we needed to balance so we don't have all staff in ESSER funds.*

It will be painful to see the ESSER funds go away. Appreciate the plan.

BAC Membership: 2014 to 2022 Bond Transition – Eric Simpson, Sunita Garg

Presentation and Report attached in Board Book

Questions/Comments:

The 2014 Bond is coming to an end, we have options. We could extend the Bond to the next year. The Board would have to vote on this. We would have to approve the BAC staying on for an additional year or set up a new BAC.

It will come back to us to vote on at a later meeting.

We will still have funds to spend of the current Bond. Yes, we'd like to keep the current BAC to stay on and apply to be on the new BAC. Have you discussed this with the current BAC? Yes
Are we able to transfer the current committee to the new Bond? Current Bond, extend to next year and keep them on. If the new Bond passes, then let the those that want to reapply have the opportunity to do so.
To clarify, the next school meeting we could approve the current BAC extend on for the coming year and if the new Bond passes, we'd then allow those on the BAC to apply if they want to. We currently have an 8 year term limit on the committee – we would ask the Board to extend this for one additional year.
Appreciate this plan, keeping on those that have been there since the beginning of the 2014 Bond.

ACTION ITEM –

Consent Agenda – Tom Colett

Public Contracts

BE IT RESOLVED that the Consent agenda is hereby approved.

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

The work session was adjourned at 8:18 p.m.

Dianna Hess

Tom Colett, School Board Chair



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Summer Learning Program Formula Grant	Oregon Department of Education	\$7,011,042	29 Apr 2022	13 May 2022	Permission to apply
<p>Summer Learning Program Formula Grant consists of two components. A 25% local match is required to access funding.</p> <ul style="list-style-type: none"> The Summer Academic Support Grant provides grant funding to support summer programs for high school students to acquire academic credits needed to stay on track for graduation. (\$2,352,532) The Summer Enrichment/Academic Program Grant provides grant funding to offer services for K-8 students for 1) enrichment activities 2) academic learning and readiness supports and/or 3) social-emotional and mental health services. (\$4,658,510) 					
Title VI Indian Education Formula Grant	U.S. Department of Education	\$30,000 (est.)	13 May 2022	30 Jun 2022	Permission to apply
<p>Title VI grants address the unique education and culturally related academic needs of American Indian and Alaska Native students so that these students can achieve to the same challenging state performance standards expected of all students. Grant funds supplement the regular school program and help Native American students to improve their academic skills, become proficient in core content areas, provide students an opportunity to participate in enrichment, and build community with our Native families.</p>					
Kindergarten Partnership Innovation and Readiness Grant	Washington County	\$113,200	28 Apr 2022	25 May 2022	Permission to apply
<p>Funding would support family engagement in early learning and professional development for early learning teachers.</p>					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
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
<p>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.</p>				
Seismic Rehabilitation Grant Program	Business Oregon	\$2,500,000	28 Feb 2022	30 Apr 2022
<p>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.</p>				
Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021

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

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

Community 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
Environment Hazard Assessment TAP Grant	Oregon Department of Education	\$25,000	\$25,000
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.			

RECOMMENDATION:

It is recommended that the proposals be approved.

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

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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	
Five Oaks Middle School Mechanical Penthouse Roof	Aaron Boyle	Invitation to Bid (ITB) 21-002	Buildskape, LLC.	\$295,316.00	6/2022	9/2022	Authorization to Award Contract
Summit Building Architectural Services- Additional Services	Aaron Boyle	Intermediate	HBx Studio Architecture	NTE \$200,000.00	4/2022	10/2022	Authorization to Award Contract
2022 Re-Pipe- Chehalem ES, Elmonica ES, McKinley ES	Aaron Boyle	Invitation to Bid (ITB) 21-0024	Charter Construction, Inc.	\$1,137,263.00	4/2022	12/2022	Authorization to Award Contract
Student Chromebook Repair	Kevin McMillian	Cooperative Contract OETC #16R	Acer Service	\$1,000,000.00	4/2022	6/2025	Authorization to Award Contract
K-5 Classroom Libraries	Kayla Bell	Direct not solicited per DJC-AR (5)	Mackin Educational Resources	\$223,885.40	4/2022	6/2022	Authorization to Award Contract
Jetter Vac & Trailer	Ron Umali	Cooperative Contract Sourcewell #110421-VRM	RDO Equipment	\$158,774.95	5/2022	6/2022	Authorization to Award Contract
Beaverton High School Replacement- CM/GC Findings	Aaron Boyle	Alternative Procurement	TBD	TBD	TBD	TBD	Board approval required to create solicitation



PROJECT NAME: Five Oaks Mechanical Penthouse Roof

PROJECTTIMELINE: 12/2021–9/2022

PROJECT BUDGET: \$416,000.00

PROJECT SCOPE: This project will remove the existing roofing at the five mechanical penthouses and install new TPO roofing, ladders, and roof tie off anchors at Five Oaks Middle School (MS).

CONTRACT NAME: Five Oaks MS Mechanical Penthouse Roof Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 21-0026

CONTRACTTIMELINE: 6/2022–9/2022

CONTRACT AMOUNT: \$295,316.00

CONTRACT SCOPE: Contractor shall provide a complete roofing removal and replacement, ladders, and roof tie off at the five mechanical penthouses at the Five Oaks MS per the A-Tech Northwest bid drawings issued 3/10/22 and per Addenda 1 dated 3/21/22 and Addenda 2 dated 4/12/22.

RECOMMENDATION: Authorization to Award Contract to Buildskape, LLC

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; Five Oaks Roof



CONTRACT NAME: Summit Building Interior Architectural Design Services

RECOMMENDED BY: Josh Gamez, Chief Facilities Officer

SOLICITATION METHOD: Informal, AE [ORS 279C.110(2) OAR 137-048-210]

CONTRACTTIMELINE: 04/2022-10/2022

CONTRACT AMOUNT: Not to Exceed \$200,000

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

RECOMMENDATION: Award to HBx Studio.

FUNDING SOURCE: Summit Financing

ADDITIONAL INFORMATION: The Architect Engineer (A/E) services for this project were originally procured under an informal A/E method, which has a threshold of \$100,000. Changes in the scope and complexity of the project have occurred. It is anticipated the total contract sum for these services will exceed the threshold permitted under informal procurement method. Therefore, this contract sheet is submitted to the School Board for approval.



PROJECT NAME: 2022 Repipes (Chehalem, McKinley, Elmonica)

PROJECTTIMELINE: 10/2021–12/2022

PROJECT BUDGET: \$1,500,000

PROJECT SCOPE: Re-piping & plumbing upgrades in Chehalem, Elmonica and McKinley

CONTRACT NAME: Re-pipe Project 2022

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to BID (ITB) 21-0024

CONTRACTTIMELINE: 4/2022-12/2022

CONTRACT AMOUNT: \$1,137,263.00

CONTRACT SCOPE: Construction Services

RECOMMENDATION: Authorization to Award Contract to Charter Construction, Inc.

FUNDING SOURCE: Bond 2014; Modernization, Renovation Projects; Physical Facility Improvements; 2022 Repipes (Chehalem, McKinley, Elmonica)



PROJECT NAME: Student Chromebook Repair

PROJECTTIMELINE: 4/26/2022 – June 30, 2025

PROJECT BUDGET: \$1,000,000

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

CONTRACT NAME: Acer Service

RECOMMENDED BY: Kevin McMillian

SOLICITATION METHOD: OETC Cooperative Agreement #16R

CONTRACTTIMELINE: 4/26/2022 – June 30, 2025

CONTRACT AMOUNT: \$1,000,000

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

RECOMMENDATION: Authorization to increase purchase order

FUNDING SOURCE: Chromebook Damage/Loss fund



PROJECT NAME: K-5 Classroom Libraries Purchase

PROJECTTIMELINE: Approval date–6/2022

PROJECT BUDGET: \$223,885.40

PROJECT SCOPE: Add to Culturally responsive libraries for K through 5 classrooms. Purchase to be distributed to all 34 BSD elementary schools including dual language and specialized programs. Average price per school is \$6585 (price varies based on enrollment per school)

CONTRACT NAME: K-5 culturally responsive classroom library materials

RECOMMENDED BY: Kayla Bell

SOLICITATION METHOD: Current classroom library provider for K-12.

CONTRACTTIMELINE: Approval date–June 2022

CONTRACT AMOUNT: \$223,885.40

CONTRACT SCOPE: Enhance BSD’s elementary classroom libraries books, titles in Spanish to support dual language programs, delivery guaranteed prior to June 30, 2022 and special processing – labels.

RECOMMENDATION: Authorization to Award Contract to Mackin Educational Resources

FUNDING SOURCE: Student Investment Account



PROJECT NAME: Jetter Vac & Trailer

PROJECT TIMELINE: Receive by 6/2022

PROJECT BUDGET: \$160,000.00

PROJECT SCOPE: To allow for clearing of underground storm drains and sewers by Maintenance Staff.

CONTRACT NAME: Vermeer VX75 Jetter Vac Combo Equipment

RECOMMENDED BY: Ron Umali

SOLICITATION METHOD: Cooperative Contract: Sourcewell #110421-VRM

CONTRACT TIMELINE: 5/2022-6/2022

CONTRACT AMOUNT: \$158,774.95

CONTRACT SCOPE: This equipment will allow for plumbing services normally outsourced to plumbing contractors to be provided by Maintenance Services employees. This will allow for prompt clearing of storm drains and sewers.

RECOMMENDATION: RDO Equipment

FUNDING SOURCE: Maintenance Services General Operating Budget

ATTACHMENT A

FINDINGS ALTERNATE CONTRACTING PROCEDURE CM/GC CONSTRUCTION CONTRACT BEAVERTON HIGH SCHOOLS BUILDING REPLACEMENT & SITE IMPROVEMENTS PROJECT

- (a) *BSD Staff finds that this alternate contracting procedure is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.*

The CM/GC will be selected through a competitive process in accordance with a Request for Proposals authorized by the Board of Directors. Pursuant to ORS 279C.360, a CM/GC solicitation will be advertised on the Daily Journal of Commerce, the Oregon Procurement Information Network, and the Beaverton School District procurement webpage in order to attract competitive proposals. The CM/GC proposals and interviews will be rated based on a predetermined list of criteria as required by ORS 279C.337 and the Attorney General's Model Contract Rules. The District will enter into a contract with the highest-ranking firm.

- (b) *BSD Staff finds that awarding a public improvement contract for this project through the CM/GC method will likely result in substantial cost savings and other substantial benefits to the District.*

In making this finding, staff have considered the type, cost, and amount of the contract and, to the extent applicable to the contract, the following:

- A. Findings related to how many persons are available to bid:** Staff finds that granting this alternative contracting procedure will not unreasonably limit the number of firms available to bid, since procurement will be through a publicly-advertised request for proposals.
- B. Findings related to the construction budget and the projected operating costs for the completed public improvement:** Staff finds that the ability to select firms based on the firm's performance history will positively affect the project outcome as it relates to cost by providing feedback on the design development phase and participating in the construction document phase of the design process. With the CM/GC participating in these phases they will be able to offer suggestions for improvement and make recommendations that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price the District will pay to construct the project, which may result in savings accruing to the District.
- C. Findings related to public benefits that may result from granting the exemption:** Staff finds that the ability to select firms based on the firm's performance history will significantly affect the project outcome as it relates to schedule, logistical coordination and value. The ability to coordinate the complex logistics involved in an occupied construction zone will be critical to maintain schedule, reduce risk and ensure safety throughout the project. Due to the unique restrictions of the site, and the occupied construction aspect we believe that utilizing the CM/GC method will reduce the project challenges inherent with maintaining operations

and access to the existing building during construction while replacing the main building and performing the associate site improvements on the same site. The CM/GC process allows the CM/GC to inform and recommend the best practices in sequencing of work based on their early involvement in the project. This early involvement with the CM/GC will result in a better product and safer access for students, staff and the general public during construction.

- D. Findings related to whether value engineering techniques may decrease the cost of the public improvement:** Staff finds that granting this alternate contracting procedure will provide the most comprehensive team evaluation of all factors that affect the cost, quality, and schedule of the project, which may decrease the cost of the improvement. The CM/GC process offers a unique opportunity for value engineering that is not as effective through the traditional design-bid-build process, since the general contractor does not have the opportunity to suggest cost savings measures during the design process. An essential part of each construction project is the value engineering evaluation, which is the means used to determine the best project design that meets the needs and priority of the Owner, within the Owner's budget and schedule constraints. Value engineering is done most effectively by a team consisting of the Owner, Architect, Consultants, and the CM/GC during design development and construction document completion.
- E. Findings related to the cost and availability of specialized expertise that is necessary for the public improvement:** Staff finds that granting this alternate contracting procedure will significantly affect the project outcome as it relates to specialized expertise. Due to the requirement to maintain operations and access to the existing main building(s), effectively coordinate a complex staging plan for the movement of staff and students in/out of these buildings, unique site constraints, and utility related restrictions, it is important to have a general contractor who understands the project complexity, has the proven ability to manage these types of projects, and who can help to develop construction documents to attract the qualified and appropriate subcontractors to perform the work. The request for proposal process will help ensure the selected CM/GC has the specialized expertise necessary for fast-track school construction.
- F. Findings related to any likely increases in public safety:** Staff finds that the ability to select firms based on the firm's performance history and experience in working on a occupied site will allow the District to select a contractor with a demonstrated record of safety.
- G. Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement:** Staff finds that granting this alternate contracting procedure will reduce safety risks by allowing early involvement of the contractor in planning for site usage and coordination of access to the existing building.
- H. Findings related to whether granting the exemption will affect the sources of funding for the public improvement:** Not applicable. Staff finds that granting this exemption will have no effect on funding sources for the project.
- I. Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:** With the multiple of construction market

factors that exist today in Oregon (e.g. COVID supply chain issues, completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, inflation, etc.), establishing the best work sequence is crucial to accurately estimating the cost and schedule implications of this project. Staff therefore finds that selecting a firm through the CM/GC process allows the District the advantage of working with a CM/GC who has knowledge of market conditions and experience in finding the best people qualified for this fast-track work, and to provide accurate estimates for subcontracts. In addition, the CM/GC may plan for early procurement of goods and services where shortages, inflation, or other market conditions could increase costs under the traditional design-bid-build method.

- J. Findings related to whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement:** Staff finds that granting this exemption will allow the School District to accept proposals only from contractors who have demonstrated considerable experience in delivering projects of similar complexity successfully.
- K. Findings related to whether the public improvement involves new construction or renovates or remodels an existing structure:** This project involves demolition of an existing structure while maintaining utilities to another building, New Construction, and the integration of buildings and new site improvements. All of these factors involve a significant design element where the CM/GC's pre-construction input will prove valuable.
- L. Findings related to whether the public improvement will be occupied or unoccupied during construction:** The main building, cafeteria and most exterior athletic facilities will remain during construction. These areas will be used for their current intended purposes during the school year and will need to remain fully occupied until they are transition to the new facilities. Due to the added complexity of maintaining building operations and access to occupied facilities, the CM/GC process will allow the district to select proposals from contractors who have demonstrated experience in delivery project of similar complexity successfully.
- M. Findings related to whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions:** Staff finds that the project will have multiple phases of construction work to allow the project team to best address the site-related and schedule constraints, rendering CM/GC contracting (and the CM/GC's early input on these phasing issues) desirable.
- N. Findings related to whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants, and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer, and enforce the terms of the public improvement contract:** Staff will rely on their own experience, having successfully used the CM/GC method on many other large projects in the current and prior bond programs. In addition, architectural, engineering, and planning consultants with experience in alternative contracting will be retained for professional services. The District also relies upon outside legal counsel,

appointed by the School Board to provide construction contracting legal advice. The combined expertise and experience of such staff, consultants, and professionals will oversee developing the alternative contracting method and its implementation including negotiating, administering, and enforcing the terms of the CM/GC contract.



DISPOSING OF SURPLUS PROPERTY

POLICY ISSUE/SITUATION:

The Beaverton School District (District) Policy DN establishes the expectations for disposing of district property. The specific situation for the Board's consideration is to declare specific portable classroom structures as surplus and authorizing the disposal of these portable structures.

BACKGROUND INFORMATION:

The Board discussed this subject at its March 14, 2022 regular meeting. The Board requested staff to review the potential need to relocate any portable structures to other sites in the District. No school is requesting or needs portable structures added to a school campus. The declaration of the subject portable structures as surplus does not obviate the ability to relocate a surplus portable structure to a school site.

As noted at the March 14, 2022 meeting, portable structures to be declared surplus are located at Elmonica ES (5 portables) , Fir Grove ES (1 portable), Highland Park MS (4 portables), Raleigh Hills K8 (3 portables) Merlo Central Office (4 portables), and SPED Blanton Street Campus (1 portable).

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, authorize District Facilities staff to attempt to sell the portable structures, and place any revenue generated through the sale in the General Fund.



Beaver Acres and Chehalem Elementary Pre-K Program Authorization

POLICY ISSUE/SITUATION

The Oregon Department of Education requires School Board authorization for opening and closing schools as well as changes in the grade level of students served by a school. If funded through the District’s budget, Beaver Acres and Chehalem Elementary Schools will provide instruction to Pre-Kindergarten students in the 2022-23 school year but are designated to serve students in grades K-5 only.

RECOMMENDATIONS:

It is recommended that the Board authorize Beaver Acres Elementary School and Chehalem Elementary School to offer instruction to Pre-Kindergarten students.

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.



Adoption of Policy JOA/JOB

Policy JOA/JOB was revised in May of 2018. Due to changes with the name field in the 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 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).

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's 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).



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.



APPROPRIATION RESOLUTION FOR 2021-22 BUDGET**POLICY ISSUE / SITUATION:**

The administration requests the Board appropriate \$393,249 in the Debt Service Fund for debt service requirements for the Full Faith and Credit Obligation issued November 30, 2021. The administration further requests an appropriation transfer of \$393,249 from Contingency to Transfers of Funds within the General Fund in accordance with ORS 294.463(1).

BACKGROUND INFORMATION:

Beaverton School District will appropriate budget in the Debt Service Fund for debt service requirements of the November 30, 2021 Full Faith & Credit Obligation authorized by the Board on June 21, 2021 with resolution 21-621B. Additionally, the District will appropriate budget in the General Fund in order to initiate a transfer to the Debt Service Fund for the debt service payments.

RECOMMENDATION:

It is recommended that the School Board approve this resolution (**22-425B**).

BE IT RESOLVED that the School Board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2021, and for the purposes shown below are hereby appropriated:

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.

	Adopted Budget	Change	Adjusted Budget
<u>General Fund</u>			
<i>Resources:</i>			
Local Sources	\$ 198,640,100	\$ -	\$ 198,640,100
Intermediate Sources	11,736,500	-	11,736,500
State Sources	286,904,003	-	286,904,003
Other Sources	83,147,408	-	83,147,408
<i>Total Resources</i>	\$ 580,428,011	\$ -	\$ 580,428,011
<i>Requirements:</i>			
Instruction	\$ 319,122,087	\$ -	\$ 319,122,087
Support Services	186,996,851	-	186,996,851
Enterprise & Community Services	250,000	-	250,000
Facilities Acquisition & Construction	100,000	-	100,000
Long-Term Debt Service	1,654,352	-	1,654,352
Transfers	3,033,212	393,249	3,426,461
Contingency	69,271,509	(393,249)	68,878,260
<i>Total Requirements</i>	\$ 580,428,011	\$ -	\$ 580,428,011
<u>Debt Service Fund</u>			
<i>Resources:</i>			
Local Sources	\$ 91,518,800	\$ -	\$ 91,518,800
Other Sources	2,238,450	393,249	2,631,699
<i>Total Resources</i>	\$ 93,757,250	\$ 393,249	\$ 94,150,499
<i>Requirements:</i>			
Long-Term Debt Service	\$ 93,757,250	\$ 393,249	\$ 94,150,499
<i>Total Requirements</i>	\$ 93,757,250	\$ 393,249	\$ 94,150,499

The above resolution statements were approved on this twenty-fifth day of April 2022.

X _____
Board Chair

X _____
Recording Secretary



**ACCEPTING THE SUPERINTENDENT'S EMERGENCY DECLARATION
AND APPROVING AN EXEMPTION FROM THE COMPETITIVE BIDDING REQUIREMENTS
IN RESPONSE TO THE STATE OF OREGON LEGISLATIVE ASSEMBLY'S PASSAGE OF HOUSE
BILL 5202 CONCERNING FUNDING FOR ADDITIONAL LEARNING OPPORTUNITIES FOR
STUDENTS WHO ARE AFFECTED BY THE LINGERING EFFECTS OF THE COVID-19
PANDEMIC**

POLICY ISSUE / SITUATION:

OAR 137-49-0620 and ORS 279C.010 (1)(f) and ORS 279B.080 permits the Beaverton School District Board of Directors acting as the Local Contract Review Board to exempt specific contracts or class of contracts from the competitive bidding requirements of ORS 279. Per ORS 279C.010 (1)(f), 279B.080, and 279C.335 this Board of Directors acting as the Local Contract Review Board can exempt the contracts anticipated to be required for the District to effectively mitigate the educational emergency caused by the lingering and substantial effects from the COVID-19 pandemic and the impact on the educational opportunities available to students. District personnel, to the greatest extent practicable, will engage in competitive bidding processes in an effort to obtain the most effective and useful programs available in dealing with the emergency at hand.

BACKGROUND INFORMATION:

1. The State of Oregon Legislature approved House Bill 5202 and companion legislation in the Senate during the legislative session of 2022. This legislation awards to the Oregon Department of Education approximately \$100 million dollars for High School Academic Support Opportunities and K-8 Summer Enrichment Programs. The Beaverton School District portion of this funding is approximately \$7 million dollars.
2. The funding is required to be appropriated between May 1, 2022 and December 31, 2022.
3. Some of the programming can be accomplished using existing District resources. Most will be required to be performed by outside vendors who may be other government agencies or private non-profit or for-profit entities.
4. The nature of governmental contracting makes engaging in all aspects of the public contracting process an impractical and counter-productive task.
5. There are a limited number of providers in the area who have the available resources to engage with the District in providing the necessary services.
6. Competition for these funds should not be restricted in any way by executing contracts pursuant to this Emergency Declaration. The restrictions (if any) will only be based on the providers ability to meet the insurance and safety requirements of the District.
7. The District will expand our meal service beyond our typical Summer program to further mitigate the impact of this situation on low-income families. District resources are not available to fulfill these expanded conditions and these services may be contracted out to other meal providers.

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.

8. The following is a synopsis of services to be provided by the Funds:

- **Summer Academic Support Opportunities:** Funds school districts (or charter schools that wish to participate independently) an opportunity to provide summer school programs for high school students to acquire academic credits needed to stay on-track for graduation. These programs may be provided by the school/district with local staff or in partnership with other credit-bearing programs. Support for students experiencing disability and English learner services will continue to be provided. Approximately \$2.3 million of state funding will be provided to support the costs associated with these programs. Beaverton School District will provide the required 25% local match for these funds through a variety of internal funding options including direct cost absorption, internal staff costs and external cost outlay.
- **Summer Enrichment/Academic Programs:** Provides funding for school districts (or charter schools that wish to participate independently) to offer services for K-8 students for: (1) enrichment activities (including but not limited to: robotics, dance, martial arts, art, music, outdoor programs, etc.); (2) academic learning and readiness supports (including but not limited to: summer school, bridge programs, transition programs, etc.); and/or (3) social-emotional and mental health services. These programs may be provided by the school/district with local staff or in partnership with other organizations. Support for students experiencing disability and English learner services will continue to be provided. Approximately \$4.7 million of state funding will be provided to support the costs associated with these programs. Beaverton School District will provide the required 25% local match for these funds through a variety of internal funding options including direct cost absorption, internal staff costs and external cost outlay.

RECOMMENDATION:

The School Board, acting as the Local Contract Review Board, must approve the particular findings delineated in the accompanying Resolution 21-426A supporting the use of Emergency Purchasing Exemption pursuant to ORS 279B.080 and ORS 279C.335(2)(4)(b)(c).

It is recommended that the School Board accept the Superintendent's Declaration of an Emergency and acting as the Local Contract Review Board approve the exemption from the competitive bidding requirements of the contracts anticipated to be required in responding to the Emergency.

Respectfully submitted by:

Michael Schofield

Associate Superintendent

**BOARD RESOLUTION NO. 22-425A:
ACCEPTING THE SUPERINTENDENT’S EMERGENCY DECLARATION
AND APPROVING AN EXEMPTION FROM THE COMPETITIVE BIDDING
REQUIREMENTS IN RESPONSE TO THE PASSAGE OF HB 5202 AND COMPANION
SENATE LEGISLATION IN RESPONSE TO THE CONTINUING NEED FOR
SUMMER SCHOOL CREDIT EARNING AND ENRICHMENT OPPORTUNITIES FOR
K-12 STUDENTS**

The Superintendent of Beaverton School District 48-J, under authority delegated by the School Board which acts as the District’s Local Contract Review Board, finds that an emergency exists and thereby requests that the District’s Board authorize the District’s administration to waive competitive bidding procedures within the parameters established by this Resolution.

THE BOARD FINDS:

1. Introduction: Oregon Revised Statutes (ORS 279.010(1)(f) and ORS 279B.080 and the District Administrative Policy DJ-AR allow the District to enter into public contracts without competitive bidding if an emergency exists. District policy DJ-AR provides that the District Board, as the Local Contract Review Board, has delegated its authority under the Public Contracting Law to the District Superintendent, who is required to make all public purchasing processes comply with applicable state public contracting law. The Superintendent seeks to extend the District’s ability to use emergency public contracting provisions.

2. April 4, 2022 passage of House Bill 5202 and companion Senate legislation: In the Legislative session commencing in February 2022 the Oregon Legislature made available through the Oregon Department of Education a combined total of approximately \$150 million for Summer Enrichment Activities for K-8 students and High School Academic Support programs. The combined Beaverton School District’s allocation is approximately \$7 million excluding the 25% required local match. The money is to be used for specifically delineated Summer High School Academic Support Opportunities and K-8 Enrichment Activities designed to aid in mitigating the educational and social deficits created by the COVID-19 pandemic.

3. A Public Education Emergency continues to exist: The Superintendent finds that the conditions created by the COVID-19 pandemic continue to have lingering and significant impacts on BSD students and efforts to mitigate these effects qualify as an emergency for the purposes of ORS 299B.080.

4. Services to be provided by the Funds:

- **Summer Academic Support Opportunities (generally):** Funds school districts (or charter schools that wish to participate independently) ability to provide summer school programs for high school students to acquire academic credits needed to stay on-track for graduation. These programs may be provided by the school district with local staff or in partnership with other credit-bearing programs. Support for students experiencing disability and English learner

services will continue to be provided. Approximately \$32.9 million of total state funding will be provided to support the estimated cost associated with the High School Academic Support Opportunities programs.

- **Summer Enrichment/Academic Programs (generally):** Provides funding for school districts (or charter schools that wish to participate independently) to offer services for K-8 students for: (1) enrichment activities (including but not limited to: robotics, dance, martial arts, art, music, outdoor programs, etc.); (2) academic learning and readiness supports (including but not limited to: summer school, bridge programs, transition programs, etc.); and/or (3) social-emotional and mental health services. These programs may be provided by the school/district with local staff or in partnership with other organizations. Support for students experiencing disability and English learner services will continue to be provided. Approximately \$66.8 million of the allocation will be provided to support the K-8 Summer Enrichment Programs.
- **Beaverton School District Allocation (specifically): Funding provided requires a 25% local match in the form of direct cost absorption, staff allocation, or other funding methodologies which enable the programs to be effectively delivered. BSD has been allocated approximately \$2.3 million for the High School Academic Support Opportunities and \$4.7 million for the K-8 Summer Enrichment Programs.**

5. Addressing the time constraints created by the legislation requires the prompt execution of contracts: Use of standard public contracting procedures for services, goods and materials to assist the District to respond to HB 5202 is not feasible, as it would result in unacceptable delays. Any unnecessary delay will have a detrimental impact on the ability of BSD to provide the services to students and support staff commitments. The District will endeavor to fulfill the spirit of public contracting in terms of effective use of public money to the maximum extent practicable.

6. Authority to Enter into Emergency Contracts: Based on the above, the Superintendent of the Beaverton School District 48-J, does declare an emergency, pursuant to ORS 279B.080 and requests the School Board, acting as the District's Local Contract Review Board, waive Competitive Bidding and Public Contracting requirements. This declaration of emergency authorizes the Superintendent, and their designees as determined in District Policy DJ-AR 9(a)(b) the authority for immediate negotiation and execution of contracts with one or more qualified contractors, service providers and providers of goods and materials for the following purposes:

- a. To assist the District in its response to the public education emergency created by the unforeseeable circumstances from the lingering effects of the COVID-19 pandemic.
- b. To take all necessary action to deliver supplemental education and learning support to students during the months of June through August of 2022.
- c. To take all necessary action to provide meals to support enrolled students subject to District policy.

- d. To take all necessary action to provide supplemental services and emergency management services.
- e. To develop plans for the operation of non-educational services, including food services, to students and families.
- f. To take all necessary action to maintain operational stability within the District including but not limited to sanitizing and maintaining facilities.

7. Notification to Board: The Superintendent or designee shall promptly execute contracts as needed and provide written notification to the Board at the next regularly scheduled meeting of any expenditure under this Resolution in any amount greater than \$150,000.

8. Emergency Declaration: An emergency declaration adopted by the District's Local Contract Review Board is consistent with the emergency needs of the District. The circumstances presently existing meet those contemplated in ORS 279B.080 as an emergency.

9. Inclusion and Adoption of existing Declarations: This Declaration is intended to incorporate, include, and expand other Emergency Declarations made and approved as a more limited response to the circumstances at that time.

THEREFORE, BE IT RESOLVED that the School Board for the Beaverton School District 48-J, acting as the District's Local Contract Review Board, and based on the above findings, hereby approves the Superintendent's Declaration of an Emergency and approves the temporary revisions in the District's Purchasing Policies for all contracts required for the District's comprehensive response to the lingering effects of the COVID-19 pandemic.

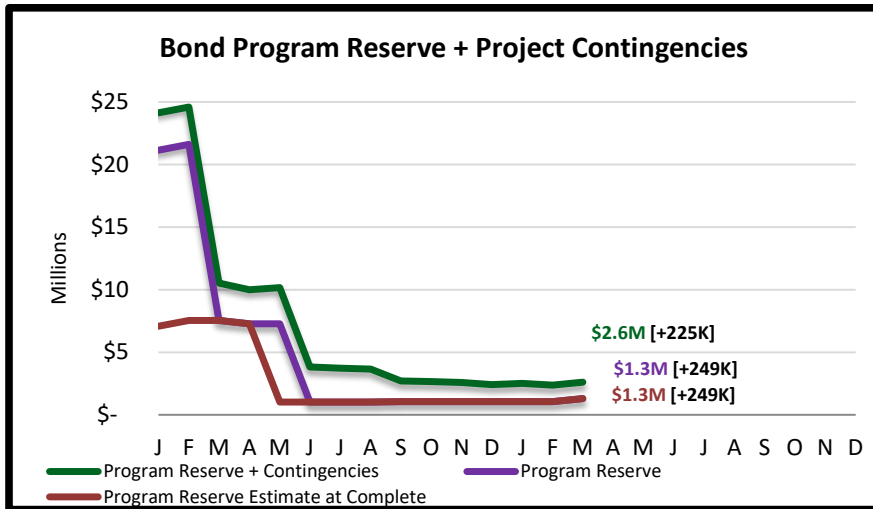
Adopted by the Beaverton School Board acting as the Local Contracting Review Board this 25th day of April 2022.

ATTEST:

President – Tom Colette
Beaverton School District 48-J

Bond Program Status Report

Through March 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	\$ 808,176,988
Revised Approved Current Budget	- \$ 806,875,179
Bond Program Reserve	\$ 1,301,809
Bond Program Reserve	\$ 1,301,809
Net Contingency Balance	+ \$ 1,295,280
Bond Program Reserve + Contingencies	\$ 2,597,089
Bond Program Funding Total	\$ 808,176,988
Program Estimate at Complete (EAC)	- \$ 806,875,179
Projected Program Reserve Estimate at Complete	\$ 1,301,809

Budget Perspective

This month the overall Program Reserve increased by \$249K and the Reserve + Project Contingencies increased by \$225K. Repair Projects and Seismic Upgrades had minor budget changes. Primary cost events were:

- ACMA's contingency decreased by \$24k due to various closeout items including: replacing cameras in the PAC, replacing floor transitions, and adding eyewash stations.
- Transfer of funds of \$247K from Seismic Funding Hold to Repair Projects Group 1 Roofing (McKinley)
- Received SB1149 funds in the amount of \$240,585 for Five Oaks and \$8,243 for ACMA. The total of \$248,828 went to Program Reserve.
- Received ETO/SB1149 funds in the amount of \$54,794 for ISB which went to the District Wide Facility Repairs budget.

Schedule Perspective

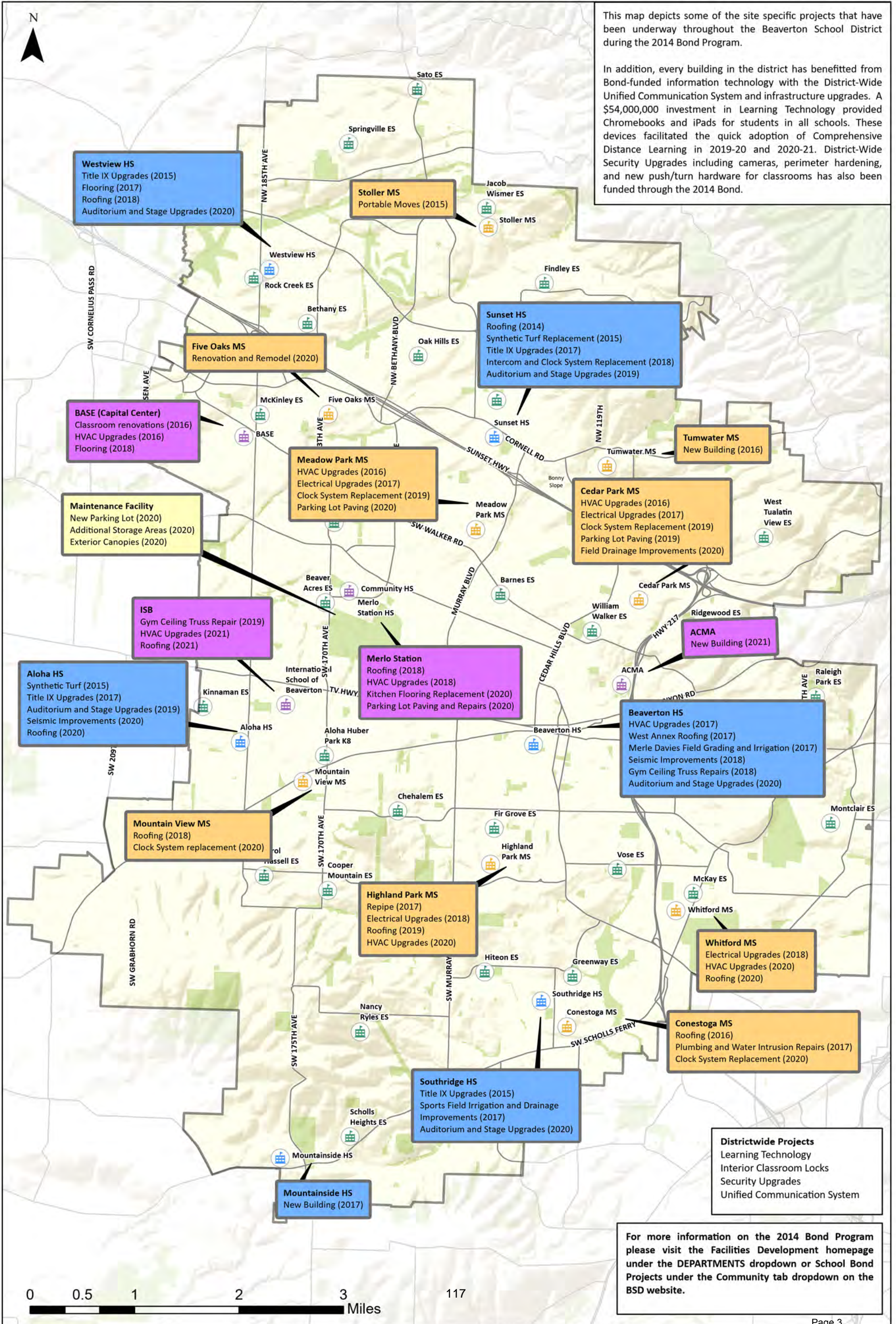
- Construction for the Vose classroom addition started construction during Spring Break (March 20). This project is large enough that there was not enough time to complete over the summer. We have worked closely with the contractor to develop a work plan that minimizes disruption on-site.
- We are nearing 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.

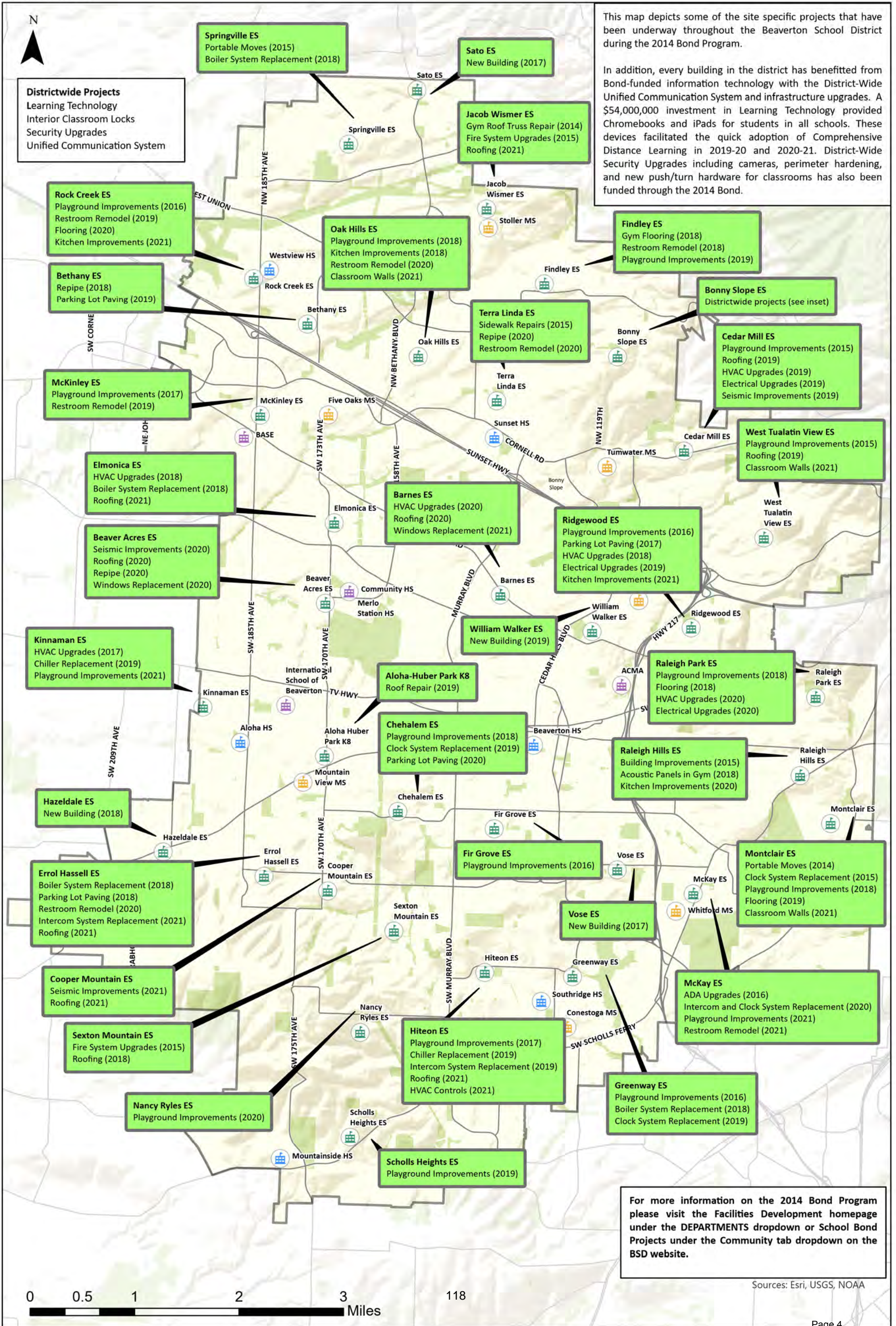
2014 Bond Program Middle School, High School & Options

September 8, 2021



2014 Bond Program Elementary Schools

September 8, 2021



2014 Bond Program Scorecard

Data as of March 31, 2022

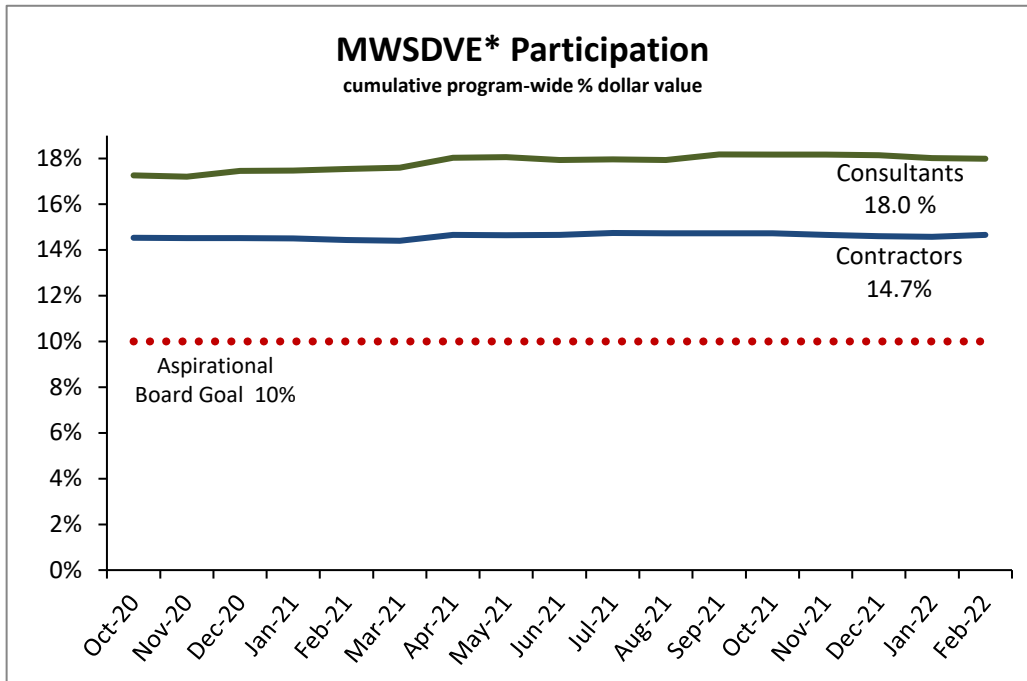
March 2022

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

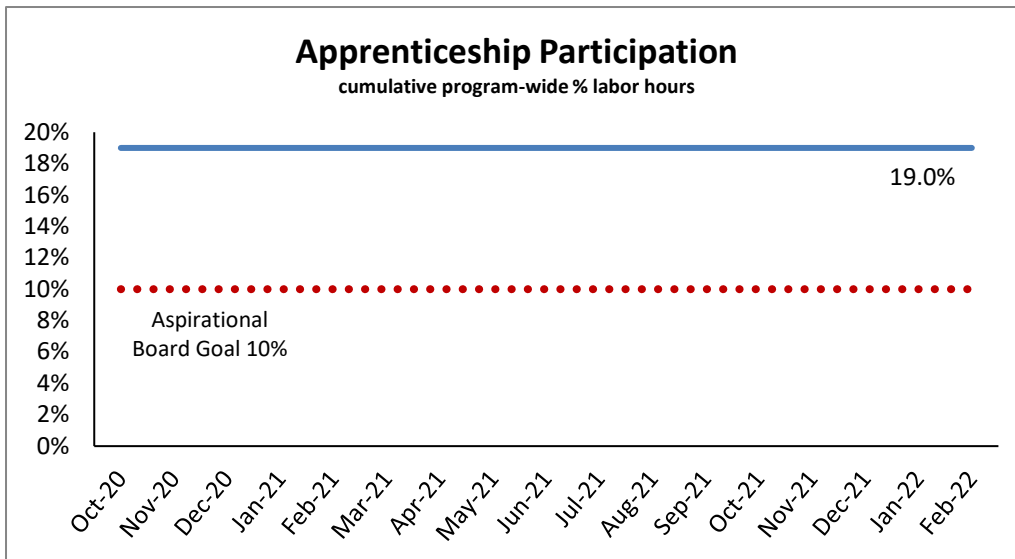
Current Performance Metrics	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roofs (Montclair)	Security Upgrades: Classroom Walls	Vose Classroom Addition	2022 Repipes	2022 HVAC Upgrades Group 1
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	38.00%	66.00%	64.00%	25.00%	15.00%	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%	10.00%	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 Construction Bond Program

Equity Performance
March 2022 Report



*Minority, Women and Service Disabled Veteran Owned Enterprises



2014 Bond Program Financial Status Report

Financial Summary

Data as of March 31, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	February-22 Est @ Comp	March-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 902,000	Current contingency decreased by \$24k 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	\$ 121,275,785		
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	\$ 26,197,692		

2014 Bond Program Financial Status Report

Financial Summary

Data as of March 31, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	February-22 Est @ Comp	March-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	\$ 726,875,179	\$ 1,295,280	
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	\$ 806,875,179	\$ 1,295,280	Contingency Balance change of -24K
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)	\$ 16,034,445					
Grand Total Added Funding	\$ 128,176,988					
GRAND TOTAL 2014 BOND FUNDING	\$ 808,176,988					Total Funding increased \$303,622
Program Reserve		\$ 1,301,809				Program Reserve increased \$248,829
Program Reserve + Project Contingencies					\$ 2,597,089	Change of \$208,860

2014 Bond Program Financial Status Report

Financial Summary

Data as of March 31, 2022

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 3,264,390	District-wide Repairs	\$ 248,828	
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	\$16,034,445		\$10,191,148	

2014 Bond Program Financial Status Report

Financial Summary

Data as of March 31, 2022

Project	Initial Budget	Revised Approved Current Budget	February-22 Est @ Comp	March-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	0.0%	
2021 Roof Replacements	\$ 1,972,000	\$ 5,100,797	\$ 5,100,797	\$ 5,100,797	0.0%	
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	0.0%	
ISB HVAC & Roof	\$ 864,000	\$ 2,266,112	\$ 2,266,112	\$ 2,712,112	0.0%	Added budget to add replacement of HVAC(RTU 1-4) and additional design work to support it.
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	\$ 3,323,273	0.0%	These will be 2023 roof projects.
2022 Roof Replacements Group 2	\$ 277,000	\$ 615,000	\$ 2,665,152	\$ 2,665,152	0.0%	
2022 HVAC Upgrades Group 1	\$ 882,000	\$ 2,291,380	\$ 2,291,380	\$ 2,291,380	0.0%	
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	\$ 10,439,322		
Repair Projects Total	\$ 50,710,151	\$ 109,032,338	\$ 111,082,490	\$ 113,146,377		
Repair Program Balance Available	\$ 47,289,849	\$ 12,243,447	\$ 10,193,295	\$ 8,129,409		
Repair Program EAC Balance	\$ -	\$ -				
Repair Program Budget (Less Transfers In/Out)	\$ 98,000,000	\$ 121,275,785	\$ 121,275,785	\$ 121,275,785		
*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	\$ 5,544,581					
SB 1149 Reimbursements	\$ 3,015,562					
ETO Reimbursements	\$ 187,079					
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)					
Transfer from Seismic for Roof Repl - Group 1	\$ 247,273					
Balance	\$ 121,275,785					

2014 Bond Program Financial Status Report

Data as of March 31, 2022

Financial Summary

Seismic Projects	Original Budget	Revised Approved Current Budget	February-22 Est @ Comp	March-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		
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	0.0%	
Bethany ES	\$ -	\$ 4,930,811	\$ 4,930,811	\$ 4,930,811	0.0%	
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	0.0%	
Seismic Red Zones (Rock Creek/SHS)	\$ -			\$ 208,928		Project in Planning for 2022; Budget allocated from the Seismic Funding Hold
Seismic Funding Hold	\$ -	\$ 568,095	\$ 568,095	\$ 111,894		
(Projects Financially Complete)						
Seismic Projects Total	\$ 4,200,000	\$ 33,708,251	\$ 33,708,251	\$ 33,460,978		
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	\$ 26,197,692		
Seismic Program Less Transfers In/Out	\$ 26,197,692					
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					
Transfer to McKinley Roofing (2022 Roof Phase 1)	\$ (247,273)					
Balance	\$ 26,197,692					

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
March 31, 2022

Data as of March 31, 2022

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 3/31/22	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	70%	\$ 8,095,250	\$ 5,181,920	\$ 1,734,644	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	96%	\$ 5,053,722	\$ 698,711	\$ 465,648	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%	\$ 29,383,599	\$ 202,361	\$ 89,599	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%	\$ 2,426,302	\$ 560,182	\$ 76,661	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%	\$ 51,723,378	\$ 6,643,174	\$ 2,366,552	

2014 Bond Program Learning Technology/Classroom Systems
and Critical Equipment Purchases
March 31, 2022

Data as of March 31, 2022

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 3/31/22	Annual Description of Expenditures
Copiers	\$ 1,945,124	86%	\$ 1,668,284	\$ 300,000	\$ 23,159	Approximately \$300,000/year over eight years.
Athletic Equipment	\$ 1,021,737	93%	\$ 945,685	\$ 278,982	\$ 202,929	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	73%	\$ 1,680,103	\$ 843,784	\$ 234,668	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%	\$ 22,660,864	\$ 1,465,266	\$ 499,719	
Grand Total	\$ 80,000,000	93%	\$ 74,384,241	\$ 8,108,440	\$ 2,866,271	
Total Bond Funds Remaining	\$ 5,615,759					

