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 AGENDA
 

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<b>I. Beaverton Student Advisory Council meets with the Board 5:30 - 6:15</b>	
<b>II. CALL MEETING TO ORDER</b>	
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h. Approval of Postpone Purchase of Instructional Materials	
i. Health and Safe Schools Plan Annual Update	
<b>IX. BOARD COMMUNICATION</b>	

**X. ADJOURNMENT**

**XI. INFORMATION ITEM - Bond Program Status Report**

**XII.**

**EXECUTIVE SESSION -**

ORS 192.660(2)(d)      Bargaining Updates





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## SCHOOL BOARD RECOGNITION

### POLICY ISSUE/SITUATION:

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

### RECCOMENDATION:

#### **SkillsUSA Honors - Louise Drow**

Louise Drow is the long-time CTE Auto Technology Teacher at Aloha High School. She has been awarded two national awards — SkillsUSA Outstanding Career and Technical Educator Award and the National Honorary Life Membership Award. Louise will be recognized at the National Leadership and Skills Conference in Atlanta in June. Congratulations Louise, and thank you for your tireless dedication to the students in the Automotive Technology Program. Louise, would you like to say a few words?

#### **Best Community for Music Education Award - Blake Allen, Jeremy Zander, Michael Schlabach**

Here representing BSD's music community is Teacher on Special Assignment Blake Allen, and music teachers Jeremy Zander and Michael Schlabach. BSD is one of only two school districts in Oregon being recognized by the National Association of Music Merchants (NAMM) Foundation as a "Best Community for Music Education." The award recognizes the outstanding efforts of our teachers, administrators, parents, and students who are making music part of a well-rounded education for every child in our community. Congratulations! Would either of you like to say a few words?

#### **Verna Bailey Be the Change Scholarship Award Winner - Asmi Bhalwankar**

Beaverton Academy of Science and Engineering (BASE) 6th grader Asmi Bhalwankar has been named the inaugural winner of the Verna Bailey Be the Change Scholarship Award. This award is given to a 6th or 7th grade student who believes that building empathy for others, increasing racial awareness, and promoting social justice are crucial elements in fostering a just and supportive community. With the scholarship money, the winner will create a project that seeks to build awareness of these issues and to foster community. Asmi, can you tell us more about your project?

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### **OSPRA Best in Oregon Awards - Communications & Community Involvement Team**

Congratulations to BSD's Communications and Community Involvement Department for being recognized by the Oregon School Public Relations Association. They won three "Best in Oregon" awards for district branding, our fentanyl awareness campaign and the bond website. They also earned three additional awards for video production. Well done! Shellie, would you like to say a few words about your team's awards?

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Sara Schmitt, BEA President  
May 23, 2022

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

Thank you for the opportunity to speak this evening. I want to start by thanking the community for passing the bond last week - this shows that our community believes in investing in our schools and our students.

It's exciting to see the first reading of board policy IGACA and JAD happening tonight, regarding the accommodation of religious and cultural observances. BEA is very supportive of these changes that respect and celebrate the cultures of our students and also of our staff. I want to thank the parents who started this process and all of the folks in the BSD community who spent time thoughtfully crafting this policy.

I'd also like to announce that Lindsay Ray will be the next BEA President, starting in July. Lindsay has been serving as BEA VP for the last 2 years and was a math teacher at Westview HS before that. I'm excited to pass the baton to Lindsay and she will be an excellent leader in our union. Katie Lukins has been elected BEA Vice President, is a teacher at Flex and taught at Bethany Elementary before that. Katie is a leader in our statewide union, has deep experience working with and supporting early career educators in developing their professional practice and leadership skills. Representing Beaverton educators has been a true honor. I'm proud of the work that our union has done over the several years and am leaving BEA in good hands.

Back in October, I shared some survey data with you, in which 50% of BEA members said that they are considering leaving the profession, taking a leave of absence or retiring earlier than planned. Since then, we have experienced severe staffing shortages where often simply providing supervision to students has been the goal. This is not the education that our students deserve - especially when we are trying to provide much needed mental health supports, credit recovery and academic and social skills missed during remote learning.

Here's what is clear to anyone working daily in a school building this year: now is not the time to sit on well over \$100 million in reserves. There are incredibly urgent needs across the district right now, and it is NOT financially responsible to hold back resources that were intended to be invested in pandemic recovery. Educators and our students are feeling it - BSD has repeatedly declined to provide even the bare minimum of support to staff over the last few years. Here are some examples:

- In the 2020-21 negotiation over compensation, the district offered BEA members 0% cost of living increase. We eventually settled on a 2% cost of living increase, and since then the district has amassed millions of dollars in reserves.
- Twice, BEA proposed a nominal work from home stipend because educators upgraded their wifi, purchased computer monitors to improve remote instruction, and purchased office supplies and created makeshift classrooms at home. BSD refused.
- Last spring, after a challenging year during which many members were not able to take time off, we asked for the District to roll over one PTO (out of 4 days granted) day to the following year. This request was denied.
- BEA proposed twice in the last 2 years to have additional sick leave allocated to educators for covid related absences. Despite having additional funding specifically to support pandemic-related expenses, BSD only agreed to allocate covid sick leave once employees exhausted all of their other accrued leave.
- The BEA and BSD bargaining teams have been meeting for over a year. We are making progress, but it has been tedious, and frustrating for educators to be working this long without a contract and hearing that BSD is not interested in agreeing to proposals that will improve our working conditions.
- After all of this, in a recent news article about the huge influx of federal dollars to support public schools, a BSD school board member indicated that finding ways to spend all of the ESSER funds has been a challenge.

BSD has been given multiple opportunities over the past couple of years to put resources where they are needed, to show educators in BSD they are valued, and we are still at the bargaining table. And now, as staffing decisions are being made for next year, many BSD staff members have retired, are planning to leave the district, or are carefully considering whether or not we want to stay.

I'm reminded of something a BEA member said earlier this year when providing input about our working conditions. "I always thought that Beaverton was such a great place to work because the district was taking good care of us. Now I see that it has been the union fighting for us the whole time."

YOU can change the direction of this trajectory. The BSD and BEA Bargaining teams have an opportunity on Wednesday to reach an agreement on a contract that will demonstrate to BSD educators, students, families and our community that this district truly values the employees who make our schools great. Our bargaining session is scheduled for 8am-4pm and the BEA Bargaining Team is prepared to stay for as long as it takes to reach a deal.

I encourage you to carefully read the comments from educators and the community members who support us. I know you all serve on this board because you care deeply

about the Beaverton School District. Educators have moved mountains for our students over the last few years, and you have the chance to show us with action that you value our work. When you support educators, you are supporting students.

Thank you.

Superintendent Don Grotting.

Thank you to Sara and the BEA for all the efforts in support and collaboration with myself and OSEA.

Many Celebrations right now.

Thank you to the district & the Payroll department for the diligent work getting the 3.5% retroactive COLA for the 2021-2022 school year on our June pay checks.

Thank you management team at bargain table for collaboration.

Thank you district for the Summer Work Bonus.

Shout out to e board members and bargaining team for your dedicated volunteer time.

Hurray Summer is here in 20 days - great work to staff for over coming this challenging year.



### 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 May 23, 2022, will be conducted online.

Names were accepted by online form submission from 12:00 p.m. on Thursday, May 19, 2022, through 12:00 p.m. on Monday, May 23, 2022 to be randomly selected to speak on the zoom link for the Board meeting Monday, May 23, 2022 at 6:30 p.m.

The following submitted their name to speak at the May 23, 2022 Board Meeting:

Tiffany	Vargas	Parent/guardian
Rae	J	Parent/guardian
Blair	S	Parent/guardian
Hidaaq (Syed)	Sarwar	Student
Molly	Okerman	Parent/guardian
Molly	Hylton	Staff Member
Lisa	Schale-Drake	Parent/guardian
Nadia	Hasan	Parent/guardian
April	LaCombe	Parent/guardian
Razib	Shishir	Parent/guardian
Janell	Hosch	Parent/guardian
Lydia	Strayer	Student
Jessica	McGrory	Parent/guardian
Kim	Harley	Parent/guardian

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**PUBLIC COMMENTS**

The Beaverton School District School Board for May 23, 2022 will be conducted online. Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, May 19, 2022, through 12:00 p.m. on Monday, May 23, 2022. The following comments followed all of the posted guidelines on the form and were submitted by Monday, May 23, 2022, at 12:00 p.m.

Trevis	Karper	Staff Member	I am writing to urge you to strongly consider helping Beaverton teachers in this time as our new contract is being determined. Everyone is feeling the effects of inflated prices on everything from consumables to housing. Anyone who does the shopping for their home knows that the inflation rates stated by our government are grossly understated. Please do not allow negotiators to low ball us on cost of living increases and retention bonuses. The maximum of what our union has proposed will not even be enough to keep us at status-quo. Thank you. Sincerely, Trev Karper
JENNIFER	HOFFMAN	Staff Member	Dear Board, Please help the district settle a fair contract with your certified staff. The next bargaining session is May 25th. I know so many teachers who are seriously considering resigning. Teachers and staff are crucial to our school district. And when the district counters with terrible proposals, it is so demoralizing to all the teachers. We do not feel valued. thank you, Jennifer Hoffman Meadow Park Middle School PE/Health

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Amber	McLellan	Staff Member	<p>First, thank you for your service to our BSD community. My name is Amber McLellan, and I am a certified teacher at Southridge HS. I am urging you to settle a FAIR contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, with minimal support. Oregon's economic forecast is strong, which means our biggest concern is the retention of educators with rising cost of living. We have faced increased behavioral and academic needs this year with fewer staff and unrelenting dedication. I have supported students through peers' deaths while covering for colleagues and adapting instruction to meet post-COVID needs.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a fair contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Jeff	Buckingham	Staff Member	<p>Thank you for your continued service to our community of learners. My name is Jeff Buckingham and I am a science teacher at Beaverton High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. I have noticed a personal financial strain from the expensive cost of living and housing due to inflation. I have had to change my grocery shopping habits to less healthy/less expensive options and work other jobs to pay for housing. My current salary does not ensure my financial sustainability in this economy. Please invest in educators to retain staff who create safe and thriving learning spaces. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Adam	Oyster-Sands	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Adam Oyster-Sands, and I am a Language Arts teacher at Westview High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. In the midst of all the trauma and turmoil of this year, I have the largest class sizes I've ever had in my 19 years of teaching - our students need and deserve better. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators and students.</p>
Keeley	Rios	Staff Member	<p>To Whom It Concerns:  Thank you for all the important work you do to make the Beaverton School District a great place. My name is Keeley Rios and I am a 2nd Grade teacher at Oak Hills Elementary School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p> <p>Keeley Rios</p>

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Ashley	Jetton	Staff Member	<p>BSD School Board,  Thank you for all the important work you do to make the Beaverton School District a great place. My name is Ashley Jetton, and I am a teacher at Southridge High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past two years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. The expectations of this job are higher than ever, and retaining master teachers has never been more essential.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Chris	G	Staff Member	<p>To the school board:  I appreciate your time and dedication to serving our community especially during these past two years of unprecedented challenges. As an ESL teacher, I too serve my students and staff, usually in a collaborative, coteaching model. But this year, the lack of subs has made my job very difficult, and like so many others, I have striven to do my best to keep the ship upright and bring a sense of normalcy, encourage curiosity, and cultivate joy each and every day that I come to work. What BEA is bargaining for would go a long way to making things easier for me and my job, in terms of helping my own family as well as my school family. I encourage you to support the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for myself and my colleagues.</p> <p>Thank you! Chris G</p>

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Zack	Potocki	Parent/guardian	<p>Over the past 2+ years, I've seen my three children experience school in a way that I never would have imagined. Despite the unusual circumstances, I've been so impressed by the passion, professionalism, and dedication of their teachers. My children's social and emotional well-being was clearly taken into consideration during a difficult time, and I couldn't be more thankful for that. And yet all I seemed to see on social media over this time was disparaging comments about the job the teachers were doing, even though no logical person could have expected them to be prepared for a global pandemic. The passing of the recent construction bond demonstrates a very clear message that this community supports education. I sincerely hope that the district will do all it can to compensate its teachers and minimize staff turnover during a time when our kids need as much stability as possible.</p>
Ginger	Jay	Staff Member	<p>Thank you for everything you do to make the Beaverton School District a great place. My name is Ginger Jay, and I am a kindergarten teacher at Rock Creek Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been the district's front line workers for the past 2 years, and the challenges of this work have been immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Many of our teachers are choosing to leave the profession due to the stress and challenges we face every day. The rest of us are exhausted and have put our own physical and mental health at risk for our students for the last two years. Please honor the work we have done by coming to the table ready to finally settle our long overdue contract. Thank you!</p>

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Trish	K	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. I have been a teacher in the Beaverton School District for 6 years. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I am passionate about education and have loved working in BSD, but I, like countless other colleagues, have considered leaving the profession because of the working conditions and disrespect teachers have been facing. We need to invest in not only fair compensation, but fair treatment and working conditions for the professionals who are passionate about this work and making BSD a great place for students to learn and grow. Students deserve to have teachers who are able to focus on their passion</p>
Jill	Putzek	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jill Putzek and I am a Student Success Coach at Montclair Elementary School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. This school year, I have had countless encounters with so many students who are dysregulated and experiencing trauma. While working with these students, it is apparent that we, as a school, do not have the resources needed to support these students. One of my students has run away from staff and the school and walked a mile on a very busy road. I have received a concussion from this student, my colleague has gotten a black eye, and we are hit and beat on consistently, yet th</p>

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Jessica	Fregoso	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jessica Fregoso, and I am a Social Studies and AVID teacher at Beaverton High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. We have been waiting patiently since last school year for a FAIR contract. Inflation is really starting to impact the finances of our family and we cannot accept the Districts current proposal. We ask that the District align their words of appreciating us with their actions. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Kate	England	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Kate and I am a speech language pathologist (SLP) at Highland Park Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. SLPs, unlike other educators, are certified to work both in education as well as medical settings, clinics and private practice upon completion of credentialing. Beaverton currently has approximately 60 SLPs covering our students from kindergarten through HS. I am one of the senior SLPs and personally have worked in multiple settings over my career so I know the transition is not that big of a deal if an SLP feels the need to change jobs. BSD needs to offer competitive salaries to retain all staff, and I speak from experience that we cannot afford to lose any of our SLPs as hiring new ones is challenging since there are more openings than candidates. Please make the investment in our staff.</p>

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Timothy	Livingston	Staff Member	<p>Having dedicated my life to a career in education as a BSD employee I find it troubling and disappointing that I have to lobby on the behalf of myself, my family and the community to receive even a modest amount of fair compensation. The struggles of this career are difficult to overstate, and the last few years have only laid bare the fragile nature of our educational systems. As a veteran educator with nearly college-bound children and dreams of retirement on the horizon the specter on an unstable financial future is very real. You, the School Board hold in your grasp the power to improve the lives of BSD employees which improves the lives and education of our children. Do the right thing and settle a fair contract on May 25.</p> <p>Concerned and tired, Tim Livingston</p>
Jill	McGovern	Staff Member	<p>As a psychologist in the district for 39 years, this past year has been the most challenging. The frequency and intensity of students' mental health problems at this time is nothing like I have experienced previously. The stress of staff members is overwhelming. Just the other day, a sophomore male student walked out of my building and went to the overpass at Murray Road and Highway 26 to jump off the bridge and commit suicide. It took working with his friends and texting him, contacting his mother with the help of an interpreter, contacting a variety of staff members, contacting Beaverton Police, and contacting the Washington County Crisis Team to keep him safe. This process started at 9:00 am and was not concluded until 4:15 pm. It was exhausting and I am happy to report that he is safe. This is just a snippet of the job I do at Sunset High School. I am urging you to settle this contract asap and send the message that we are valuable resources in our community.</p>

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Amy	Grey	Staff Member	<p>Thank you for all the important work you do to make BSD a great place. My name is Amy Grey, and I teach 5th grade at McKinley. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Over the last 2 years, we have upended our jobs in order to keep the BSD community learning and engaged. During closures, teachers provided support for families, changed everything we knew about our teaching practices, embraced technology, and kept pushing on for our kids. In the process we have been labeled as lazy and ungrateful while so many of us struggle to provide the necessary things for our own families. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students.</p>
Ahmed	Alzubidi	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs, and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Ahmed</p>

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Ahmed	Alzubidi	Staff Member	<p>Dear School Board Members,  My name is Ahmed AL ZUBIDI and I am a Bilingual Facilitator at MLD  I am writing in support of the BSD Holiday Policy (Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy) and urge you to pass this policy to show support for your students and community.  As a Muslim staff, I urge you to support the BSD Holiday policy because I want to support policy because I want my students to feel they are welcome and someone cares for them.  It demonstrates a commitment to racial equity and inclusion.  All students should feel supported in celebrating their religious and cultural holidays.  If we are a district that is anti-bias and anti-racist, we will support this policy.  It demonstrates a feeling of belonging for students who belong to non-dominant religions and cultures.</p> <p>Thanks, Ahmed</p>
Kyle	Piper-Smyer	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. I always appreciate the tough questions you ask on behalf of our students and families. My name is Kyle Piper-Smyer, and I am a 4th Grade Teacher at Montclair. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front-line workers for the past 2 years, and the challenges of this work are immense. When the district leaves us without a contract for a year, it feels like they don't value their teachers or their ability to afford to live here. It feels like they are taking advantage of our dedication to our students and our profession. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. Oregon's economic forecast is strong. We need the district's team to come to the bargaining table ready to settle our contract and pay teachers what they're worth.</p>

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BRYAN	ALFORD	Staff Member	<p>My name is Bryan, and I am a fourth grade teacher at Cooper Mtn. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. The challenges of our work is overwhelming. This is my twenty-fifth year in education and my fifteenth year in BSD. In those years our jobs have only gotten harder and our roles have only expanded. The last two years we have had to worry about how are jobs may affect our (mental) health and the health of the loved ones we live with and care for within and outside of our homes. We've had to watch as our students and their families struggle with illness, job loss, homelessness and mental health. Gone are the days I concern myself with planning engaging, rigorous units to challenge and captivate my students. Now I am acting as counselor, psychologist, and often the parent of children who are increasingly less supervised and cared for at home. The disruptions to learning are so frequent I find myself impossibly behind in curriculum</p>
Suzanne	Albrich	Staff Member	<p>Thank you for all the important work you do. My name is Suzanne Albrich, I am a 4th grade teacher at Cooper Mountain. I am urging you to settle a fair contract with our union at the next bargaining session.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Almost every day we are asked to cover for a staff member that is out. We are working during our lunch and plan times, we have meetings in every available minute. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators. If you want to retain the 'best staff', settle a fair contract with a fair COLA and bonus.</p>

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NANCY	GILMOUR	Staff Member	<p>My name is Nancy Gilmour, and I am a Special Education teacher at Cooper Mountain Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I love my job and my students. The past two years have made me consider retiring early for the first time. Students are traumatized, classes are large. We need more teachers.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Heidi	West	Staff Member	<p>My name is Heidi and I am a teacher at ISB. We are all working to make schools in Beaverton the best places for students to learn, engage and grow. I am grateful for your efforts. One way the district can show they are grateful for my efforts, is to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>The challenges of teaching 170 unique students each year is immense during a "normal" year. We all know the last 2 years have been anything but normal. Students have needed smaller class sizes now more than ever. But this year, they've been bigger! Right now, the best investment you can make is in the educators who provide learning and support for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators. This is what is also best for our students!</p>

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Denise	McCay	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Denise McCay, and I am a 1st grade teacher at Cooper Mountain. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We have been asked to cover other classes during our lunch and plan times. Due to no plan time we then put in longer hours after school.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
April	LaCombe	Staff Member	<p>Serving on the school board is important work and I appreciate all you do to help make the Beaverton School District a great place. My name is April LaCombe and I am a Dual Language teacher at Barnes Elementary. It is time to show the teachers you appreciate and value us by settling a fair contract with our union at the bargaining session on May 25. The challenges of supporting students are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and staff. I came to BSD this year from Reynolds where I watched the respect and support for teachers fall dramatically over the 13 years I was there.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for educators. We are united and ready to do what it takes.</p>

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Ashley	Cena	Staff Member	<p>Thank you for all the important work you do. My name is Ashley Cena, and I am a 4th grade teacher at Cooper Mountain Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. After a lot of asks, it would be nice to see the district show their appreciation, instead of just telling me how you "appreciate me."</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Sandra	C.	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Sandra, and I am a kindergarten teacher at McKinley. I am urging you to settle a FAIR CONTRACT with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense! Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I have had a deaf student in my classroom all year long without proper support. I have had another student with ADD who is getting some support but disrupts the educational process daily!</p> <p>The best investment you can make is in the educators who provide EXCELLENT learning environments for Beaverton students. We NEED the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators. Thank you.</p>

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Katie	Lukins	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Katie, and I am a 3rd grade teacher at Flex. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I taught kids to cook, was a listening ear for parents as they navigated the pandemic, dropped books at house, and moved mountains to engage students in learning while maintaining safety and building community.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Sean	Weidert	Staff Member	<p>It is my understanding that you are coming close to finishing contract negotiations with BEA. Given that morale is an all time low and there is an ever increasing shortage of staff I encourage you to finish contract negotiations soon. I have never known so many staff talking about leaving teaching.</p>
Shweta	Agrawal	Parent/guardian	<p>I would like to encourage BSD to pass the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy. This policy would help students of various race, color and nationalities to cherish and enjoy the diverse festivities during school days. This would also be a very nice way to recognize and spread awareness of key festivities and provide diverse families feel included</p>

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Katie	Gillard	Staff Member	<p>Thank you for all the important work you do for the Beaverton School District. My name is Katie Gillard and I am an Art teacher at Beaverton High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. In my 23 years of teaching in BSD, I have experienced the peaks and valleys of our service in public education. For the last two years, educators have been our district's front line workers. The challenges have been immense, and has resulted in many educators leaving. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. An investment in educators results in a direct investment in students. Our students deserve quality teachers that are valued. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
LaSandra	Rodriguez	Parent/guardian	<p>I realize that we optimally want our students to maximize their instructional minutes. I caution you to please use your equity lens when discussing this issue and specifically consider the perspective of our disabled students.</p> <p>My high school-aged child began the year with a full class load and straight A's. In January he became ill with COVID which led to Long COVID. Attending school full time flared his condition causing him to miss school and fall behind in his classes.</p> <p>Our doctor wrote orders to reduce his load by dropping 2 classes. This was done without a 504, so I doubt anyone looking at his school's data would know why his instructional minutes were lacking. Thankfully, we were able to transfer him to FLEX Online School which has allowed him to manage his condition better.</p> <p>Please remember that our students do not all have the privileges of good health or wealth which can impact class loads; consider needs which may be outside of your experience.</p> <p>Thank you!</p>

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Sally	Doughty	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Sally Doughty and I am a Kindergarten teacher at Terra Linda. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I'm not one to complain and find the silver lining in life. Our classrooms on not the same of 10-20 years ago. The needs are greater and have taken a toll on educators.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p> <p>Thank you, Sally</p>
Jessica	Pierce	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jessica Pierce, and I am the Alternative Solutions Coordinator (a teacher on special assignment role) based out of the Merlo Station Campus. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. In my 20 years in education, I have never been so worried about my colleagues leaving the profession due to burnout. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Rehana	Malik	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you,</p>
Nura	Elmagbari	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. As someone who works closely with communities made up of many different backgrounds and beliefs, I know how important this would be to the overall wellbeing of these communities and those who make them up. In addition, the ability to practice a faith should be a fundamental right for all humans. This ideal is not fully respected in this country, and we need to remind people that it should be. Let us show our children that we care about all and what is important to them. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Nura E.</p>

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Sara	Mesler	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Sara Mesler, and I am a 4th grade teacher at Findley Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are beyond immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the DISTRICT’S team to come to the bargaining table, ready to settle a contract that will ensure a SUSTAINABLE and healthy work environment for Beaverton educators.</p> <p>While we appreciate your words of thanks, it’s time to show us that we mean exactly what you say we mean. Thank you for honoring us with a thriving contract.</p>
Khevan	Aggarwal	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>
Divya	Pratap	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>

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Bruce	Barnes	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>
Aine	Sonnen	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Aine Sonnen, and I'm a 1st Grade Teacher at Cooper Mountain. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. It is a real challenge to build close relationships with students with 29 kids in a classroom. Class size matters because building strong relationships with students matter.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Kush	Pathak	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>

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Pallavi	Pande	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Appreciate your openness to discuss this matter, listen to others perspective and then acting on it.</p>
Neelu	Singh	Parent/guardian	<p>We really appreciate consideration of major holidays into academic calendar to support multi cultural education system. It provides parents the opportunity to educate children on their roots by not having to miss major festivals due to exam pressure. Truly appreciate the friends and family who initiated this cause and working towards it.</p>
Blair	S	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy. This policy will help to ensure our children feel included and supported in celebrating their cultural and religious holidays. Growing up, I experienced difficulties in rescheduling tests when I took off my most important holidays off from school. One of my teachers made me take a test the day after an important holiday and I felt discriminated because I would have had to study on our holiest day to be prepared. BSD students should feel supported in taking the day off for their important holidays and this policy will help ensure that. Thank you BSD for all of the work that you have done and for bringing this policy to the board. I urge the board to pass this policy because it furthers BSD's equity policy and ensures all students have access and opportunity to high quality education.</p>
Shalu	Bansal	Parent/guardian	<p>I celebrate diwali with family. I wish my kids don't have hard deadlines or exams on these days</p>

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Randi	Little	Staff Member	<p>My name is Randi Little. I am a fifth grade teacher at Beaver Acres Elementary School. I am urging you to settle a fair contract with our union at the bargaining session on May 25. When I started teaching 13 years ago, I knew it was my calling. This year I questioned that calling. I am the only individual on my team with the knowledge necessary to navigate the day to day work of being in my school building. I have 2 teammates that have never received PD on our curriculum; it has fallen to me to provide that support. Our students are struggling with their mental health, compassion for others, and being forced to "catch up" after surviving a pandemic. I have spent more time outside of my contract hours this year than ever before. My students deserve my best, but not at the expense of my family. The messaging from our district sounds supportive. Without a contract that ensures a sustainable and healthy work environment for Beaverton educators, those are just words when we need action.</p>
Michelle	Lockhart	Staff Member	<p>My name is Michelle Lockhart and I am a teacher at Findley Elementary. I have worked in the district for almost 20 years and want to thank you for the important work you do to help make the Beaverton School District a place that is supportive of staff and students. However, the last two years have been extremely difficult and I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p> <p>Sincerely, Michelle Lockhart</p>

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Danya	Minyan	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Gobind	bisht	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Liza	Milliner	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Shoshanna	Lansberg	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.

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Caron	R	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. As a parent of 3 Beaverton Schools graduates we struggled with teachers and administration each school year with school start dates, important parent meetings, prom, field trips, picture days, etc. overlapping with the holiest days of the Jewish calendar. It was especially disheartening as the holidays calendars from multiple faiths were readily available on BSD site and that myself and other Jewish professionals and clergy made ourselves available for explanations of various observances. We tried to be proactive to no avail. Honor your students, thank you.</p>
David	Moss	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is David Moss and I am a Social Studies teacher at the International School of Beaverton. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Personally, I've been putting the growing and increasingly challenging needs of my students ahead of mine and my family's, and it's been disheartening—to say the least—that district leadership hasn't acted to prevent more quality educators from walking away.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract.</p>

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Coleen	Swihart	Staff Member	<p>I appreciate the work you do to support our students and greater community. My name is Coleen Swihart, and I am a FLEX science teacher. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I and my FLEX colleagues have dealt with students transferring in and out over the last two years as their families have tried to find a safe and supportive learning environment. I have worked for the BSD for 16 years in various buildings. Each year presents us with more challenges, and we continue to try to meet these demands. My colleagues are amazing people.</p> <p>The best investment you can make is in us, the educators. Settle this contract fairly and show us you value our expertise, working conditions and health.</p>
Naomi A.	Fink	Parent/guardian	<p>I would like to give my complete support to the proposed policy: "First Reading Policy IGACA - JED." Over the last few years, the BSD continues to put the big events on our most religious holidays forcing us to choose between our children's education and our ethnic/religious identity. Please support and pass this policy!</p>
Rabbi Eve	Posen	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thank you, Rabbi Eve Posen</p>
Lawrence	Fink	Parent/guardian	<p>Please create a more inclusive school environment by considering major religious holidays across all faiths when creating the school calendar (ie testing or social functions like Prom or PTA meetings).</p>

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Lynn	Chapman	Staff Member	<p>Dear Beaverton School Board,</p> <p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Lynn Chapman and I am a middle school language arts teacher at ACMA. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. In my almost 25 years of teaching, I have never had a year like this one. Students and teachers have been on a serious emotional roller coaster. Students are struggling with how to behave as students, and teachers are struggling with how to help them. Teachers are especially hit hard because we are tasked with staying helpful when we ourselves need help. That's where you come in! The best investment you can make is in the educators!</p>
Aliyah	Taylor-Hershel	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Aliyah Taylor, and I am a 4th grade teacher at Bonny Slope &amp; a parent at Sunset and Bonny Slope. I am urging you to settle a fair contract with our union at the bargaining session on May 25th, educators are looking to THIS great district to stop saying we are great and TAKE ACTION to show everyone that we are. Be Beaverton and support the educators.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We are EXHAUSTED, DIMINISHED and under-supported. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a HONORABLE and FAIR contract IMMEDIATELY.</p>

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Meghan	Hammack	Staff Member	<p>Beaverton School Board,  Thank you for all the important work you do to make the Beaverton School District a great place. My name is Meghan Hammack and I am a special education Resource Specialist at FLEX Elementary school. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We have seen many colleagues go on long term leave, retire early, make career changes, and in many cases simply quit with no job to go to. These are all very difficult decisions to make, especially if there are no known job prospects waiting for an individual once he/she turns in his/her notice. Incomes are at stake, family livelihoods are at stake, but in the end the work environment was deemed more demanding and difficult than the indi</p>
Erin	R	Parent/guardian	<p>My high risk child, whose only "risk factor" behavior is attending school, tested positive for Covid this week. Having had no other exposure points, we can say with certainty that he contracted it at school.  He has worn a KF94 mask in the classroom this entire year, but the other 23 students in his classroom, as well as his teacher, do not. With Covid cases sharply rising in our community, will you consider reinstating masking in the classroom to protect the most vulnerable students?</p>
Duncan	Gilman	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>

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Michael	Daellenbach	Staff Member	<p>I am a high school math teacher with a temporary contract. I would like to stay in the Beaverton School District. However, I still don't know whether my position will exist next year (let alone whether I'll be hired for it). Every day that goes by without knowing if I have the possibility of being employed here increases my stress and the likelihood that I will leave the district to work elsewhere next year. Please be a reliable employer and figure out the contract! School administrators need to know how many teachers they can hire. Teachers need to know if we'll have jobs.</p>
Kirk	Koehler	Staff Member	<p>Thank you for caring about our community and stepping up to volunteer on our school board. My name is Kirk Koehler, and I am a graduate of Aloha ('98), 16 year veteran teacher currently at Raleigh Hills, and parent of twin 6th grade boys in BSD. Please settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I am writing this from my bed that I have been unable to get out of since Monday because of COVID. I've worn a mask everyday and am boosted.</p> <p>This has been the hardest last few years of my career (even being at a favorable location). BSD has been a great place to grow up, and live. Strong schools are a top reason for this. Strong teachers make strong schools. Strong teachers want to be paid their worth. We're worth more.</p>
Cassie	M	Community Member	<p>Teachers and school staff are some of the most valuable assets to our community. To learn that they are under attack, during a pandemic, for an reasonable cost of living raise and tention bonus is outraging! I have the privilege of working from home but these staff members put themselves and their families at risk each day to serve our community. They deserve a fair cost of living adjustment. We shouldn't even have to have this conversation.</p>

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Brenda	Winkle	Staff Member	<p>Hello Board Members, Thank you so much for your service to this community. You do not have an easy job and you are being so generous with your time and attention. Thank you!</p> <p>I'm new to the district this year and in my 25th year of teaching. I've never taught without a contract. In 25 years, through 6 states and 6 districts - this is the first time I've taught without a contract. It doesn't feel good. It makes me worry about the value placed on teachers that it has been so long without a settled contract.</p> <p>I came from Idaho which is known to be less education-friendly, but the classes were MUCH smaller. We had a state cap at 23 students in grade K / 1, 26 in grade 2/3, 30 in grade 4, and 32 in grades 5/6. The class sizes here are concerning. My school has lost resources and class sizes will grow next year. We are losing staff and resources in a high needs Title 1 school.</p> <p>I request that a settled contract happen quickly that considers these issues. Thank you!</p>
Sarah	Liebman	Parent/guardian	<p>I support the proposal to ensure important school events don't conflict with major holidays like Yom Kippur or Divali.</p>
Sophie	Schmidt	Community Member	<p>Beaverton School District staff are truly pillars of the Beaverton Community. Not only do they work full time as educators in many capacities, but due to consistent underfunding and lack of resources BSD staff are now wearing hundreds of hats. They are social workers, counselors, shoulders to cry on, and most importantly they are fierce advocates for the safety and health of our youth. BSD Staff performs these extra jobs at their own expense. They use their time, energy and of course their own funds to often be the only form of support our students will receive in a day. Knowing the range and complexity of services provided by BSD staff, it is IMPERATIVE we compensate that effort appropriately. Future budgets must include cost of living adjustments, along with retention bonuses. It is clear to see that the super-human effort provided by these educators and support staff benefits and supports our larger community. Save and healthy students will support a safe and healthy Beaverton.</p>

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Danette	Foster	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Danette, and I am a language arts teacher at Conestoga Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Teachers at the middle school level have struggled mightily this year with a new schedule that shortens class time and increases transitions for students in a time where they are already struggling with returning to school. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Alexandra	F	Staff Member	<p>I am a Speech-Language Pathologist in BSD. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. Speech-Language Pathologists can work in many settings, such as hospitals, rehab facilities, and private practice. This year, it has been so hard for the district to find enough SLPs to hire, that they actually had to resort to contractor SLPs, who are more expensive and have less investment in the students and schools. With not enough SLPs available, our caseloads have been bigger than ever, and we are spread thinner. This means that we have less time to spend with students/families, evaluations take longer to complete, and student group sizes are growing. Each student is getting less of the attention and individualized instruction that they deserve. When the district can't attract and retain SLPs, the students and the staff both suffer. The best investment you can make is in the educators who provide excellent learning environments for students.</p>

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MALINI	G	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Malini
Rachel	Nelson	Community Member	I've submitted a letter on behalf of Jewish Federation of Greater Portland via email on the Beaverton Holiday Policy. Thank you so much for your consideration on this matter.
Jessica	Loomis	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jessica Loomis, and I am an ELA teacher at Westview High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. This year, we have faced multiple staff and subbing shortages due to illness and burn out. Our class sizes continue to grow while students' needs increase, both in the form of emotional and academic support. Right now, they need experienced and compassionate teachers who can give them everything they deserve, and one way to get this sort of staffing is by settling a fair contract and helping teachers feel that they are being fairly compensated for the many ways they show up for this vit
Liz	Fennell	Staff Member	My name is Liz Fennell, and I am a Kindergarten teacher at Raleigh Park. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. This is my 5th year teaching Kindergarten at Raleigh Park and I am teaching my largest, most impacted class. Teaching 28 kinders should not be allowed, especially after a pandemic. These kids are lagging in their self-regulation skills, communication, life experiences, language, academics, and more. It is not right for students, teachers, and our classroom community. I cannot meet the needs that are being asked of me during my contract hours. If we are not met with a fair

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			and equitable contract, BSD is going to lose teachers. Working conditions are classroom conditions and our kids deserve more. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Molly	D	Staff Member	Staff is working harder than we have ever worked, being asked to do more than we ever have. We are supporting students emotional needs and trying to bring students up to grade level after so much time out of the classroom and with the cost of living dramatically rising, we are essentially doing more work for less money. We hear words of appreciation for our work and the difficulty of it, but we aren't seeing the actual support that a finalized contract would give us. To be working for so many months without a contract would be unthinkable in any other working environment. Educators deserve the respect and fair compensation that is given to all other working people.
Oluwatosin	Iyasele	Parent/guardian	I am writing to support the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays without having to ask for special permission. I remember taking my kids out of school to celebrate some pf our holidays even though they had classes, and I always had to ensure they were not missing critical lessons Thank you,
Audrey	Hood	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Audrey Hood, and I am a long term substitute at Hiteon. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. As a long term substitute, I have seen the increase in student

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			<p>behavior and mental health issues in the district elementary schools. I have been called to work more this year than ever before for teacher who just need a break, a day off for their own mental health.</p> <p>We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Sharon	Treadgold	Staff Member	<p>Many thanks for the important work you do to make the Beaverton School District great! My name is Sharon Treadgold and I am an ELD teacher at Vose, where I have taught for 21 years. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. In over 25 years in public education, I have never feared for the future of my students and fellow staff like I do now. Please invest in Beaverton's future by coming to the bargaining table ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators. Our community deserves nothing less!</p>
Laura	Bennett	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thank you, Laura Bennett</p>
Megan	S	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Megan Stauffer, and I am a 5th Grade Teacher at Elmonica Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the</p>

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			<p>retention of educators and school staff. As someone who has taught for 15-years, these last two have been the most challenging of my career. I don't feel supported by the district. My students are the only reason I come to work.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Julia	McGarrity	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Julia and I am a music teacher at Hiteon Elementary and I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We are seeing the highest level trauma in our students and selves. We don't have the support, or protection from new strains of COVID 19. Resignation is becoming the healthiest choice.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Mohammed	Sohail	Community Member	<p>This will give our community to celebrate our religious holiday all together.</p>
Beth	Spaan	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Beth Spaan and I am a teacher at Aloha Huber Park. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>Ours has always been a school serving a large number of students with significant challenges. Many have experienced an extra measure of trauma during the past two years and we are experiencing the effect of this every day. At times,</p>

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			<p>it is simply overwhelming.</p> <p>Difficult working conditions, and a feeling that our district does not value our extra effort, have led to a crisis in morale among many staff members district wide. I fear for the future if these highly trained and skilled teachers leave.</p> <p>During these past two hard years, you needed us. Now we need you! We need the district's team to come to the table ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Neehaz	Sohail	Community Member	We need our religion holiday then we can enjoy with families
Nasteha	Mohamed	Community Member	It would be great to have religious accommodations, like extra time for testing during Ramadan and prayer space for high school Muslim students .
Dr. Fayza	Sohail	Parent/guardian	<p>As both a BSD alumnae and parent, I have both lived the experience of choosing between my education and my religious holiday as well as seeing my child go through it. This promotes a feeling of being an other. As we look to improve our lens in diversity, equity and inclusion, it should include not having to risk your education for religious holidays for the non-dominant group that our student body comprises. By 2045, the US will become a minority majority, and we should have the good judgement to be inclusive well before then and allow every to feel like their difference is welcomed. When we consider others, everyone wins. I strongly support not having tests during our Eid festivals, which are a core part of our belief. Muslims are majority non-white and already are faced with marginalization. Let's not add to that burden by making them choose between taking tests and expressing who they are. Thank you for your consideration.</p>
A	Murphy	Parent/guardian	<p>Dear School Board Members,</p> <p>As a parent of a student at ACMA, I urge you to pass the BSD Holiday Policy (Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy) to show support for your students and community. In the work toward being anti bias and anti racist, the BSD Holiday policy demonstrates a commitment to racial equity and inclusion. All BSD students should feel supported in celebrating their religious and</p>

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			cultural holidays. A.Murphy
Joshua	Boren	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Josh Boren, and I am the School Psychologist with the Charter Schools and William Walker. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. It has been wonderful seeing the children again, helping them grow, and supporting them through a rough transition.</p> <p>Teachers and mental health staff need more support. We are pouring our lives into this work, but need you, the decision makers, to support us with a livable wage. Our students are worthy of respects, and education staff are as equally worthy of respect. Let’s show our community that change is possible!</p>
Sara	D	Parent/guardian	<p>The fact that the teachers are working in one of the hardest times in history without a contract, is absolutely appalling. They need to know they are supported by the district, families, and community. Our teachers deserve our support!!</p>
Cyndie	Pelto	Staff Member	<p>My name is Cyndie Pelto and I am a 1st Grade Teacher at McKinley Elementary and BSD parent. As an employee and parent, I am urging you to settle a fair contract with our union on May 25th. I have seen how impactful my own children’s teachers have been to their mental health. These last two years were incredibly difficult for my kids, and their teachers are what brought them back from some pretty dark places emotionally. The challenges of this work are immense. I have seen this with my first grade students, who came to us this fall as Kindergartners socially and emotionally after zoom. We did this WITHOUT A CONTRACT. We continue to show up: for our students and for one another. We ask that YOU show up for US. Please invest in the educators who provide</p>

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			<p>excellent learning environments AND safe, loving spaces for students to process the trauma they have lived through. Please be ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Carol	Droz	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Carol Droz and I teach Music at Chehalem.. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I am retiring. Several colleagues told me how jealous they are, because the work is so hard and they feel so underpaid and unappreciated. We are all passionate about kids and education. Help us to love our jobs again.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. Please come to the bargaining table ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Nazihah	Shaikh	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. I have four kids in the district and my eldest is a high schooler. The thought of missing a test on our holiday puts her in a tough situation in choosing school or celebrating our religious holiday with her family.</p> <p>Thanks.</p>
Abdul Hai	Mansoor	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it</p>

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			demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Fatimatuz	Zabin	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and requesting Beaverton School District Board to pass this policy to show support for our students and community. I support this policy because it demonstrates a commitment to racial equity and inclusion of all students who will feel recognized in celebrating their religious and cultural holidays.
Safa	Sohail	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Waseem	Uddin	Parent/guardian	We do not want our children to miss any class or test because they need to attend the important prayer on Eid, concluding 30 days of fasting. Request you to Consider this request to demonstrate the being inclusive behaviour to our community.
Rumana	Reme	Parent/guardian	No test on Religious Holiday
Md Monir	Hossain	Parent/guardian	writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Mona	Mayfield	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in

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			celebrating their religious and cultural holidays. Thanks."
Sarah	Goldhammer	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Sarah Goldhammer, and I am a second grade teacher at Barnes. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and staff. We are living in unprecedented times physically, mentally, and financially. Why cause unnecessary harm and hardship to staff pouring their time and energy into creating stability and normalcy for students? The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
SHABNAM	ABDULSATHAR	Parent/guardian	This would be REALLY great if they didnt have t stress about missing and making up exams. They could Enjoy Eid stress-free.
Brandon	Mayfield	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Razib	S	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs, and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in

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			celebrating their religious and cultural holidays. Thanks.
Rubaiya	Sharmin	Parent/guardian	NO TESTS on Eid Day
Mastan	Shaik	Parent/guardian	I would request Beaverton school district to consider our(Muslims) Eid days and give a flexibility to not to have any tests/exams on that day.
Tawab	Kamawal	Other	please recognize this holiday
Shamsh	H	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Aiasha	Khanam	Parent/guardian	It will be very helpful if no testing on our special festival Eid day.
Zahra	Baloch	Parent/guardian	It's so hard for our kids to enjoy our festivities when they are worried about missing an exam on Eid. Pls help them celebrate by banning tests on religious holidays.
Ghassan	Bin Hammam	Parent/guardian	am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks, Ghassan
Rabah	Khamis	Parent/guardian	Dear Respected members of the Beaverton School District, I want to let you know that I am in support of the recognition and accommodation of religious and cultural beliefs as we are a country which is built on diversity and freedom of religion and beliefs. I urge you and all influential people to continue recognizing everybody's beliefs equally and vote for

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			a policy of inclusion in the school district. respectfully, Rabah Khamis
Mohamed	Mahmoud	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks. Mohamed Mahmoud
Muhammad	Ali	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.
Amina	Abdirahman	Parent/guardian	It was not possible for us to pray and go to take test for my students. I wish we have one public holiday for Eid
Manal	Kandel	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Amel	Abdelhamid	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks
NABIL	BADEREDDINE	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.

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			I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Yamina	Badereddine	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Maram	Badereddine	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.
Shagufta	Hasan	Community Member	E Mail sen to cool islam
Nibras	Badereddine	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
kaoutar	Elhaddouchi	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Khadija Ardis	Devitt Barocio	Other	I think that students should not have to take tests on the day of the Muslim holiday Eid. Christian students do not have to take tests on Christmas or New Year's or how many other days in the year that the United States government decides that are eligible for days off even if they fall on a normal

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			<p>school day.</p> <p>As it is how many students go to school the whole month of Ramadan while they are fasting?? And we are not asking for the month of Ramadan off for our children just simply one day that they don't have to take tests.</p> <p>Thank you.</p> <p>K.A.D.B</p>
Iman	Alshaheen	Parent/guardian	I agree with no test on Ead Ramadan.
Fatin	Alariqi	Parent/guardian	Please may we have our son have no test on Eid days.
Ahmed	Abdelnaby	Parent/guardian	<p>"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."</p>
Mohamed salim Javith	Mohammed Jamsha	Parent/guardian	<p>"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."</p>
Shirin	Rahim	Parent/guardian	<p>"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."</p>
SADIK	MOHAMMED	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and</p>

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			inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you very much.
Doaa	Elhaggan	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Mohammed	Bin Hammam	Student	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Nida	Jawaid	Parent/guardian	My children miss school on most Eids and have to catch up with school work. Making up tests is much harder. Would really appreciate tests not scheduled on Eid ul Fitr
Mohamed Mahir	Nasarali	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community!"
Suha	Barakat	Parent/guardian	Im writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.
Suha	Barakat	Staff Member	am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.
Salma	Mansour	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community."

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			I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Doaa	Teama	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Salah	Abughazaleh	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
khaibar	rahimi	Parent/guardian	Islam is the religion of peace and prosperity and Islam has ordered all Muslim to respect the other religions
mostafa	elkasaby	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Tofizur	Rahman	Parent/guardian	Eid is the most significant and largest celebration for us. We don't enjoy that at all without our kids. Our kids also feel bad not to be able take off if they have test on that day. Would be great to have no test on Eid day.
James	Fewer	Staff Member	To the honorable Beaverton School Board; My name is James Fewer, Theatre and ELA teacher at Southridge. I urge you to settle a fair contract with our union on May 25th. As one of the district's front line workers, I have

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			<p>experienced the immense challenges of this work. With Oregon’s economic forecast strong, why is the biggest uncertainty retaining educators and staff? For the past two years, I have worked to maintain my program in this landscape of mandates and limitations. I often placed the students’ needs before my own mental and physical well-being, and my family. It’s time for the district’s team to support and retain their educators who give of themselves day after day.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable, safe and healthy work environment for all BSD educators.</p>
Lamiaa	Hussein	Community Member	Please No Test on Eid days
Bahaa	Anwar	Parent/guardian	Please NO TEST on Eid days Best regards
Sara	Tonaroz	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Mohammad yaser	Ikram	Parent/guardian	We are muslim and sacrificise eid is our religious hiday My one kid in whitford and 3 kids in mcksy elementry school
Jasem	A	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Id like to also add that its just unfair to have to pick between celebrating a religious holiday or passing your tests. A equivalent would be asking someone who is Christian to either pick between spending

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			time with there family and celebrating there religion or going to a test to pass your classes.
Amna	Abdalahadi Abbas	Parent/guardian	Religious holiday policy for Beaverton School District Hello, I am a Muslim parent. My kids go to Aloha HS and Aloha Huber Pk (K-8). I Would like my students not to have any TESTS on Eid Day. I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
ALaa	Hanafy	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
J	N	Parent/guardian	Holiday for eid fitr and eid adha for muslims
Tayaba	Ahmed	Parent/guardian	Please no school on our religious holiday Eid day and if can get flexibility in timmings for Ramadan that would be appreciated. Thanks
Ameera	Fayad	Other	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you

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Roomina	Ahmed	Community Member	Muslim students should have prayer room in all schools for noon prayer No ban on Hijab for girls. Students Union should be encouraged Special classes to avoid hate crimes and gun violence in community
amina	abdi	Parent/guardian	Yes. We need Eid day for not taking test
Marwa	Hegazy	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Please we urge you that our students have no tests on Eid days. Thanks.
Shayma	Ahmad	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks
Ashraf	Faroukh	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks
Omar	Faroukh	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in

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			celebrating their religious and cultural holidays. Thanks
Yousif	Faroukh	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks
Nazmun	Shams	Parent/guardian	Eid is the largest celebration for the Muslim community. This day they do pray send cards and gifts to the friends and family and enjoy other activities as a community just like Christmas. The kids are always most excited about it and wait year round to get this day of celebration. They definitely won't like to have exam on this day. Not only Eid I would like to support any big religious occasions should be kept as the exam free day as the BSD has a diversified student group.
Crystal	J	Parent/guardian	I've watched my children's teachers work tirelessly this entire year, only to find out they've been working without a contract. To me, this is unacceptable and shocking. I urge you to listen to what the teachers need and to give them a fair and reasonable contract.
Jessica	O'Donnell	Parent/guardian	Asking the district to offer fair and reasonable contracts to teachers in wed negotiations. We love and support our teachers- and the district can show their appreciation of the work they Do for our community by listening to and accommodating their requests. Especially after the last three school years have been impacted by CoVID. Take care of teachers and the district will grow. Would love to see revisions to the school calendar to be more representative of the international make up of our community- recognizing IMportant religious holidays outside of the Christian celebrations. Looking at the calendar through an equity lender means holding space and honoring significant celebrations for all of our students.
Noureen	Saif	Parent/guardian	No school on eid day

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Md Iqbal	Hossain	Parent/guardian	No class or exams in Eid days (Two Muslim festivals in a year)
Afrin	Sultana	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Mostafa	Saleh	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you,
Muquit	Shaikh	Parent/guardian	I am writing in support of not taking exams on major religious holidays. Or to take exams of the impacted students on an alternative day.
Sabrina	Afrin	Community Member	There are many Muslim kids that go to school in Beaverton. We request for No school day on Eid day celebrated by Muslim community.
Somaia	Sylvia	Parent/guardian	Eid is the most celebrated festival for the Muslim community. It would be great if the kids could get a break from exams on this holy occasion. Thanks.
Carolyn	Uy	Parent/guardian	I have such a great appreciation for the teacher we have at Bonny Slope. And after this pandemic, I have an even greater appreciation of how hard their job is. As you are negotiating their contract, please continue to offer them a fair and reasonable contract. We cannot afford to lose the great teachers we have.
Mohammad	Faisal Haider	Parent/guardian	Eid is our greatest religious festival. Student can't feel this holiday and spend the day as normal like other days. A holiday or taking a leave on that day and spending time with family will make the day special to them. They will enjoy and remember the joy and happiness of EID family. Please no exam on EID day. Thanks

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imran	khan	Community Member	The day of Eid is the most celebrated and joyous day for the Muslim community. Making it a No Test day to the least would make will allow the students to enjoy this day with family and friends. The diversity and inclusivity initiatives of the Beaverton school district is well known, and this simple act will make the students and community members appreciate it further. Thanks.
Sherri	P	Parent/guardian	In regards to the adoption of a more holiday inclusive calendar for BSD I'd like to share our experience as a Jewish family. Over my daughter's academic career there have been school events scheduled over our holy days. For example, at Bonny Slope, Science Fair was on Passover until I personally brought it up. Then the Pancake Breakfast was scheduled on Yom Kippur. During middle school at Springville ODS was also scheduled over Yom Kippur, and being a single mom I still needed to send her to school on those days although the school said I needed to keep her home. It would be an amazing welcoming addition to the district to adopt a flexible inclusive calendar. Thank you.
Abdul	Havalдар	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Tarek	Hegazy	Student	If it is okay with you may there no tests on Eid day for any other Muslims in the school. We will be gone for the whole day of Eid.
Mohammed	Hegazy	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays..

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Rawdah	Hegazy	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Brooke	Warren	Staff Member	This morning, I read an article in the Washington Post about the increased violence and threats in schools, occurring regularly to both to students and to staff. And a thought occurred to me again that I've been thinking about ever since Don Grotting asked Beaverton educators during Teacher Appreciation Week to reflect on our "why." After reading this article (and countless similar to it in recent months) and after nearly an entire school year working without a contract, the question of "Why?" occurs to me as it never has before: "Why would I stay?" When the district I work for can't come to an agreement to demonstrate that my 20 years of service to this community is meaningful, important, and valued, namely after working through a pandemic, I ask myself that question more and more and more. The time for a settled contract is long overdue. Please settle. And please settle in a way that truly demonstrates the value of your educators.
Kari	Downey	Staff Member	Dear School Board, Thank you for all the important work you do to make the Beaverton School District a great place. My name is Kari Downey and I am a 3rd grade teacher at Chehalem Elementary School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. On the third grade team, we have had a new teacher every year for the past five years. Anyone who has trained new personnel knows that it takes a lot of extra work time and energy. Teaching is incredibly demanding and it seems that many people aren't cut out for this line of work. The best investment you can make is in the educators who provide

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			excellent learning environments for Beaverton students.
Azmy	H	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. As a family, we take the day off from work and school on the 2 holidays of Eid. The kids find it difficult notifying the teachers in advance and hoping to makeup for their missed work / tests but so far most BSD staff have been very helpful in our experience so we thank you for that. Thanks
Mustafa	M	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Aminul	Islam	Parent/guardian	we would like to have no test on the Eid day
Tasmia	Tasnim	Parent/guardian	Please no test for students on Eid day
Mariam	Saleh	Student	Why is there school on an International Holiday, can we get a day or 2 off?
Mehmet	Yavuz	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."

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Gretchen	Jones	Parent/guardian	Please consider giving the religious holiday Eid for Muslims consideration. Could you not give exams during that time or even give it asap holiday. Thanks, Gretchen Jones
Nada	Mohamoud	Parent/guardian	I am a mother of four students in the beaverton school district and as a Muslim I would like to request that Eid Al-Fitir be recognised as a holiday in school calendars to accommodate the Muslim students community in the district that continues to grow. And as an act of inclusion of their Cultural Beliefs and Customs to school district's community.
Filsun	Omer	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Filsun Omer
Fuad	Omer	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you Fuad Omer
Faisal	Omer	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Faisal Omer

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Fadil	Omer	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you,
Moe	Caryl	Staff Member	As we approach the end of an especially challenging school year with ongoing COVID impacts and unprecedented staffing shortages, the school board is faced with an opportunity to honor the tireless dedication of Beaverton educators and ensure our students have the high quality school experience that they need and deserve for years to come. After months of negotiations and BEA members working without a contract, it's time to bring it to a close and allow us to move forward with adequate support, relevant professional development, and working conditions that directly impact student learning. Please lend your voice and support to the settlement of the BEA contract.
Rana	Elmaghraby	Community Member	Students of all cultures and religious background should have equal chances to celebrate religious holidays without the repercussion of missing a school exam. Please support Muslim youth to celebrate their holiday as it only happens twice a year.
Alexandra	Barth	Staff Member	Thank you for the important work you do to make BSD a great district. My name is Lexie Barth, and I am a kindergarten teacher at Chehalem. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. This process has been going on for over 15 months and educators are feeling undervalued and disregarded by the district's lack of urgency. / Teachers have been our district's front line workers for the past 2 years, and the challenges of our work is immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators. Teachers have sacrificed pay, adapted to new teaching methods, and supported our students through it all. If you value us, show us; with a fair contract that honors our work. Schools across the nation are facing a crisis because educators cannot continue under these conditions. The best investment you can make is in the

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			educators who provide excellent learning environments for Beaverton students.
Lindsay	Hampton	Staff Member	I am very concerned that out mentally of “due no harm” is in fact doing a significant amount of harm. At the high school level the expectations are so low that we are graduating students that have no skills. The proficiency grade book already rounds up significantly, they are given endless extra opportunities, no deadlines, no expectations for attendance and the district policy that they can turn in one assignment and finish with an incomplete grade rather than “No Grade” is the ridiculous. This school district is setting these students up with horrible work ethic, no skills, and just passing them on through the system. A diploma doesn’t even mean anything anymore. If I were an employer in the community I would not hire a young adult that only has a diploma from the Beaverton School District. Something needs to change.
Elise	Renning	Parent/guardian	As a parent and an educator in the district, I just wanted to share how much I appreciate teachers and their work right now. I’m not sure if everyone truly knows how challenging it is right now yet day after day, I witness teachers figuring out new and innovative ways to serve students. From home visits to after school supports, our teachers are showing up for their community. I’m just so thankful for their efforts, especially as a mom of a middle schooler. THANK YOU!!!
Mariam	A	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs, and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks for reading this :)
aisha	chohan	Parent/guardian	we need to provide holiday for EID to our muslim kids as they deserve to enjoy the holiday season.
Claire	Douglass	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Claire Douglass, and I am a first grade teacher at McKay Elementary. I am urging you to

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			<p>settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. The last two years have been so incredibly difficult between Covid, staff shortages and difficult student behaviors after being home for a year. We are passionate about our jobs and want to support our students in all ways. We need staff to do this and retaining staff should be a top priority.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. Please help us settle a fair contract for educators.</p>
Lauren	Goemaat	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Lauren Goemaat, and I am an 8th grade science teacher at Stoller Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Students are struggling and we are giving everything we have to support them, care for them, and love them. Please show your appreciation for the incredible work we're doing.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Jessica	E	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. I am a second grade teacher in the district. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the</p>

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			<p>retention of educators and school staff. This year has been challenging due to high class sizes and meeting the academic and emotional needs of all of our students. Our classes have been allowed to grow to over 30 students in our classrooms with no additional support.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Jeff	Crapper	Staff Member	<p>As a fellow OSBA member and OSBA Executive Board member, I am shocked that this school board hasn't done more to support its educators. In my own school district where I serve on the school board, we made it clear that we supported the staff and the efforts during the pandemic. We increased pay by six percent, offered retention bonuses, provided VebaHRAs to staff to supplement their medical and/or retirement benefits, and often communicated with our staff... letting them know how much we appreciated them and their efforts. My district also used our ESSR funds very early on I. The process to help give staff bonuses. Why is BSD sitting on these large amounts of money and failing to use them as intended? Why do we continue to send large amounts two of money back to the state from unspent grant funds year after year as well?</p>
Susan	Hargrave	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Susan Hargrave, and I am a Student Success Coach at Findley. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>For the last 2 years certified staff have been asked to work under extraordinarily stressful conditions all the while keeping our students and their mental health in the forefront of our day to day work. I have witnessed my colleagues show up EVERY DAY with compassion, empathy, and a smile for every one of their students. They have put their own health and well-being at risk.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a</p>

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			sustainable and healthy work environment for Beaverton educators. Thank you for your time and consideration.
Dianne	Jarvis Lumsden	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Dianne
Stephanie	Amato	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Stephanie Amato, and I am a classroom teacher at Jacob Wismer Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Throughout Covid, teachers have been flexible, changing and adapting our practices and curriculum to meet the needs of our students and families. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators. Thank you.
Jannatul	Nayeem	Parent/guardian	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."

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Paul	V	Staff Member	<p>Teachers working conditions are students learning environments. If teachers are working paycheck to paycheck, need a second job, and are stressed out, how can they truly serve and give full attention to our children. We need a fair contract that shows how much our community values teachers.</p> <p>No more lip service. There are a plethora of ways that teachers have given back and given up time, benefits, money , when the district was in need; because of the children. What has the district done?</p> <p>Lost millions of dollars, increased class sizes, sat on federal money, and not been negotiating in good faith. We are not saints, we are not martyrs, we shouldn't have to stay in a codependent abusive relationship (we are compensated so much lower than other professionals in our area and compared to teachers in the northeastern USA)just for the sake of the children?</p> <p>We have given so much back to this community,district , at least stay up with inflation but we deserve a raise just to survive</p>
Katja	Freeborn	Staff Member	<p>Dear Board Members!!</p> <p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Katja Freeborn, and I have been in the District for 28 years, 25 at Aloha High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. Honestly, it is time!!!</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We are struggling with absenteeism, apathy and outright aggression in HS students. The daily stress is immense.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Annie	Reichelt	Staff Member	<p>First of all I would like to thank you for serving our community on the school board. It's a hard time to be in education right now and, as a district parent and teacher, I appreciate your service.</p> <p>Teaching right now is hard. My students are hurting. My colleagues are hurting. We're all just a little bit broken. There is loss in this pandemic beyond the horrible loss of life. Trying to navigate the world right now would be a little bit easier if we had a contract as teachers in this district. Inflation has been above 5% since we started this school year in August. It has been above 7% since December. We need a big cost of living increase. We're effectively making less than we did last year, even if we got a step increase. I feel unappreciated. Please, we need a fair contract on May 25th.</p> <p>Thank you, Annie Reichelt</p>
J	Nelson	Staff Member	<p>Thank you for the important work you do. I am a teacher at Chehalem Elementary, and I'm urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We've been BSD's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Class sizes are absurdly unreasonable. I'm predicted to have 32 2nd graders next year due to the terrible SAM. I am incapable of teaching 32 children well, period. I can get by, struggle, and strive, but I cannot do that job well. Don't you believe kids and teachers deserve better?</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. Give us a reasonable job to do (class size) and a competitive pay rate to do it. PPS teachers make thousands more than us, with more if class sizes exceed limits. Give us reasons to stay.</p>
Katie	K.	Parent/guardian	<p>My children are thriving in school this year, thanks in large part to their fabulous teachers. Teachers have been under extreme stress the last 2+ years, yet they continue to show up and work tirelessly for our children. BSD teachers are working on an outdated contract. They are overworked and underpaid. Please acknowledge this by giving them the contract they deserve before the end of the school year.</p>

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Fawn	McCool	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
John	Kuzda	Community Member	Beaverton teachers need a fair salary. The last few years have been very difficult and stressful. Their compensation should be in line with the work requirements along with the cost of living changes. Otherwise highly qualified teachers will be leaving the profession, jeopardizing the current and future education of our students.
Brian	McCool	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Zahid	Aziz	Parent/guardian	Hi I would like to have my kids day off from school on Eid days. I never send my children to school on Eid days. It will be nice not have any test on Eid day especially not having day off like other holiday days.
MEGAN	B	Staff Member	Thank you for all the important work you do to make BSD a great place. My name is Megan, and I am a 1st grade teacher at West TV. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. In my 15 years at BSD, I've never felt more frustrated, disappointed and let down with the district. The district has let staff and students down in big ways. I've never had such little support with my students. And this is happening DURING a pandemic. I have a class of 28 students. My students have needed so much support that I haven't been able to provide. Never in my career have I felt so disappointed and disrespected as a professional from the district. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table,

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			ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Nicole	Gulick	Parent/guardian	<p>I am hoping you saw “ In the Fight Over How to Teach Reading, This Guru Makes a Major Retreat” about Lucy Calkins curriculum in The New York Times. If not, please check it out. As BSD chooses a reading curriculum over the next year, I hope you consider replacing her curriculum entirely, as her methods are not proven, do not follow brain science, and in fact have caused harm. “Professor Calkins’s changes cannot repair the harm done to generations of students. Even before the pandemic widened educational inequality, only one-third of American fourth and eighth graders were reading on grade level. Black, Hispanic and low-income children have struggled most.”</p> <p>39 percent of BSD’s 3rd grade Black and Hispanic students were reading at grade level prior to the pandemic. States, districts, and New York City are scrapping her methods to align with the science of reading and phonics. It is time for BSD to do the same. Thank you.</p>
Kristen	Croft	Staff Member	<p>I am an elementary SPED program teacher. I have worked in a variety of positions for BSD since 2008. In shifting from a classified employee to certified, I took a pay cut to my annual income. My team and I work smart, and work hard every day to help our students grow into successful students and the best versions of themselves. I'm now faced with the reality that working in BSD may be costing me too much. I am fortunate to live in housing that has stayed stable in low rent, but even so 60% of my take-home pay goes directly to rent alone. If I were to move, I would likely pay more. It's time for BSD to recognize that it is nothing without its employees in the schools, teaching and caring for our students every day. Without certified teachers who teaches our stusents? Without paraeducators who supports them? Without NS workers who feeds them? Without custodians who keeps their school clean/safe? It will be a sad day when teachers and support staff can no longer afford to work in BSD.</p>

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Jameela	Scheck	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Lynn	Morley	Staff Member	Thank you for all the important work that you do! It is greatly appreciated. My name is Lynn Morley and I am a first grade teacher at Chehalem Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. Working with a class size that was the same as previous years, with many, many struggling kids, with an ever growing workload from a district that treated this year "business as usual" was so very difficult. I started teaching in 1999 and this is the year I wanted to leave my profession. I am not alone. I know the work is hard and I am dedicated to my students. However, I feel taken advantage by the district. My peers and I feel exploited. The district chooses to spend money on a lawyer with the goal of wearing us down. We are already there. Our students are suffering as are we. Working without a contract, pouring our hearts into our jobs, and no relief in sight. This is not sustainable. Hear us, please. Thank you.
Terry	Richesin	Staff Member	As a certified BSD employee, I recently was sent a district survey regarding teacher retention options for allocating HB4030 grant monies. All options had merit. One real way to show us our worth, would be to pay us a salary commensurate with our education and experience. This would include adding step money to all steps and ensuring any COLA increases keep up with inflation. To retain CTE teachers, modify the industry experience to teaching years conversion formula from 3 to 1, to 1 to 1. Doing this may entice more industry employees to education, and reduce the industry pull on BSD CTE teachers. How about tapping some of that unspent ESSR 2 and 3 money, before time runs out? I note the Admin contact was signed last year, while teachers are still waiting for a fair, signed contract. How are we being valued? Your words must match your actions.

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Aimal	Khattak	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Erica	Moore	Staff Member	Class size matters. Smaller classes means more individual attention directed at students. Smaller classes create happier and more successful students. Smaller classes make for more engaged and personal lessons. Smaller classes create stronger relationships among students and teachers.
Mohammad	Kabir	Parent/guardian	it would be helpful no test or mandatory attendance requirement when Muslim celebrate Eid day. (Muslim holiday).
Taylor	Hall	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Taylor Hall, and I am a teacher at Highland Park. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Our school has already faced severe cuts of teachers in recent years resulting in increasingly larger class sizes - averages of 34 with over 200 on caseload. Teachers are burnt out and need your help. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Rezaur	Rahman	Parent/guardian	BSD is the home of a significant body of Muslim students who are either refugees from war torn countries or highly contributing members of the society. It is important for these Muslim kids to

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			grow up confident and believe that their diversity and culture is valued in BSD.
Laura	Umiger	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Laurie Umiger, and I am a kindergarten teacher at West TV. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Farzana	Khalid	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs, and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.</p>
Michael	Williams	Community Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Michael Williams, and I am a former student and current community member of the Beaverton School District. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>Teacher's have been our district's front line workers for the past 2 years, and I see the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Making America great starts with our nation's teachers.</p> <p>The best investment you can make is in the educators who provide excellent learning</p>

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			environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Kerrin	Moeller	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Kerrin Moeller and I am a TOSA in the Multilingual Department. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>Our teachers have been our district's front line workers for the past 2 years, &amp; the challenges at this time are significant. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Working without a contract has been an added source of stress this year &amp; settling a fair contract would be a relief for educators during the last month of school.</p> <p>The best investment you can make is in the educators who work so hard to provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Jessica	Neal	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jessica Neal, and I am a third grade teacher at Rock Creek. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. We are short staffed on a regular basis and the staff that are able to be on site are running around unlike ever before. This is not sustainable and not fair to our students.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Md	Nomani	Parent/guardian	No test on Eid days since these two days are the biggest religious festival for Muslim families.
Cindy	Dizon	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Cindy Dizon, and I am a Math teacher at Five Oaks Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I am overwhelmed with crafting new lessons daily due to students being behind and having to have them be digital in addition to subbing for my colleagues. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Terry	Cherney	Staff Member	<p>Thank you for the important work you do to make the Beaverton School District a great place. My name is Terry Cherney and I am a Special Education teacher at Beaverton High School. I am urging, begging, and pleading with YOU to settle a FAIR contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front-line workers for the past 2 years, and the challenges of our work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. My daily work with is to serve students with special needs, we have had staff shortage which directly impacts my students. BSD needs to offer competitive salaries to recruit and retain educators and it needs to compensate the employees they currently have. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Kathryn	Reid	Staff Member	<p>Thank you for all the important work you do to make BSD a great place. My name is Kathryn Reid, and I'm a teacher at BASE. I urge you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2.5 years. The challenges of this work are immense. Oregon's economic forecast is strong, so our biggest uncertainty is the retention of educators and school staff.</p> <p>I'm a high risk individual who can't afford a leave of absence. After reducing my risk as much as possible for 2.5 years, today I tested positive for COVID-19. I was exposed at work. To know I've risked my health when BSD still hasn't settled a fair contract is demoralizing. I'm not alone in questioning my future at BSD.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for BSD students. We need the district's team to come to the bargaining table, ready to settle a fair contract for BSD educators.</p>
Amna	Abbas	Community Member	<p>Dear School Board Members,</p> <p>My name is Amna Abbas and I am a Beaverton School District community member.</p> <p>I am writing in support of the BSD Holiday Policy (Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy) and urge you to pass this policy to show support for your students and community.</p> <p>As a Muslim community member, I urge you to support the BSD Holiday policy because it demonstrates a feeling of belonging for students who belong to non-dominant religions and cultures.</p> <p>Review BSD Policies to reference in your letter</p> <ul style="list-style-type: none"> <li>JBB Policy</li> <li>Nondiscrimination Policy</li> <li>Resolutions &amp; Statements</li> <li>Every Student Belongs</li> </ul> <p>Thank you, Amna Abbas</p>
zackery	Ammar	Community Member	<p>Hi,</p> <p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.</p> <p>I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in</p>

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			celebrating their religious and cultural holidays. Thank you, Zack
Jana	Abdallah	Student	Dear School Board Members, My name is Jana Abdallah and I am from Aloha Huber Pk School. As a Muslim student, I have often navigated the conversation with teachers about religious holidays that conflict with tests and/or major assignments being due in class. It can be hard to have these conversations and sometimes, I have opted to come to school on a religious holiday so I don't risk a lower grade. Per the JPP Educational Equity policy, you state: In order to break the predictive link between student demographics and student achievement, the district must apply the principle of equity to all policies, programs, operations, and practices and ensure all students have access and opportunity to high quality education. My hope is that this new policy which supports and recognizes religious and cultural holidays will be adopted to support students who may feel nervous to have these conversations with teachers. Please support this policy. Thank you - Jana A.
HARIS	BEG	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Amna	Abbas	Staff Member	Dear School Board Members, I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Amna

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Mohammed	Abdallah	Community Member	<p>Dear School Board Members,</p> <p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thank you, Mohammed</p>
Mohammed	Abdallah	Parent/guardian	<p>Dear School Board Members,</p> <p>My name is Mohammed Abdallah and I am a parent of a student at AHS School.</p> <p>I am writing in support of the BSD Holiday Policy (Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy) and urge you to pass this policy to show support for your students and community.</p> <p>As a Muslim parent, I urge you to support the BSD Holiday policy because It demonstrates a commitment to racial equity and inclusion. And All students should feel supported in celebrating their religious and cultural holidays.</p> <p>please review BSD Policies to reference in your letter (optional)</p> <ul style="list-style-type: none"> <li>JBB Policy</li> <li>Nondiscrimination Policy</li> <li>Resolutions &amp; Statements</li> </ul> <p>Thank you, Mohammed - Aloha High School</p>
Toni	Iyoha	Other	<p>Greetings, Beaverton School Board Members,</p> <p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.</p> <p>This is an opportunity to extend compassion and understanding to members of the community who have historically been ignored or misunderstood. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. The district has made promises. It's critical that you take actions to support those promises.</p> <p>Thank you, Toni Iyoha</p>

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Mohammed	Ammar	Community Member	Dear School Board Members, I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Mohammed
Omania	Mahmoud	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."
Margit	Lamey	Staff Member	Once again, we have just been through the stress of the district's limiting power over Principals and Teachers. Movement time. Once again, our well-being is not considered. More often than not, we are being moved to schools that are further away from our homes... I was recently moved BACK to a grade level that I was JUST moved out of last year. I had just bought a bunch of books and games for the grade level I am being moved out of. When will the district start seeing teachers as human beings with needs of our own? When will they realize that allowing us to be comfortable and happy will help us have more energy for our students? Please try to influence our contract to include protections against these thoughtless movements and blind changes. And, as I have been asking for years, PLEASE start considering how different the needs of Title I schools really are. We are just barely hanging on...
Farah	Mohamoud	Parent/guardian	I am writing in full support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy. I urge the Beaverton School District to show their support for our students in the district and wider community by upholding their value of belonging and inclusion. As a mother of six children who have graduated from, or are currently attending, school within the district, I know they would have benefited greatly

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			<p>from not having to choose between keeping up with school and observing a religious holiday. This is not a choice that students from the dominant majority are ever asked to make. This policy is the best way to ensure students feel like their values and culture are not just tolerated, but welcomed across the district. Students should be able to bring their full selves to school and should not have to compromise any aspect of their identity for their education.</p>
Sayeed	Akmal	Community Member	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>
Erin	Seitz	Staff Member	<p>I'm a 5th grade teacher at Chehalem Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. The challenges of being a frontline worker for the BSD are immense. We are asked to teach the same content to learners who often did not participate in their schooling for two years, and are left to our own devices to figure out how to close these gaps in learning while still challenging their peers who are ready for more. All while trying to keep students safe, healthy, distanced, and masked for most of the year. After maternity leave, I managed to accrue a few sick days for myself only to deplete them after catching Covid, unable to access the 5 additional Covid days granted after hitting a balance of 0. Nothing left for baby and I. We've sacrificed enough.</p> <p>It's time to prioritize educators. Please, come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Emilie	Krutzik	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Emilie Krutzik, and I am a 7th and 8th grade teacher at Cedar Park Middle. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong,</p>

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			<p>which means our biggest uncertainty is the retention of educators and school staff. Many of my colleagues are talking about looking for jobs outside of Beaverton. Morale is extremely low because the district's bargaining actions show we are not appreciated.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Sarah	Koeman	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Sarah Koeman, and I am an ELD teacher at Kinnaman Elementary and a parent to two boys at Raleigh Hills and Whitford. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I am sad to see many talented teachers leave the profession. I am also sad to see fewer and fewer young professionals choosing teaching. My students and my children deserve stable and committed teachers. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Heidi	Bossert	Staff Member	<p>Thank you for all of your time and commitment you give to the BSD. I am past BSD student, current BSD elementary teacher, and current BSD middle school and elementary parent. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>Educators have been the district's front line workers for the past 2 years. Our work these past two years has been unprecedented and daunting. In my 16 year career, I have never had more expected of me and felt more disrespected and unsupported. I'm hoping that by settling a fair contract the district can once again live up to the level of respect I once knew and was proud of.</p> <p>One of the best investments you can make is in educators. We need the district's team to come to</p>

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			the bargaining table, ready to settle a contract that will ensure a sustainable work environment for BSD educators. Please show us we are valued and needed, so that my own children will have quality educators waiting for them in the fall.
Rezwana	Silvi	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Tawhid	Ezaz	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.
Meaghan	M	Staff Member	Thank you for the important work you do to make BSD a great place. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been front line workers for the past 2 years, and the challenges of this are immense. We continue to be on the front lines. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of staff. We have seen it in the difficulty fulfilling sub positions, we have seen it in staff covering for one another when those positions aren't filled. You thanked the community for passing the bond and showing their support of the district, now you can show support to staff by providing a fair contract. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton staff.

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Azharuddin	Syed	Parent/guardian	hi, I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy. This will definitely boost the confidence of our students in the sense that their religious freedom is recognized and well appreciated at a district level. thank you so much for taking this initiative.
samshudeen	hashib	Parent/guardian	All students should feel supported in celebrating their religious and cultural holidays. Please check if we can get holidays during major celebrations.
Safa	Alshawa	Community Member	Hi, I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Leslie-Ann	De Leon	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Leslie-Ann De Leon
Shammi	Kabir	Parent/guardian	Muslim celebrate Eid twice a year. It would be nice if those days no schedule for exams so that Muslim students don't miss exams.
Alaa	A.	Parent/guardian	I'm writing in support of the draft policy on "Recognition and accomodation of religious and cultural beliefs, customs, and observances". I ask the Beaverton School District to adopt this policy. As a parent of three students in the district (one each in Elementary, Middle, and High schools), it is hard to help kids celebrate our two major religious holidays if they fall on a school day, since these dates sometimes fall on exam dates. It would be great if the district avoids scheduling exams on all major holidays, not just the current official holidays

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			to support equity and inclusion among district students of all religious and cultural groups. Thanks for your consideration.
Eman	A	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks
Diaa Eldin	Nassar	Parent/guardian	Greetings... I'm writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for our students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Regards
Chelsie	Caudle	Parent/guardian	I am VERY disappointed with the “health” curriculum you are putting out to the elementary students. Most of the topics are meant to be discussed at home. Spending an hour and a half a week on non reading, writing, and math may be the reason why so many kids are falling behind! After reading the “gender unicorn” assignment at the high school level I am disgusted at the person who allows this to be taught in our schools! You need to do better!
Kimberly	Young	Community Member	"I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks."

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Jacob	Baran	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jacob Baran, and I am a math teacher at Highland Park Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. This has been the hardest, most stressful, and most demanding school year in my 15 years in the district. As a result, I am taking a leave of absence because this is not sustainable.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Waqas	Mustafeez	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thanks.</p>
Alicia	Sypher	Staff Member	<p>I'm appalled by the lack of respect teachers are being given. In the business world, a full year of working without a contract would cause a revolt and mass exodus. I see this like a child refusing to do chores for their hardworking parents... the thought is, "It's not like they'll leave!" The Board is playing on our dedication to students. Enough is enough. Now, we find teachers are being told no refrigerator or microwave in your classroom as a safety issue. How about classrooms that have just one exit? How about requiring teachers to use personal sick time before COVID time kicks in? How about taking care of those metal ramps on portables that kids and teachers constantly slip on? C'mon BSD, let's start prioritizing teachers and students! Teachers are tired of being seen as expendable, in a single day, 150 sub positions went</p>

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			unfilled, after giving subs a raise. Put money in teachers' pockets, not the time and energy spent on nonsense like classroom comforts.
Marina	Merrill	Other	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Warm Regards
Umair	Zaidi	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Elizabeth	Ranweiler	Parent/guardian	Please require masking by all students and staff at school. At a minimum, please require masking or a negative rapid test for students and staff to be at school on days 6-10 after testing positive for Covid. BSD's current policy of allowing students and staff to be at school on days 6-10 after a positive test with masks recommended but not required, and no negative rapid test required, is not adequate.
Lauren	McCartney	Staff Member	Thank you for your commitment to equity and supporting educators in our journey to continue to better serve all of our students no matter their identities. BEA leaders have been communicating educator concerns since the beginning of the year, and I want to highlight a few that would greatly help our students be successful next year. The sub shortage has negatively impacted our students. If you know about teaching, you know that multiple days of sub shortages increase stress amongst students and staff throughout the building, which harms the culture & relationships in the building. We need a plan for bringing in skilled subs. We need a way for educators to communicate the needs of their students to District leaders & have

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			<p>leaders hear them &amp; collaborate to take action. Getting resources in February is too late. What can schools do to serve students who are disregulated? Right now they can be in a classroom or the hallways. We need another option to meet their needs.</p>
Colby	Hood	Staff Member	<p>Dear School Board Member,  Thank you for all the important work you do to make the Beaverton School District a great place. My name is Colby, and I am a 3rd Grade Teacher at Rock Creek Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I had 34 students at the beginning of the year and my students didn't get one on one attention, it has been the most stressful working conditions in 16 years.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Ally E.	Edwards	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Ally Edwards, and I am a 6th Grade Language Arts teacher. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. This year has been beyond challenging due to the new middle school classes, class sizes of 40-42, a case load of 240 6th graders, and overall mental and emotional needs of students due to the pandemic. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that</p>

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			will ensure a sustainable and healthy work environment for Beaverton educators.
Katie	Banks	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thank you, Katie Banks
Zafar	Khan	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and request the Beaverton School District Board to pass this policy to show support for your students and community.
Lawrence	Healy	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Lawrence Healy, and I am an 8th grade social studies teacher at Stoller Middle School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. The classes are too large, the burn out for teachers is too high, the length of time with no working contract is too long, and eight periods a day is too great. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Sahar	Bassyouni	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and

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			inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks you so much for your time and consideration.
Clare	Oderman	Staff Member	<p>Dear Beaverton School Board,</p> <p>Thank you for all the important work you do for the Beaverton School District. My name is Clare Oderman and I am a Language Arts teacher at Westview High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>The demands of our jobs as teachers and counselors has increased and intensified over the past couple of years, and this has always been a demanding job. Teachers have pivoted countless times both because of changing work requirements and the needs of our students. We work hard to create environments where students want to be, where they feel supported, and where they are actively learning while also doing what's needed to help them after an absence. We have experienced constant anxiety about getting sick and missing work.</p> <p>A fair contract is the best way to demonstrate respect for hard work and professionalism as well as to keep teaching a desirable profession.</p> <p>Sincerely, Clare Oderman</p>
Rachel	G.	Staff Member	<p>I am highly concerned about student behaviors at the elementary level. I have personally observed young students scared when a student having a behavior challenge is throwing water bottles, garbage cans and tipping over chairs in the classroom. It is impossible to teach while this is going on. Many, caring staff members are stretched thin to address these challenges. These students with behavior challenges then are seen having their own recess and students tell me 'that isn't fair.' I am also concerned for my friends teaching middle school. Often they tell me they are fearful because students verbally threaten staff members and when walking the halls, students nudge staff members in the shoulder. Students use swear words to staff who try to address behavioral expectations. I am also hearing that many middle school teachers are leaving the teaching profession because of these reasons.</p>

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Mohammad	Kabir	Parent/guardian	We would like our students to have NO TESTS on Eid Day.
Jameelah	Rasheed	Community Member	Dear School Board Members, My name is Jameelah R, and I am a Beaverton School District community member... I am writing in support of the BSD Holiday Policy (Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy) and urge you to pass this policy to show support for your students and community. As a Muslim community member, I urge you to support the BSD Holiday policy because all students should feel supported in celebrating their religious and cultural holidays with out feeling like they will be behind and the stress of trying to catch up with their assignments. As I was a young Muslim student going to school and worrying about this was very troublesome for me and my siblings. Thank you, Jameelah Rasheed
Diana	Ibarra	Staff Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks, Diana Ibarra
Firas	Abdellatif		I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks, Firas Abdellatif
Alexandria	Frensley		Thank you for all the important work you do to make the Beaverton School District a great place. My name is Alexandria Frensley, and I am a teacher at Aloha Huber Park. I am urging you to settle a fair contract with our union at the bargaining session

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			<p>on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Despite these challenges, I continue to find immense joy and satisfaction in my work as an educator. However, joy and satisfaction do not pay the bills. In March, my daycare bill increased by ten dollars PER DAY with only 2 weeks' notice. Please understand how inflation is impacting your workforce and settle a fair contract. The time for investment in highly qualified, experienced educators is NOW.</p> <p>Thank you, Alexandria Frensley</p>
Nick	Murchison	Staff Member	<p>Thank you for the work you do for Beaverton SD. My name is Nick Murchison and I am a teacher at Cedar Park MS. During the pandemic, teachers have been the district’s front-line workers. Middle school is not an easy time of life. It takes a special type of educator to work with students this age and an even more dedicated teacher to stick around under the conditions of this year. The challenges of welcoming kids back for in-person learning after months away have been immense. Morale is low. I am worried about staff retention. Amidst all the pandemic-related impacts to our communities, our commitment to our students has kept schools open and kids learning - often to the detriment of our own well-being. We do not feel our efforts are acknowledged or appreciated by our district. The best investment you can make is in the educators who provide stability for Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract.</p>
Tiffany	Culligan	Parent/guardian	<p>The current ELA curriculum, Unit of Study by Lucy Calkins, has been detrimental to students that struggle to read in this district. The reading scores over the last several years since adoption speak for themselves especially for our most vulnerable populations. As the district begins the process for ELA adoption, I ask the board members to research about the science of reading and what struggling readers need to improve. Unfortunately the current curriculum leaves parents like me with struggling readers to seek support outside of school. Calkins</p>

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			has revamped her program admitting that it falls short. While that is a step in the right direction, it does not make up for the years of disregard for the decades of research around reading. I ask that BSD look outside of Lucy Calkins when considering the next ELA adoption. Our district should not puts its faith in this program moving forward, and instead should look to programs that have a history of following the research.
Diana	Ibarra	Parent/guardian	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks, Diana Ibarra
Jamad	Warsame	Staff Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.
Josh	Carrillo	Community Member	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for ALL of your students and community. I urge you to support this policy because it celebrates one of the core tenets of what makes this country and this city exceptional, which is our rich cultural diversity and our commitment to providing an equal opportunity for all to succeed. This policy allows the students and families of the Beaverton School District to learn and share in the rich traditions and festivities of all of our community members and will symbolize that our community is supportive in celebrating everyone's religious and cultural holidays. I look forward to a time when we can all celebrate Christmas, Hanukkah, Diwali, etc. together as one diverse, unified community! Thank you, Josh Carrillo

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Tiffany	Mathes	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Tiffany Mathes, and I am a Language Arts &amp; AVID at Beaverton High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. During the pandemic I spend hundreds of dollars to create a workspace in my home and paid a premium for an in-home nanny so as to keep my own children safe from exposure to COVID, none of which was reimbursed. I was able to create a welcoming and safe space for my students to learn, explore, and excel, despite our distance. I continue to happily give this job my heart and soul, while also knowing my worth.</p> <p>Please invest in our community, which includes our staff.</p>
Jennifer	Rawcliffe		<p>I am your front line.</p> <p>I was given 4 different preps this year.</p> <p>I use three different sets of learning targets in two languages.</p> <p>I am creating and piloting an IB course that is new to the district.</p> <p>I have had to revise my curriculum for the other three classes to meet student needs this year.</p> <p>Each one of my four preps must be updated separately on Canvas and Synergy.</p> <p>Many of my students did not have successful online learning experiences and are relearning how to learn.</p> <p>I have often been so overwhelmed by work that I have panic attacks or can't sleep at night.</p> <p>Day after day we are asked to cover classes during our preps.</p> <p>We have worked for an entire year without a contract.</p> <p>We have continued working while generous bonuses were offered to attract substitutes and classified staff.</p> <p>It is time for a fair contract that recognizes all of the personal and professional sacrifices that teachers have made to support our students and to keep schools open and running this year.</p>

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Heidi	Gilbertson	Staff Member	<p>Thank you for all the important work you do for our district. I am a Curriculum and instruction support specialist at Hazeldale Elementary. I am asking that you help to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, under immense stress and changes. Oregon's economic forecast is strong, which means we need to compensate our educator's and school staff for the incredible dedication and work they have done. Currently, in my building we are experiencing sub shortages daily. These shortages impact and exhaust everyone. Today we have over 9 unfilled positions and that is a typical day in our building. Our ESL teachers aren't able to serve groups, the Student Success Coach is pulled to cover special ed classes, and our administrators are constantly filling in where they can. We need relief. We need to know that what we are experiencing is seen and people are trying to make it better.</p>
Jasmine	Quang	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Jasmine Quang, and I am a math teacher at Mountainside High School. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Saying this year has been hard is so much of an understatement, it's laughable. This school year has repeatedly brought me to my knees, with little to no support from district.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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			<p>What would it take for you to change your mind on something important, perhaps something you strongly believe in?</p> <p>Let's try something together. Grab a piece of paper and rate on a 0 to 10 scale how strongly you believe in/support these areas in K-12 public schools (0 = strongly against, 5 = neutral, 10 = strongly support)</p> <ul style="list-style-type: none"> <li>- Restorative practices/justice</li> <li>- Transformative Social Emotional Learning</li> <li>- Trauma-informed practices</li> <li>- Anti-racism/Social Justice</li> <li>- Equity over equality</li> <li>- Schools should be the primary source for student mental healthcare</li> <li>- School staff keeping students' secrets about sensitive issues from the students' parents</li> </ul> <p>For areas where you scored high, like 8 or above, why is that? Think back to when you first felt it was "right". What made you feel that way?</p> <p>Now let me ask you this. For those areas with high scores, what would it take for you to lower that score, even just a bit? Or are you solidly in favor and unable to be swayed?</p> <p>When can we talk to discuss?</p>
Jeff	Myers	Parent/guardian	
Rabya	Khan	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.</p> <p>I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thanks.</p>
Abdullah	Mansoor	Parent/guardian	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.</p> <p>I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p>

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			Thanks. Abdullah
Dawood	Abdullah	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Zahra	Abdullah	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Sulaiman	Abdullah	Student	I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community. I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays. Thanks.
Katie	Hoffman	Staff Member	Thank you for all the important work you do to make the Beaverton School District a great place. My name is Katie Hoffman and I am a third grade teacher at West Tualatin View Elementary. I am urging you to settle a fair contract with our union at

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			<p>the bargaining session on May 25th.</p> <p>We have been our district’s front line workers for the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. Many West TV students have lost valuable services due to lack of staffing or sub shortages.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p> <p>Thank you, Katie Hoffman</p>
Esa	Abdullah	Student	<p>I am writing in support of the Recognition and Accommodation of Religious and Cultural Beliefs, Customs and Observances policy and urge the Beaverton School District Board to pass this policy to show support for your students and community.</p> <p>I urge you to support this policy because it demonstrates a commitment to racial equity and inclusion. All students should feel supported in celebrating their religious and cultural holidays.</p> <p>Thanks.</p>
Troy	Theriot	Other	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Troy Theriot, and I am both a parent of two BHS students and an English teacher at BHS. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>In the past two years, I have adjusted everything that I have known as an educator into CDL, hybrid instruction, and our ever-changing expectations and new grading policy without any additional compensation. I am feeling undervalued and underappreciated by the district. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district’s team to come to the bargaining table,</p>

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			ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.
Kathleen	Parker	Staff Member	<p>Please settle our contract with the BEA proposal for compensation intact. Sincerely The Staff of William Walker: Kathleen Parker, Kindergarten Teacher  Rachel Banks, 3rd grade Teacher  Rosanne Freer, Academic Coach  Susan Anderberg, 2nd grade Teacher  Chrissy Horne, Kindergarten teacher  Nikki O'Reilly, 2nd Grade Teacher  Shawna Patawaran, Special Ed. Teacher  Samantha Minter, School Counselor  Karen Lokting-Montgomery, 1st Grade Teacher  Vesta Wynkoop, 2nd Grade Teacher  Christina Lorntson, 1st Grade Teacher  Renata Dajnowska, Kindergarten Teacher  Alisha Bent, 3rd Grade Teacher  Amy Wood, Special Education Teacher  Zachary Haag, Special Education Teacher  Rich Feely, Academic Coach  Leticia Lee Barrios, Kindergarten Teacher  Scott Brenny, 4th Grade Teacher  Amanda Wakefied, ESL Teacher  Liard Wieliczkiwicz, Music Teacher  Amanda Sherman 3rd grade ELD teacher  Vesta Wynkoop 2nd Grade teacher</p>
Stephanie	Yelder	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Stephanie Yelder and I am a Learning Specialist at Errol Hassell. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>

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Lindsay	Ray	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Lindsay Ray, and I am the Vice President for BEA. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>BEA members have been BSD's front line workers for the past 2 years, and the challenges of this work are immense. Oregon's economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff. I hear stories regularly about staff leaving the profession because they do not feel valued and are coming to a job that is breaking them down every day. The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district's team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Lisa	Beaty	Parent/guardian	<p>My son has attended BSD since kindergarten. He clearly had difficulty learning to read, but not one teacher in his primary years knew what to do with him or how to help. Critical time was lost as I searched community resources that could help my son. At third grade, we finally connected with a community dyslexia tutor. Sadly, not a single school staff member was able to reinforce or encourage the way that dyslexic kids are taught to read. He was placed in reading groups at school which only hampered his advancement in reading due to conflicting instruction on 'how to read'. BSD needs to find ways to connect dyslexic students with specialized instruction. Even an online district tutor, who can meet and work with dyslexic students during their Resource Room or Learning Strategies class times, on a regular basis, would be very helpful. Onsite teachers who, as a 'side activity' sometimes know a little bit about working with dyslexic students are VERY INEFFECTIVE.</p>
Miriam	Ambriz	Staff Member	<p>Board members,</p> <p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is Miriam , and I am a Student Success Coach TOSA at Errol Hassell Elementary. I am urging you to settle a fair contract with our union at the bargaining session on May 25th.</p> <p>We have been our district's front line workers for</p>

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			<p>the past 2 years, and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators , particularly BIPOC classified and certified staff. The constant stressors such as the lack of a culture of belonging are Pushing BIPOC staff to consider leaving the district.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
Kayla	M	Staff Member	<p>Thank you for all the important work you do to make the Beaverton School District a great place. My name is kayla, and I am a TOSA at Central Office. I am urging you to settle a fair contract with our union at the bargaining session on May 25th. We have always been our district’s front line workers and the challenges of this work are immense. Oregon’s economic forecast is strong, which means our biggest uncertainty is the retention of educators and school staff, in particular BIPOC staff. The unique harm BIPOC staff, students, and families have endured has gone largely unnoticed. To support equity, we must acknowledge and address this ugly truth, including by way of reparations.</p> <p>The best investment you can make is in the educators who provide excellent learning environments for all Beaverton students. We need the district’s team to come to the bargaining table, ready to settle a contract that will ensure a sustainable and healthy work environment for Beaverton educators.</p>
John	Wickham	Staff Member	<p>It is time the district shows support of its teachers and settles the collective bargaining contract with the Beaverton Eduaction Association. I have taught in public schools for over 30 years and this is the first time in my career where I have gone almost an entire school year working under a past contract. I have closely observed the contract negotiations and the district negotiating team appeared to drag its feet during a majority of the sessions this year and now we are near the end of the scheduled negotiating sessions. If this carries on into the 22-23 school year, I fear we will lose</p>

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			some of our best younger teachers to other districts that have figured out how to bargain. Or some of these teachers will just leave the profession, because they will earn more and be shown the professional respect they deserved. I urge you to advise the district negotiating team to go the bargaining table with a fair contract with adequate compensation.
Kelly	Olson		Please support the holiday testing calendar.
Jessica	P	Parent/guardian	My family and I would like the BSD board to consider holy days of other traditions to honor time away from school to celebrate with their families. We believe that every student should be allowed the opportunity to honor their culture's tradition without risking their academics. Thank you for your time and consideration.
Stephanie	Yelder	Staff Member	Thank you for the important work you do to make Beaverton School District a great place. My name is Stephanie Yelder, I am a Learning Specialist at Errol Hassell. Currently BIPOC staff working conditions are toxic environments. We are reaching out for support in ways that are observable and measurable. We ask for actions that alleviate the harm BIPOC educators are experiencing. Our district needs to recruit and retain BIPOC staff at a higher degree. Each year we lose or push out BIPOC staff. We need the district to ensure a sustainable and healthy work environment for Beaverton BIPOC staff. Research has shown that students of all races benefit from having educators of color. 1. Cherng H-YS, Halpin PF. The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers. Educational Researcher. 2016;45(7):407-420. doi:10.3102/0013189X16671718
Mike	Speed	Community Member	BSD District Goal: WE empower all students to achieve post-high school success. Unwillingness to invest in educators is inconsistent with the District Goal and questions commitment to it. The lack of full investment in educators undermines the system and concept of education. BSD is actively diminishing the role of educators and education through its lack of investment in educators. The District Goal also diminishes. Educators are already asked to make too many

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			<p>sacrifices. Yes, we're all asked to make sacrifices. We've all made sacrifices, some more than others, some more significant than others. And, the pandemic has amplified this. Still, BSD should not ask educators to sacrifice further. Instead, BSD should better champion education, and educators, so that the community, and BSD, can fully invest in educators, education, and the District Goal. Should you disagree, please help me understand how BSD's actions during the current negotiations work toward the District Goal.</p>
John	Stovall	Parent/guardian	<p>Thank you for the support you provide for our school district. As a parent, I ask what are we doing to recruit and retain BIPOC staff? Our children deserve to have representation, diversity and inclusivity throughout their full education in Beaverton.</p>
Ashley	Boardman	Parent/guardian	<p>I think big changes need to be made to our literacy curriculums. They are failing all our students. The dependence on memorization instead of teaching phonics and the fundamentals of how reading actually works is a problem. Changes should include a screener in kindergarten as early identification of any issues and interventions is key to maintaining a child's love of learning. (Preventing severe anxiety and withdrawal from school.)</p> <p>Funds need to be allocated for teacher training as well. We have wonderful teachers in the system who need the right tools to help their students. Seeing early success or the right handling of any issues by both schools and parents is critical in supporting our children to grow into confident, successful adults.</p>

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## SUPERINTENDENT REPORT

**2022-2023 Budget:** At our June 21<sup>st</sup> school board meeting, our board will consider adopting my proposed 2022-2023 budget that was prepared under the guidance of Assistant Superintendent of Business Services, Mike Schofield. This budget was approved by the entire budget committee on May 18<sup>th</sup> and recommended unanimously to be forwarded to our school board for adoption. I want to thank all of our budget committee members for their time and effort in reviewing the budget, asking clarifying questions, and forwarding the budget for board approval. In preparing our budget, several unknown factors had to be considered to include decreasing enrollment, unfinished bargaining, temporary state and federal funding, inflation, and future funding to be allocated by the legislature.

**Bargaining:** We continue to bargain in good faith with our associations, and we are optimistic in coming to an agreement in the near future to provide additional resources to our classified and certified staff. The district continues to stand ready to work with our associations to negotiate contracts that provide sustainable resources to support our children, families, and staff, now, and into the future.

**Capital Construction School Bond:** On behalf of our school board and staff, I want to take this opportunity to thank the Beaverton Community for supporting and passing our Capital Construction Bond. Your support of the children and staff in our district is amazing and truly appreciated. This bond will ensure and enhance learning environments in all of our schools. It will help address safety and security issues, complete needed deferred maintenance, update and replace technology, replace and repair schools, and begin addressing needed seismic structural needs as outlined in our long-range facilities plan. I want to thank our school board for your foresight in referring our bond to the voters and our staff for their support and engagement in the process. I would like to specifically acknowledge our communications department, facilities and bond team, and all of our campaign donors. I also, at this time want to acknowledge the unbelievable efforts of our vice school board chair, Becky Tymchuk. Becky, single handedly, raised nearly 200,000 dollars to fund the campaign to successfully pass the bond. Having a board member with her fund-raising expertise, work ethic, and love for the Beaverton School District is a blessing. Becky, thank you for sacrificing your time, energy, family, and livelihood for the well-being of our children, families, and staff in the Beaverton School District.

**Communications Award:** Congratulations to our entire BSD communication's department led by director Shelley Bailey-Shaw. The department won three "Best in Oregon Awards presented by the Oregon School Public Relations Association. The three projects recognized were the Fake and Fatal Awareness Campaign, Let's Be BSD Campaign, and the 2022 Proposed Bond that recently passed. In addition, the department earned three additional awards for their innovative and informative video productions. Thank you to our communications Department!


**SCHOOL REPORT**

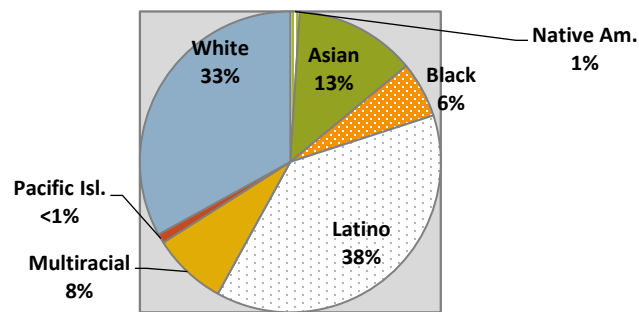
School: Beaver Acres Elementary

Principal: Angela Tran

Years as School Principal: 12

Years in BSD: 22

**School Demographics 2020-21**

 Enrollment: 712  
 Economically Disadvantaged: 52%  
 Students with Disabilities: 18%  
 Ever English Language Learner: 33%  
 Different Languages Spoken: 31

**School Metrics**
**Kindergarten Readiness**

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	25.1	26.9		All Students	10.1	10.7	
Economically Disadvantaged	20.5			Economically Disadvantaged	10.2		
English Language Learners	14.6			English Language Learners	9.5		
Students with Disabilities	15.6			Students with Disabilities	7.1		
Migrant				Migrant			
Asian	31.3	39.4		Asian	9.6	11.5	
Black/African American				Black/African American			
Hispanic/Latino	21.3	18.8		Hispanic/Latino	10.5	10.0	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial	33.1			Multi-Racial	11.6		
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	23.9	29.1		White	9.9	11.9	
Female	24.5	28.1		Female	10.5	11.1	
Male	25.6	25.2		Male	9.7	10.2	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	7.9	7.3		All Students	3.3	3.6	
Economically Disadvantaged	5.7			Economically Disadvantaged	3.3		
English Language Learners	2.9			English Language Learners	3.2		
Students with Disabilities	3.0			Students with Disabilities	2.8		

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Migrant			Migrant		
Asian	10.8	15.5	Asian	3.5	4.1
Black/African American			Black/African American		
Hispanic/Latino	7.2	2.9	Hispanic/Latino	3.3	3.5
American Indian/Alaska Native			American Indian/Alaska Native		
Multi-Racial	10.9		Multi-Racial	3.8	
Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander		
White	7.0	8.6	White	3.2	3.6
Female	8.3	9.5	Female	3.5	3.9
Male	7.5	4.5	Male	3.2	3.3
Non-Binary			Non-Binary		

\* Combined results for uppercase and lowercase letter assessments.

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

## College Readiness

<b>Grade 3 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 3 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	50.0%			All Students	43.4%		
Economically Disadvantaged	31.0%			Economically Disadvantaged	24.1%		
English Language Learners	33.3%			English Language Learners	25.0%		
Ever English Language Learners	33.3%			Ever English Language Learners	25.0%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	11.1%			Students with Disabilities	27.8%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	83.3%			Asian	50.0%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	27.7%			Hispanic/Latino	27.7%		
White	70.0%			White	60.0%		
Multi-racial				Multi-racial			
Male	51.9%			Male	57.7%		
Female	48.1%			Female	32.1%		
Non-binary				Non-binary			

<b>Grade 5 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 5 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	58.8%			All Students	43.1%		
Economically Disadvantaged	50.0%			Economically Disadvantaged	27.6%		
English Language Learners	43.3%			English Language Learners	26.7%		
Ever English Language Learners	46.9%			Ever English Language Learners	28.1%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	39.1%			Students with Disabilities	21.7%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	90.0%			Asian	90.0%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	43.6%			Hispanic/Latino	23.1%		
White	67.6%			White	52.9%		

Multi-racial	64.3%			Multi-racial	50.0%		
Male	56.5%			Male	56.5%		
Female	60.7%			Female	32.1%		
Non-binary				Non-binary			

<b>Growth English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Growth Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	49%			All Students	50%		
Economically Disadvantaged	50%			Economically Disadvantaged	55%		
English Language Learners	52%			English Language Learners	53%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	41%			Students with Disabilities	38%		
Talented and Gifted	27%			Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	50%			Asian	56%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	49%			Hispanic/Latino	52%		
White	52%			White	50%		
Multi-racial	36%			Multi-racial	64%		
Male	47%			Male	55%		
Female	51%			Female	46%		
Non-binary				Non-binary			

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

## 2020-21 Participation Rates

Smarter Balanced ELA: 11%

Smarter Balanced Math: 10%

Student Survey: 2%

<b>Absence and Exclusion Measures</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Students missing fewer than 10 days of school	60%	75%	63%	Students reporting that at least one adult cares about them	96%	NA	NA
Students missing class due to suspensions or expulsion	12	14	0	Parents reporting they feel informed and valued as active partners in their child's education	84%	NA	72%
Number of class days missed due to suspensions or expulsion	20.5	12	0	Teachers and staff reporting they contribute to school decision making	68%	NA	66%

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

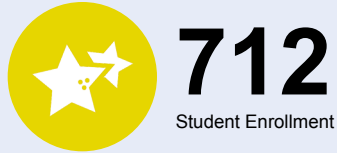


OREGON AT-A-GLANCE SCHOOL PROFILE
Beaver Acres Elementary School

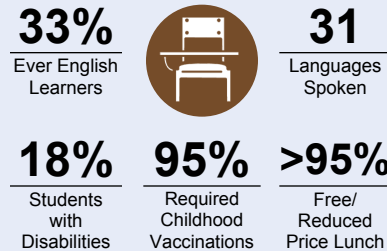
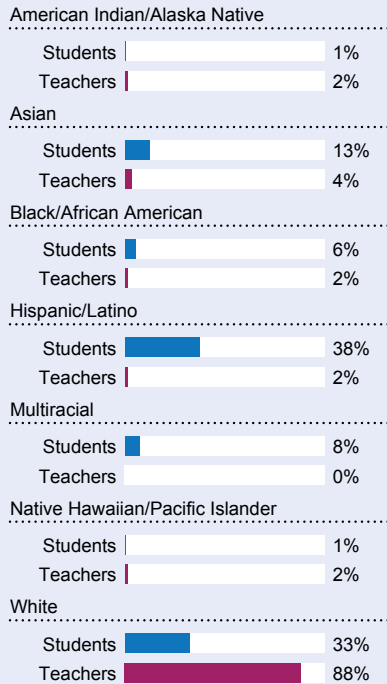
PRINCIPAL: Angela Tran | GRADES: K-5 | 2125 SW 170th Ave, Beaverton 97003 | 503-356-2020



Students We Serve



DEMOGRAPHICS



\*<10 students or data unavailable

Special Note

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

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

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

School Environment

REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

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

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

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

Academic Progress

INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

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

School Goals

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

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025.

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.



Outcomes

Our Staff (rounded FTE)



42 Teachers



16 Educational assistants



2 Counselors/ Psychologists



85% Average teacher retention rate



93% % of licensed teachers with more than 3 years of experience



No Same principal in the last 3 years

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

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

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

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

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

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

77% 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.

73% of parents report that the school encourages feedback from parents and the community.

# Beaver Acres Elementary School 2021-2022

*last revised May 2, 2022*

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



**WE EXPECT EXCELLENCE**

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



**WE INNOVATE**

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



**WE EMBRACE EQUITY**

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



**WE COLLABORATE**

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

## Our Vision

At Beaver Acres we provide a safe, welcoming, and inclusive learning community that encourages, empowers, and supports all students to become confident, capable, and independent lifelong learners.

## Our Mission

To achieve our vision on a daily basis --

**WE:**

**WELCOME** everyone.

**NURTURE** the whole child.

**BUILD** a culture of perseverance and hard work.

**TEACH** an engaging curriculum and a love of learning.

**FOSTER** meaningful relationships within our community.

**VALUE** diversity.

**CELEBRATE** the individual strengths of each and every member of our community.

## Our Story:

Beaver Acres is currently one of the largest K-5 elementary schools in the Beaverton School District, with approximately 700 students. It has been the privilege of the Beaver Acres staff and community to have three Independent Skills Center (ISC) specialized program classrooms for the past 20+ years serving students with special needs.

In 2019-2020 BACR welcomed 154 new students to our school; 120 of those as a result of the boundary change with Elmonica Elementary School. The leadership team and school staff were very intentional in planning for the transition of our new students and families, hosting a separate open house event just for new families, to familiarize them with the building, and answer questions prior to the start of school. Creating a safe, welcoming, and inclusive environment is central to every policy and practice at Beaver Acres.

Along with the rest of the Beaverton School District, we have recognized the need to further equip our staff with tools to support and nurture our students' social and emotional learning. Over the last few years we have implemented the following structures: morning meeting in each classroom is built into the master schedule, knowledge and use of the Zones of Regulation, fostering a growth mindset, "Peace Places" as calming spaces for students to regulate their emotions, professional development for staff, Harmony lessons, and conflict resolution lessons/problem solving for students.

We use the workshop model for instruction in math, writing, and reading. Our primary focus is knowing each and every student well as a learner, reader, and mathematician to better design and implement instruction. The use of the IRLA for reading provides specific guidance on where the students are as readers and what strategies need more refinement. Authentic published writing and daily practice provide us with a roadmap for writing instruction. In math, we use the workshop model and mathematical practices to ensure we are supporting individual learners. Each of these areas allows for conferring opportunities to set up individual goals as well as strategic grouping during work time to directly link instruction to need. Our ESL staff push-in and/or co-teach during reading and/or writing to support our students who are emerging bilingual students as well as students who are striving readers.

**Proposed for 2021-2022 and beyond—an achievement goal (2-4 year goal)**

**We will target the achievement and growth of our students who are language learners and our students who are historically underserved in the content areas of English Language Arts and Math. When this goal is met, we will see the trajectory of student achievement in these sub groups grow by 1.5 to 2 years until there is no longer an achievement gap.**

**Overall highlights from the 2018-2019 Accountability Details Report:**

**Celebrations of Growth:**

- Overall, ELA Achievement is trending up.
- Beaver Acres students consistently keep up with the growth of their peers statewide in ELA and Math (median growth between 45-55).
- On Track to ELP—from a level 3 to a level 4
- Math English Learners median growth percentile grew from 47.5 to 52.5 resulting in a 3 year average rating of a level 4 (previously a 3)
- Math Economically Disadvantaged median growth percentile grew from 45.0 to 58.0 resulting in a 3 year average rating of level 4 (previously a 3)

**Areas to Grow:**

- ELA Growth overall remains a level 3, but the median growth went down—2017-18 the median growth was 56 and it was 47.5 in 2018-19 (down 8.5)
- Math Achievement overall is an area to grow. We see significant growth in the median growth percentiles for our Economically Disadvantaged and English Learners (Median Growth of 4 for both) as mentioned above, yet overall percentage meeting for both those subgroups has far to go for a level 2 in the area of overall achievement.

**Hypothetical Goals for 2019-2020 (had SBAC taken place)**

*\*These achievement goals are a 2-4 year goal as the achievement targets are a big stretch.*

**ELL Students in the subject area of ELA—overall ELL meeting level will increase to a level 2 from a level 3. For**

Beaver Acres to meet this goal, ELL achievement in 2019-2020 would have needed to be **\*54** or above.

2015-2016	2016-2017	2017-2018	2018-2019	3 Year Average	ESSA Level for 2017-2018	ESSA Level for 2018-2019	Goal for 2019-2020
37.6	35.0	37.7	39.8	37.4	Level 2	Level 2	Level 3

ELL Students in the subject area of ELA—overall ELL **median growth** will increase to a level 4 for median growth. For Beaver Acres to have met this goal, median growth would have needed to be **\*55** or above.

2015-2016	2016-2017	2017-2018	2018-2019	3 Year Average	ESSA Level for 2017-2018	ESSA Level for 2018-2019	Hypothetical Goal for 2019-2020
51.0	43.0	47.5	52.5	46.0	Level 3	Level 3	Level 4

ELL Students in the subject area of Math—overall ELL **meeting** level will increase to a level 2 from a level 3. For Beaver Acres to meet this goal, ELL achievement in 2019-2020 would have needed to be **\*43** or above.

2015-2016	2016-2017	2017-2018	2018-2019	3 Year Average	ESSA Level for 2017-2018	ESSA Level for 2018-2019	Hypothetical Goal for 2019-2020
31.6	29.9	23.6	26.5	26.8	Level 2	Level 2	Level 3

ELL Students in the subject area of Math—overall ELL **median growth** will continue the trajectory of median growth resulting in a level 5. For Beaver Acres to meet this goal, median growth would have needed to be **\*56.5** or above.

2015-2016	2016-2017	2017-2018	2018-2019	3 Year Average	ESSA Level for 2017-2018	ESSA Level for 2018-2019	Hypothetical Goal for 2019-2020
49.0	45.0	48.0	56.5	48.5	Level 3	Level 4	Level 5

*\*We will set goals based on updated assessments by December of 2021 (2nd round of APAC) to ensure that we are utilizing the IRLA tool in a way that honors getting to know our students as readers and to set meaningful, actionable, goals through our workshop model of instruction.*

**IRLA—Overall Percentage On Target By Grade Will Increase.**

	% On Target Fall 2021 As of Nov. 1 2021	Goal (% Increase)	% On Target Mid Year As of May 2, 2022	Overall % Growth from Fall to Mid Year	% On Target EOY	Overall % Growth from Fall to EOY	Goal Met? Y/N?

Kinder	22		37	15			
1st	12		23	11			
2nd	21		29	8			
3rd	13		30	17			
4th	21		37	16			
5th	30		63	33			

**Math Dreambox—Overall Percentage On Target By Grade Will Increase** *(Data inconsistent during the 2020-2021 school year; we will establish a baseline by first round of APAC)*

*If there is no data or insufficient data it is a nudge to increase use for those students. It is definitely the best way to monitor ongoing progress toward increasing the number of students on track—as per our Math TOSA Team.*

	% On Target May 2022	Potentially On Track	Not On Track	Insufficient Data	No Data
Kinder	14.7	12.9	7.8	56.9	7.8
1st	19.7	12.4	33.6	31.4	2.9
2nd	32.2	16.5	19.1	27.8	4.3
3rd	41	17.1	17.1	16.2	8.6
4th	50.9	11.8	3.6	25.5	8.2
5th	19.5	13	38.2	26.8	2.4

**Our needs assessment analysis revealed a strong desire to meet students where they are.**



<p><b><u>Equity Area of Focus:</u></b></p> <p><b>Equity:</b> <i>Guiding School Vision and Mission</i></p>	<p><b><u>Academic Excellence Area of Focus:</u></b></p> <p><b>Academic Excellence:</b> <i>Well-Rounded, Coordinated Learning Principles</i></p>	<p><b><u>Collaboration Area of Focus:</u></b></p> <p><b>Collaboration:</b> <i>Communication of Systems/ Talent Development</i></p>
<p><b><u>Equity Goal:</u></b></p> <p><b>Key indicator 4.1 Student Centered &amp; Relational Principles for Learning</b></p> <ul style="list-style-type: none"> <li>• School personnel support relational learning principles that provide instruction, modeling, and classroom norms that promote students’ social competency, self-efficacy and identity.</li> </ul>	<p><b><u>Academic Excellence Goal:</u></b></p> <p><b>Key Indicator 4.5 Provide Multi-Tiered System of Support</b></p> <ul style="list-style-type: none"> <li>• The school sustains systems for providing a responsive continuum of academic, behavioral, and social-emotional supports as needed for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, to meet their goals.</li> </ul>	<p><b><u>Collaboration Goal:</u></b></p> <p><b>Key Indicator 4.4 Data-Informed Decision Making</b></p> <ul style="list-style-type: none"> <li>• Teaming structures promote educator collaboration to plan for and respond to student progress.</li> </ul>
<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Classroom Environment &amp; Culture - (5D+ Framework)</b> <ul style="list-style-type: none"> <li>○ <b>Conferring with students</b> within the workshop model in math, reading, and writing will establish <b>individualized goals</b> and direct instruction opportunities “in the</li> </ul> </li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Assessment for Learning - (5D+ Framework)</b> <ul style="list-style-type: none"> <li>○ Students assess their own learning in relation to the learning target</li> <li>○ The teacher creates multiple assessment opportunities and expects all students to demonstrate learning</li> </ul> </li> </ul>	<p><b><u>Key Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Team structures</b> <ul style="list-style-type: none"> <li>○ Professional Development Team</li> <li>○ Grade Level Teams</li> <li>○ Behavior Health and Wellness Teams</li> <li>○ Department Teams</li> <li>○ Committees</li> <li>○ APAC - Academic Proficiency and Assessment</li> </ul> </li> </ul>

<p>moment.”</p> <ul style="list-style-type: none"> <li>○ • Classroom norms encourage risk-taking, collaboration and respect for thinking.</li> <li>● <b>Conferring with students</b> within the workshop model in social emotional learning, math, reading, and writing we will establish <b>individualized goals</b> and direct instruction opportunities “in the moment.”</li> <li>● <b>Student Engagement - Engagement Strategies (5D+ Framework)</b> <ul style="list-style-type: none"> <li>○ Classroom norms encourage risk-taking, collaboration and respect for thinking.</li> </ul> </li> </ul>		<p>Committee</p> <ul style="list-style-type: none"> <li>● <b>Differentiated Staff Development</b> <ul style="list-style-type: none"> <li>○ Professional Development Team will use information from Committees, Teams, Surveys, and experiences (conversations) to plan differentiated staff development</li> </ul> </li> </ul>
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## Supplemental Questions (for Title 1A Schools):

### Leadership

- The district provides ongoing support for the implementation of the plan through frequent and ongoing principal coaching and support as well as professional development opportunities for building leaders and staff. Each spring, the district’s Title IA coordinator, the school’s executive administrator, and the Administrator for Accountability review the improvement plan and provide feedback on the needs assessment, selected goals, and key strategies in each goal area to inform the development of the following year’s improvement plan.

### Talent Development

- We will participate in staff meetings each month focused on literacy, math instruction, SEL work, Restorative Practices, **Anti-racist teaching** and other topics identified through a staff survey and lead by the building PD committee. Conversation Quads have been formed with staff input for small group debriefing of all staff PD. Additionally, there will be teacher choice opportunities for additional professional development led by district TOSAs and colleagues.

### Stakeholder Engagement

- A weekly newsletter is sent home. Administrators and teacher representatives attend PTO meetings. Teachers regularly post academic progress on SeeSaw. We work closely with a faith based team to provide food back-packs to families. In 2020-2021 the highly invested BACR staff will brainstorm meaningful opportunities to engage parents during times of Covid protocols, later followed by family evening opportunities such as game nights, literacy nights, student art auction (traditional to BACR) etc.

### **Well-Rounded Learning System**

- Our teachers participate in district wide professional development opportunities. Grade level and specialist teams meet regularly to support professional learning, plan for implementation of a consistent curriculum, and monitor student progress. This may include observation of instruction and debriefing quality teaching strategies. The schoolwide development of the workshop model for reading and math, as well as a focus on social-emotional learning, provides a system to address the needs of all children across content areas including social/emotional needs. Students identified for English Language Development and Special Education have access to core content. We strive to serve students in the least restrictive environment at all times. Collaborative co-teaching is integrated during our reading block. Our staff work to have consistent curriculum implementation. BACR follows a workshop approach in reading, writing, and math. Staff deliver concise mini lessons, confer with individual learners, and/or with strategy groups. Through a building-wide master schedule, resources are used effectively throughout the building. The building schedule follows the district guidelines for minutes of instruction. Intervention occurs so that all students access the mini lesson, small group instruction, independent reading, and math during their core instruction.

### **Instructional Strategies**

**The following instructional strategies will be used to address student need:**

#### **Counseling, school-based mental health programs, and specialized support**

- The school program will include a certified school counselor and a Student Success Coach. The counselor will provide individualized mentoring, small group instruction, and whole class lessons. The Student Success Coach will provide peer coaching to all staff, professional development, in the area of Social and Emotional Learning, and support to individual students.

#### **Preparation for and awareness of post-secondary education opportunities and/ or entrance into the workforce.**

- Each year the 5th grade students visit their corresponding middle school. Beaver Acres has a strong Career Day and during that month the counselor and classroom teachers provide opportunities to learn about various jobs. Integrate leadership opportunities for 5th grade students, including 4th grade students after spring break.

#### **Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.**

- PBIS is implemented throughout the school. Stanford Harmony and Second Steps curriculum are available as needed in each classroom. Proactive SEL lessons are taught in classrooms. Staff members have been trained in Restorative Practices and in regulation strategies.

#### **Assisting preschool children in the transition to local elementary school programs.**

- Beaver Acres will be welcoming a Pre-K classroom in the academic year of 2022-2023.

### **Inclusive Policy and Practice:**

- Beaver Acres provides strategies and opportunities for students to meet challenging state academic standards including historically economically disadvantaged students. BACR strives to communicate effectively with all stakeholders, survey parents/guardians, reflect on staffing structures, (program models ESL/intervention), support professional development and inclusive practices, and use our data to inform practices. We use IRLA, formative assessments, Dreambox assessments and reports, Units of Study summative assessments, teacher created assessments, and OSAS data. We use our three times a year APAC meetings to identify and address the needs of individual students as well as determine needs of the school as a whole.
- **Add and/or Integrate throughout:**  
We strive to become anti-racist leaders and teachers providing culturally relevant and responsive instruction as well as creating an inclusive environment for all students especially those who represent communities that are historically underrepresented, marginalized and monoritized.
  - We prioritize culturally responsive and high interest non-fiction texts in our Take home libraries, Classroom libraries, and student at-home reading provided each Fall K-2nd grade



### SCHOOL REPORT

 School: **Elmonica Elementary**

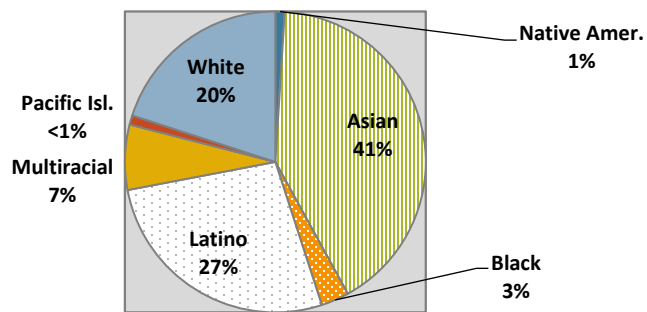
 Principal: **Kalay McNamee**

 Years as School Principal: **13**

 Years in BSD: **23**

### School Demographics 2020-21

**Enrollment:** 466  
**Economically Disadvantaged:** 45%  
**Students with Disabilities:** 10%  
**Ever English Language Learner:** 39%  
**Different Languages Spoken:** 25



### School Metrics

#### Kindergarten Readiness

Letter Names*	18-19	19-20	20-21	Early Mathematics	18-19	19-20	20-21
All Students	31.3	34.7		All Students	10.7	10.9	
Economically Disadvantaged	13.9			Economically Disadvantaged	8.5		
English Language Learners	15.3			English Language Learners	8.2		
Students with Disabilities				Students with Disabilities			
Migrant				Migrant			
Asian	44.9	47.5		Asian	12.4	12.1	
Black/African American				Black/African American			
Hispanic/Latino	9.9	11.0		Hispanic/Latino	8.2	7.9	
American Indian/Alaska Native				American Indian/Alaska Native			
Multi-Racial				Multi-Racial			
Native Hawaiian/Pacific Islander				Native Hawaiian/Pacific Islander			
White	32.5	33.4		White	11.1	11.9	
Female	31.1	36.1		Female	10.8	10.9	
Male	31.5	33.8		Male	10.6	10.8	
Non-Binary				Non-Binary			
Letter Sounds	18-19	19-20	20-21	Approaches to Learning	18-19	19-20	20-21
All Students	11.1	12.4		All Students	3.3	3.3	
Economically Disadvantaged	3.2			Economically Disadvantaged	3.2		
English Language Learners	3.9			English Language Learners	3.1		
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	18.0	18.7	Asian	3.4	3.5
Black/African American			Black/African American		
Hispanic/Latino	1.7	1.5	Hispanic/Latino	3.2	2.8
American Indian/Alaska Native			American Indian/Alaska Native		
Multi-Racial			Multi-Racial		
Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander		
White	9.1	8.4	White	3.1	3.3
Female	11.2	13.0	Female	3.4	3.6
Male	11.0	12.0	Male	3.1	3.1
Non-Binary			Non-Binary		

\* Combined results for uppercase and lowercase letter assessments.

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

## College Readiness

<b>Grade 3 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 3 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	54.1%			All Students	55.7%		
Economically Disadvantaged	40.7%			Economically Disadvantaged	42.4%		
English Language Learners	31.3%			English Language Learners	33.3%		
Ever English Language Learners	31.3%			Ever English Language Learners	33.3%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	16.7%			Students with Disabilities	33.3%		
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	60.0%			Asian	71.4%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	35.9%			Hispanic/Latino	33.3%		
White	63.6%			White	66.7%		
Multi-racial	60.0%			Multi-racial	60.0%		
Male	54.5%			Male	63.6%		
Female	53.7%			Female	49.3%		
Non-binary				Non-binary			

<b>Grade 5 English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Grade 5 Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	58.2%			All Students	42.4%		
Economically Disadvantaged	37.9%			Economically Disadvantaged	19.0%		
English Language Learners	28.9%			English Language Learners	17.8%		
Ever English Language Learners	30.4%			Ever English Language Learners	19.6%		
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	26.3%			Students with Disabilities	15.8%		
Talented and Gifted				Talented and Gifted	>95%		
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	90.9%			Asian	87.0%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	31.0%			Hispanic/Latino	21.4%		
White	79.2%			White	50.0%		

Multi-racial				Multi-racial			
Male	53.1%			Male	44.0%		
Female	63.3%			Female	40.8%		
Non-binary				Non-binary			

<b>Growth English Language Arts</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Growth Mathematics</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
All Students	57%			All Students	51%		
Economically Disadvantaged	53%			Economically Disadvantaged	47%		
English Language Learners	51%			English Language Learners	48%		
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	47%			Students with Disabilities	38%		
Talented and Gifted	75%			Talented and Gifted			
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	67%			Asian	72%		
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	52%			Hispanic/Latino	45%		
White	64%			White	48%		
Multi-racial	59%			Multi-racial	53%		
Male	53%			Male	53%		
Female	61%			Female	49%		
Non-binary				Non-binary			

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

### 2020-21 Participation Rates

Smarter Balanced ELA: 18.6%

Smarter Balanced Math: 19.1%

Student Survey: 31%

<b>Absence and Exclusion Measures</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Students missing fewer than 10 days of school	63%	79%	84%	Students reporting that at least one adult cares about them	86%	NA	91%
Students missing class due to suspensions or expulsion	3	2	0	Parents reporting they feel informed and valued as active partners in their child's education	81%	NA	87%
Number of class days missed due to suspensions or expulsion	4.5	3.5	0.0	Teachers and staff reporting they contribute to school decision making	71%	NA	NA

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



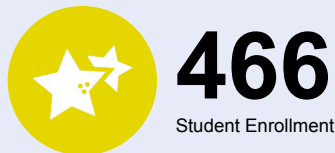
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Elmonica Elementary School

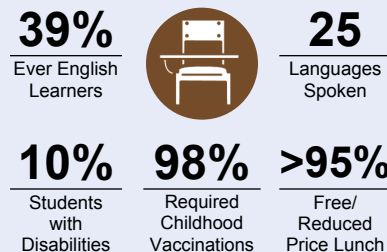
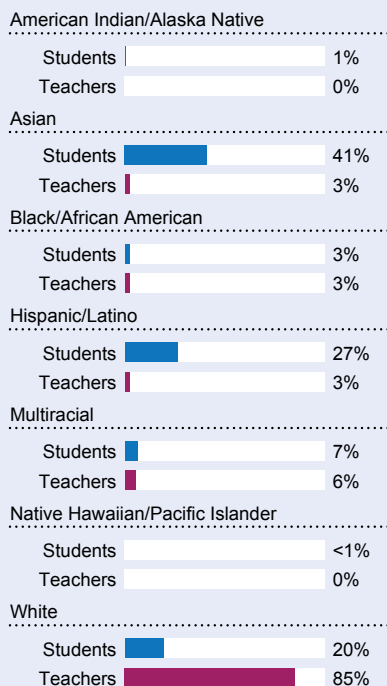


PRINCIPAL: Kalay McNamee | GRADES: K-5 | 16950 SW Lisa Ct, Beaverton 97006 | 503-356-2080

### Students We Serve



### DEMOGRAPHICS



\*<10 students or data unavailable

### Special Note

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

### Academic Success

#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Environment

#### REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx)

#### MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

#### SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Goals

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

### State Goals

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

### Safe & Welcoming Environment

**WE** are committed to providing all of our students and families with safe, caring and inclusive learning environments, free from bullying, intimidation, and harassment. We will not tolerate any form of discrimination and we will take swift action to address concerns. We have a Board Policy (AC) on non-discrimination. We will serve all students and families. Students in grades 4 - 5 reporting:  
· Feeling safe, welcomed, and accepted at school: 97%  
· At least one adult at school really cares about them: 91%





Outcomes

Our Staff (rounded FTE)



30

Teachers



4

Educational assistants



1

Counselors/ Psychologists



76%

Average teacher retention rate



84%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

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

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

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

Students in grades 4 - 5 reporting not being bullied online: 84%

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

EXTRACURRICULAR ACTIVITIES

See our website for activities available to students.

PARENT ENGAGEMENT

92% 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.

76% of parents report that the school encourages feedback from parents and the community.

School: Elmonica			
District Goal: WE empower all students to achieve post-high school success			
<div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin: 0;"><i>WE EXPECT EXCELLENCE</i></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>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin: 0;"><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>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin: 0;"><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>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin: 0;"><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>
<p>Elmonica is a neighborhood K-5 Title I school of 434 students. Inquiry and workshop program models have been the heart of our instruction and philosophical approach to learning. Because we believe that all students learn best through inquiry-based instruction, we provide rigorous and engaging opportunities, including focusing on those who have been historically economically disadvantaged and underserved. The support we provide helps students meet challenging state academic standards. Collectively, Elmonica staff reviews assessment data and trends over time that indicate the need for additional support for English Language Learners and students with learning difficulties and social-emotional needs.</p> <p>Elmonica began collaborative co-teaching in 2018. This year, collaborative co-teaching will expand to include students who need English language development, academic interventions, and behavior support. Research proves collaborative co-teaching is an effective and equitable instructional practice for all students. We have three full-time ELL teachers collaborating in 2 out of 3 classrooms at each grade level, two Academic Coaches, and one Learning Specialist to provide additional instructional support.</p> <p>To ensure that all students feel safe and welcome at our school, we develop inclusive practices that enhance our social-emotional learning and become more knowledgeable anti-racist and anti-bias educators. In addition, Elmonica's behavioral health and wellness team provide student and family support focusing on emotional health and well-being during the pandemic.</p>			

<u><i>Equity</i></u>	<u><i>Academic Excellence</i></u>	<u><i>Collaboration</i></u>
<p>We will fully implement the use of ParentSquare as our primary communication tool with parents.</p> <p>We will continue professional development to become more knowledgeable anti-racist and anti-bias educators.</p> <p>We will implement collaborative co-teaching school-wide. Co-teaching is inclusive of all students identified in need of additional learning support or related services.</p>	<p>For four years, we have focused on literacy skills, including English Language proficiency, as measured by SBAC. Although there have been improvements, achievement continues to be lower for English Language Learners, Students with Disabilities, Economically Disadvantaged students, Black/African American Students, and Hispanic/Latinx Students.</p>	<p>Teachers and specialists need time and opportunity to collaborate in a structured format to identify struggling learners and collaborate with specialists on in-class and push-in intervention support strategies. Teachers need a professional development system and collaborative teams to learn new curriculum resources and develop and refine instructional skills and techniques.</p> <p>Teachers and specialists need time and opportunity to collaborate with their co-teachers to ensure that the push-in model serves student needs.</p>
<u><i>Equity Goal:</i></u>	<u><i>Academic Excellence Goal:</i></u>	<u><i>Collaboration Goal:</i></u>
<p>Our goal is to reach a parent or caregiver in each household. We will measure and monitor data to determine the effectiveness and efficiency of school-to-home communication over time.</p> <p>Our staff will participate in a book club with an equity or anti-racist theme and monthly professional development opportunities.</p> <p>Our staff will select and participate in a book club on collaborative co-teaching, plan collaboration meetings and learn from highly skilled collaborative co-teachers.</p>	<p>All students will make one year's growth during the 2021-2022 academic year as measured by IRLA, and at-risk readers in grades 1-5 will strive to make more than one year's growth with the applied support strategies.</p>	<p>Educators will work in collaboration to provide tiered levels of support for instruction and behavior health and wellness. The grade level and team will collaborate with classroom teachers 3 x per year to develop and implement the Academic Proficiency Achievement Committee. The team will institute effective processes to identify at-risk learners and collaboratively plan interventions to meet academic needs. Teachers will be coached and mentored by peers in strategies and approaches to institute learning intervention plans.</p>

<i><b>Key Strategies:</b></i>	<i><b>Key Strategies:</b></i>	<i><b>Key Strategies:</b></i>
<ul style="list-style-type: none"> <li>● Behavioral Health &amp; Wellness Team will collect and analyze Parent Square data and referral data in October, January, and May to identify connection issues and improve connectivity.</li> <li>● Improve communication accessibility via translation resources.</li> <li>● The school equity leadership team will select resources for ABAR learning, and staff will determine a collaborative co-teaching book for professional development.</li> <li>● At monthly staff meetings, staff will engage in professional development opportunities related to equitable learning practices and anti-racism.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboratively analyze IRLA data to make instructional decisions.</li> <li>● ELL teacher, Academic Coach, and Learning Specialist provide support on a push-in model as collaborative co-teaching.</li> <li>● ELL teacher provides small group support for EL learners and students in interventions during class.</li> <li>● Continue the implementation of the workshop model and Units of Study, including targeted language and vocabulary development.</li> <li>● Communicate learning targets, relevance, and success criteria for success to students and families.</li> <li>● Provide authentic experiences using background knowledge, drawing upon culturally relevant learning, reading materials, visual strategies, and realia.</li> <li>● Provide frequent assessment, feedback, encouragement, and celebrations of success.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboratively analyze IRLA data to make instructional decisions.</li> <li>● Analyze Dreambox data to select support work and assignments based on students needs, create small groups for learning support</li> <li>● Reflection on APAC implementation to ask what is working, what needs to change.</li> <li>● Reflect on formative assessments to determine the next steps.</li> <li>● Consider behavioral health and wellness factors impacting student learning and provide strategies to support classroom teachers.</li> <li>● Analyze participation and attendance data for recognition and intervention.</li> <li>● Participate in professional development.</li> <li>● Grade-level teams meet once every two weeks for collaboration.</li> <li>● The Behavior Health and Wellness team meets weekly in response to students and teacher queries for social and emotional support.</li> <li>● The team will collaborate with classroom teachers 3 x per year to develop and implement the Academic Proficiency Achievement Committee.</li> <li>● APAC will institute effective processes to identify at-risk learners and collaboratively plan interventions to meet academic needs. Teachers will be coached and mentored by peers in strategies and approaches to institute learning intervention plans.</li> </ul>

*Data of Note*

**Fall Demographics**

87 % Historically underserved/underrepresented student groups

32 % Students developing English language proficiency

9 % Students with special education learning needs



## MONTHLY FINANCIAL UPDATE

### POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of April 30, 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 04/30/2022
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Issuer - Grouped 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 April 30, 2022**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	258.1	-	258.1	288.9
Property Taxes	155.0	155.0	152.9	-	152.9	157.1
Common School Fund	4.2	4.2	2.3	-	2.3	4.6
County School Fund	0.8	0.8	0.8	-	0.8	1.0
Local Option Levy	36.4	36.4	36.6	-	36.6	37.6
Investment Earnings	0.7	0.7	-	-	-	0.5
NWRESD Appointment	10.9	10.9	10.9	-	10.9	12.6
Other	16.1	16.1	11.7	-	11.7	12.6
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 558.9</b>	<b>\$ -</b>	<b>\$ 558.9</b>	<b>\$ 600.5</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 279.0	\$ 279.0	\$ 199.2	\$ -	\$ 199.2	\$ 274.6
Benefits	174.2	174.2	122.4	-	122.4	166.9
Purchased services	28.9	28.9	20.9	7.6	28.5	28.8
Supplies & materials	22.4	22.4	14.4	3.0	17.4	17.7
Capital outlay	0.8	0.8	0.2	0.3	0.5	0.6
Other	2.8	2.8	2.3	0.2	2.5	2.7
Transfers out	3.0	3.4	3.0	-	3.0	3.4
Contingency	69.3	68.9	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 362.4</b>	<b>\$ 11.1</b>	<b>\$ 373.5</b>	<b>\$ 564.0</b>

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

<b>*Projected ending fund balance breakdown:</b>		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
<b>APPROPRIATIONS:</b>						
Instruction	\$ 319.3	\$ 319.1	\$ 222.6	\$ 3.5	\$ 226.1	\$ 309.7
Support Services	186.7	186.9	135.2	7.5	142.7	179.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	5.1	4.6	0.1	4.7	5.1
Contingencies	69.3	68.9	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 362.4</b>	<b>\$ 11.1</b>	<b>\$ 373.5</b>	<b>\$ 564.0</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of April 30, 2022**

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 14,450,000	\$ 11,014,658	\$ 5,768,802	\$ 846,639	\$ 6,615,441	\$ (7,834,559)	45.78%	\$ 4,399,217
Categorical	8,301,161	6,355,570	2,277,622	2,121,864	4,399,486	(3,901,675)	53.00%	1,956,084
Scholarship Fund	515,000	479,009	45,117	17,627	62,744	(452,256)	12.18%	416,265
Grant Fund	180,303,185	67,961,054	60,175,782	4,875,521	65,051,303	(115,251,882)	36.08%	2,909,751
Equipment Replacement Fund	3,187,000	2,789,111	2,789,111	-	2,789,111	(397,889)	87.52%	-
Sustainability Fund	10,273,243	8,321,962	-	-	-	(10,273,243)	0.00%	8,321,962
Nutrition Services Fund	17,451,159	13,244,995	10,241,134	1,560,433	11,801,567	(5,649,592)	67.63%	1,443,428
Debt Service Fund	94,150,499	92,201,377	13,518,619	-	13,518,619	(80,631,880)	14.36%	78,682,758
Capital Projects Fund	101,898,500	109,617,141	39,004,119	20,843,841	59,847,960	(42,050,540)	58.73%	49,769,181
Insurance Reserve Fund	7,753,269	7,287,410	5,256,260	564,455	5,820,715	(1,932,554)	75.07%	1,466,695
Workers' Compensation Fund	5,437,188	4,964,489	1,621,567	43,041	1,664,608	(3,772,580)	30.62%	3,299,881
<b>Total</b>	<b>\$ 443,720,204</b>	<b>\$ 324,236,776</b>	<b>\$ 140,698,133</b>	<b>\$ 30,873,421</b>	<b>\$ 171,571,554</b>	<b>\$ (272,148,650)</b>		<b>\$ 152,665,222</b>





**2021-22 Classroom Teacher Staffing By School**  
**As of 04/30/2022**

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	29.7	8.0	3.0	-	40.7
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	8.4	3.0	2.0	-	13.4
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	16.5	4.0	2.0	-	22.5
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	12.9	4.0	2.0	1.0	19.9
Sato	765	709	(56)	24.0	6.0	2.0	32.0	22.7	6.0	2.0	-	30.7
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	8.9	3.0	2.0	-	13.9
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
<b>Elementary School Total</b>	<b>17,681</b>	<b>16,831</b>	<b>(850)</b>	<b>561.0</b>	<b>150.0</b>	<b>71.0</b>	<b>782.0</b>	<b>558.1</b>	<b>150.0</b>	<b>72.0</b>	<b>14.0</b>	<b>794.0</b>
<b>Average Elementary School Staffing Ratio</b>			<b>131</b>	<b>31.5</b>	<b>24.9</b>	<b>22.6</b>		<b>30.2</b>	<b>23.8</b>	<b>21.6</b>	<b>21.2</b>	



## 2021-22 Classroom Teacher Staffing By School As of 04/30/2022

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	22.1	4.2	1.6	-	27.9
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	21.0	4.0	1.6	-	26.6
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
<b>Middle School Total</b>	<b>7,545</b>	<b>7,166</b>	<b>(379)</b>	<b>240.9</b>	<b>45.6</b>	<b>16.4</b>	<b>302.9</b>	<b>243.0</b>	<b>45.6</b>	<b>17.4</b>	<b>-</b>	<b>306.0</b>
<b>Average Middle School Staffing Ratio</b>				<b>31.3</b>	<b>26.3</b>	<b>24.9</b>		<b>29.5</b>	<b>24.8</b>	<b>23.4</b>	<b>23.4</b>	
Aloha	1,805	1,740	(65)	67.6	13.2	4.0	84.8	63.1	13.2	4.0	-	80.3
Beaverton	1,425	1,441	16	55.2	9.0	3.2	67.4	53.7	9.0	3.2	3.2	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	56.9	10.8	3.4	2.6	73.7
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.1	13.8	5.0	-	90.9
<b>High School Total</b>	<b>10,814</b>	<b>10,720</b>	<b>(94)</b>	<b>364.6</b>	<b>66.4</b>	<b>21.2</b>	<b>452.2</b>	<b>351.1</b>	<b>66.4</b>	<b>22.2</b>	<b>5.8</b>	<b>445.4</b>
<b>Average High School Staffing Ratio</b>				<b>29.7</b>	<b>25.1</b>	<b>23.9</b>		<b>30.5</b>	<b>25.7</b>	<b>24.4</b>	<b>24.1</b>	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	25.2	4.2	1.2	30.6	24.9	4.2	1.2	-	30.3
Beaverton Academy of Science and Engineering (6-12)	846	828	(18)	31.4	5.0	1.4	37.8	30.8	5.0	1.4	-	37.2
Community School (9-12)	103	90	(13)	10.6	1.4	0.4	12.4	7.6	1.4	0.4	-	9.4
FLEX Online School (6-12)	284	738	454	18.3	1.0	0.6	19.9	18.4	1.0	0.6	3.8	23.8
International School of Beaverton (6-12)	856	857	1	30.4	5.0	1.2	36.6	31.3	5.0	1.2	-	37.5
<b>Options Schools Total</b>	<b>2,801</b>	<b>3,206</b>	<b>405</b>	<b>115.9</b>	<b>16.6</b>	<b>4.8</b>	<b>137.3</b>	<b>112.9</b>	<b>16.6</b>	<b>4.8</b>	<b>3.8</b>	<b>138.1</b>
<b>Average Options Staffing Ratio</b>				<b>24.2</b>	<b>21.1</b>	<b>20.4</b>		<b>28.4</b>	<b>24.8</b>	<b>23.9</b>	<b>23.2</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>44.6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>38,841</b>	<b>37,923</b>	<b>(918)</b>	<b>1,327.0</b>	<b>278.6</b>	<b>113.4</b>		<b>1,265.0</b>	<b>278.6</b>	<b>116.4</b>	<b>23.6</b>	<b>1,683.5</b>

Note: Budgeted enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 209-228 in the 2021-22 Adopted Budget Document.

**Beaverton School District**  
**Portfolio Management**  
**Portfolio Summary**  
**April 30, 2022**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Commercial Paper Disc. -At Cost	15,000,000.00	14,831,700.00	14,851,250.00	4.25	200	1.795
Federal Agency Disc. -At Cost	30,000,000.00	29,879,000.00	29,906,494.44	8.57	125	0.640
Treasury Coupon Securities	48,000,000.00	48,016,050.00	48,158,615.63	13.80	156	0.883
Treasury Discounts -At Cost	218,697,000.00	218,519,479.37	218,471,939.90	62.59	44	0.239
LGIP	37,653,703.42	37,653,703.42	37,653,703.42	10.79	1	0.630
<b>Investments</b>	<b>349,350,703.42</b>	<b>348,899,932.79</b>	<b>349,042,003.39</b>	<b>100.00%</b>	<b>68</b>	<b>0.471</b>

<b>Total Earnings</b>	<b>April 30 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	131,823.46	894,939.88
<b>Average Daily Balance</b>	<b>336,254,076.45</b>	<b>276,177,573.48</b>
<b>Effective Rate of Return</b>	<b>0.48%</b>	<b>0.39%</b>

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 Book Value**  
**April 30, 2022**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Agricultural Mortgage</b>								
31315LC48	11249	Federal Agricultural Mortgage	08/18/2022	20,000,000.00	19,960,161.11	19,937,400.00		5.71
			<b>Subtotal</b>	<b>20,000,000.00</b>	<b>19,960,161.11</b>	<b>19,937,400.00</b>	<b>35.00</b>	<b>5.72</b>
<b>Federal Home Loan Bank</b>								
313385J49	11260	Federal Home Loan Bank	10/05/2022	10,000,000.00	9,946,333.33	9,941,600.00		2.85
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>9,946,333.33</b>	<b>9,941,600.00</b>	<b>35.00</b>	<b>2.85</b>
			<b>Total</b>	<b>30,000,000.00</b>	<b>29,906,494.44</b>	<b>29,879,000.00</b>	<b>100.00</b>	<b>8.57</b>
<b>Corporate Indebtedness</b>								
<b>Toyota Cap Corp</b>								
89233HLH5	11261	Toyota Cap Corp	11/17/2022	15,000,000.00	14,851,250.00	14,831,700.00		4.25
			<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,851,250.00</b>	<b>14,831,700.00</b>	<b>5.00</b>	<b>4.25</b>
			<b>Total</b>	<b>15,000,000.00</b>	<b>14,851,250.00</b>	<b>14,831,700.00</b>	<b>35.00</b>	<b>4.25</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		30,277,861.57	30,277,861.57	30,277,861.57		8.67
LGIP 5173	FUND 300	LGIP		2,895,007.21	2,895,007.21	2,895,007.21		0.82
LGIP 4966	FUND 416	LGIP		2,789,786.09	2,789,786.09	2,789,786.09		0.79
LGIP 4972	FUND 417	LGIP		1,691,048.55	1,691,048.55	1,691,048.55		0.48
			<b>Subtotal</b>	<b>37,653,703.42</b>	<b>37,653,703.42</b>	<b>37,653,703.42</b>	<b>100.00</b>	<b>10.79</b>
			<b>Total</b>	<b>37,653,703.42</b>	<b>37,653,703.42</b>	<b>37,653,703.42</b>	<b>100.00</b>	<b>10.79</b>
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912828YF1	11254	U.S. Treasury	09/15/2022	23,000,000.00	23,095,234.38	23,016,100.00		6.61
912828YK0	11257	U.S. Treasury	10/15/2022	20,000,000.00	20,057,031.25	19,998,400.00		5.74
912828TY6	11259	U.S. Treasury	11/15/2022	5,000,000.00	5,006,350.00	5,001,550.00		1.43
912796H44	11232	U.S. Treasury	05/19/2022	12,392,000.00	12,389,549.14	12,390,760.80		3.55
912796H44	11239	U.S. Treasury	05/19/2022	46,542,000.00	46,525,451.73	46,537,345.80		13.32
912796R35	11240	U.S. Treasury	06/09/2022	13,594,000.00	13,587,391.81	13,587,746.76		3.89
912796Q28	11241	U.S. Treasury	05/12/2022	10,000,000.00	9,997,566.67	9,999,700.00		2.86
912796J42	11242	U.S. Treasury	06/16/2022	23,000,000.00	22,987,857.92	22,987,350.00		6.58
912796H44	11243	U.S. Treasury	05/19/2022	23,000,000.00	22,993,646.25	22,997,700.00		6.58

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>US Treasuries</b>								
912796K57	11244	U.S. Treasury	07/14/2022	7,000,000.00	6,995,994.44	6,988,870.00		2.00
912796R35	11245	U.S. Treasury	06/09/2022	7,000,000.00	6,997,173.75	6,996,780.00		2.00
912796P45	11248	U.S. Treasury	05/05/2022	6,274,000.00	6,271,762.27	6,273,937.26		1.79
912796R68	11250	U.S. Treasury	07/07/2022	10,000,000.00	9,986,666.67	9,986,500.00		2.86
912796L64	11251	U.S. Treasury	08/11/2022	8,895,000.00	8,863,918.15	8,870,538.75		2.53
912796L64	11252	U.S. Treasury	08/11/2022	10,000,000.00	9,965,056.94	9,972,500.00		2.85
912796V89	11253	U.S. Treasury	06/07/2022	20,000,000.00	19,973,111.11	19,991,600.00		5.72
912796W96	11255	U.S. Treasury	07/12/2022	5,000,000.00	4,991,240.28	4,992,650.00		1.43
912796M71	11256	U.S. Treasury	09/08/2022	10,000,000.00	9,962,844.44	9,962,000.00		2.85
912796L64	11258	U.S. Treasury	08/11/2022	6,000,000.00	5,982,708.33	5,983,500.00		1.71
			<b>Subtotal</b>	<b>266,697,000.00</b>	<b>266,630,555.53</b>	<b>266,535,529.37</b>	<b>100.00</b>	<b>76.39</b>
			<b>Total</b>	<b>266,697,000.00</b>	<b>266,630,555.53</b>	<b>266,535,529.37</b>	<b>100.00</b>	<b>76.39</b>
<b>Grand Total</b>				<b>349,350,703.42</b>	<b>349,042,003.39</b>	<b>348,899,932.79</b>		

**Beaverton School District Selected Funds**  
**Summary by Issuer**  
**April 30, 2022**  
**Grouped by Fund**

Issuer	Number of Investments	Par Value	Remaining Cost	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash</b>						
Federal Agricultural Mortgage	1	20,000,000.00	19,960,161.11	5.72	0.363	109
Federal Home Loan Bank	1	10,000,000.00	9,946,333.33	2.85	1.223	157
LGIP	1	30,277,861.57	30,277,861.57	8.67	0.630	1
Toyota Cap Corp	1	15,000,000.00	14,851,250.00	4.25	1.820	200
U.S. Treasury	10	154,000,000.00	154,025,365.63	44.13	0.479	83
<b>Subtotal</b>	<b>14</b>	<b>229,277,861.57</b>	<b>229,060,971.64</b>	<b>65.62</b>	<b>0.608</b>	<b>85</b>
<b>Fund: 300 Debt Service</b>						
LGIP	1	2,895,007.21	2,895,007.21	0.83	0.630	1
U.S. Treasury	2	58,934,000.00	58,915,000.87	16.88	0.073	18
<b>Subtotal</b>	<b>3</b>	<b>61,829,007.21</b>	<b>61,810,008.08</b>	<b>17.71</b>	<b>0.099</b>	<b>17</b>
<b>Fund: 416 Capital Projects Non-Tax</b>						
LGIP	1	2,789,786.09	2,789,786.09	0.80	0.630	1
U.S. Treasury	3	20,000,000.00	19,975,876.52	5.72	0.319	70
<b>Subtotal</b>	<b>4</b>	<b>22,789,786.09</b>	<b>22,765,662.61</b>	<b>6.52</b>	<b>0.357</b>	<b>62</b>
<b>Fund: 417 Capital Projects Taxable</b>						
LGIP	1	1,691,048.55	1,691,048.55	0.48	0.630	1
U.S. Treasury	4	33,763,000.00	33,714,312.51	9.66	0.329	54
<b>Subtotal</b>	<b>5</b>	<b>35,454,048.55</b>	<b>35,405,361.06</b>	<b>10.14</b>	<b>0.343</b>	<b>51</b>
<b>Total and Average</b>	<b>26</b>	<b>349,350,703.42</b>	<b>349,042,003.39</b>	<b>100.00</b>	<b>0.475</b>	<b>68</b>



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WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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## DISPOSING OF SURPLUS PROPERTY (REAL ESTATE)

### POLICY ISSUE/SITUATION:

The Beaverton School District (District) has adopted Policy DN which establishes the expectations for disposing of district property. The specific situation for the Board's consideration is to declare two (2) legal lots of record owned by the District, which front on NW 174<sup>th</sup> Avenue, as surplus and authorizing the marking and sale of these two parcels.

### BACKGROUND INFORMATION:

The District finalized the acquisition of the subject property in 2004. The acquisition of the property was driven by the identified need for a new middle school campus in the area north of Highway 26. The intention at the time (2001-2002) was to convert the Rock Creek ES campus into a new middle school and build a replacement elementary school on the subject property on NW 174<sup>th</sup> Avenue. At the same time (2004), the District acquired approximately 10 acres in the former Teufel Nursery property on Barnes Road where a new K-8 school was to be developed.

In approximately 2013, plans for developing a new middle school north of Highway 26, the District's ninth middle school, moved from the Rock Creek ES campus to the property where the Tumwater MS campus is now located (NW 118<sup>th</sup> Avenue). Funding for constructing Tumwater MS was approved in the 2014 Capital Bond and was the first new building constructed under that Bond program.

As a part of the 2021 Long Range Facilities Plan, the District relied on the May 2019 10-Year Enrollment Forecast prepared by the Portland State Population Resource Center to understand potential enrollment demands on District facilities. The forecast indicates that the District's nine (9) middle schools are sufficient to accommodate the forecasted enrollment for middle school students.

The NW 174<sup>th</sup> Avenue property is located between the Bethany ES and Rock Creek ES attendance areas. The enrollment for these two schools has been at or below the permanent capacity for each school since SY 2013-14. The May 2019 Portland State enrollment forecast for these two schools does not indicate enrollment growth beyond the current permanent capacity of both schools.

Therefore, the need to convert the Rock Creek ES campus to a middle school is no longer necessary based on current forecasting. Because the Rock Creek ES campus will continue to be utilized as an elementary school, there is no need to retain the subject property on NW 174<sup>th</sup> Avenue for a future elementary school as planned in 2001-2004. Furthermore, the subject property is not needed to add a new elementary school in the area to support potential future enrollment.

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.

**RECOMMENDATION:**

Based on staff's evaluation of the current and future need for the subject property, it is recommended that the School Board declare the two (2) legal lots of record identified as Tax Lot Identification Numbers 1N119CD00100 and 1N119CD13200 as surplus and authorize District Facilities staff to complete the following:

- A. Publish a RFP to solicit representation from a real estate professional to dispose of the surplus real estate;
- B. Authorize the superintendent and designee(s) to negotiate and conclude any potential sale of the surplus real estate; and
- C. Proceeds from the property sale will be used to pay down debt issued for the new Administrative Services (AKA The Summit) office building acquisition.



NW 185TH AVENUE

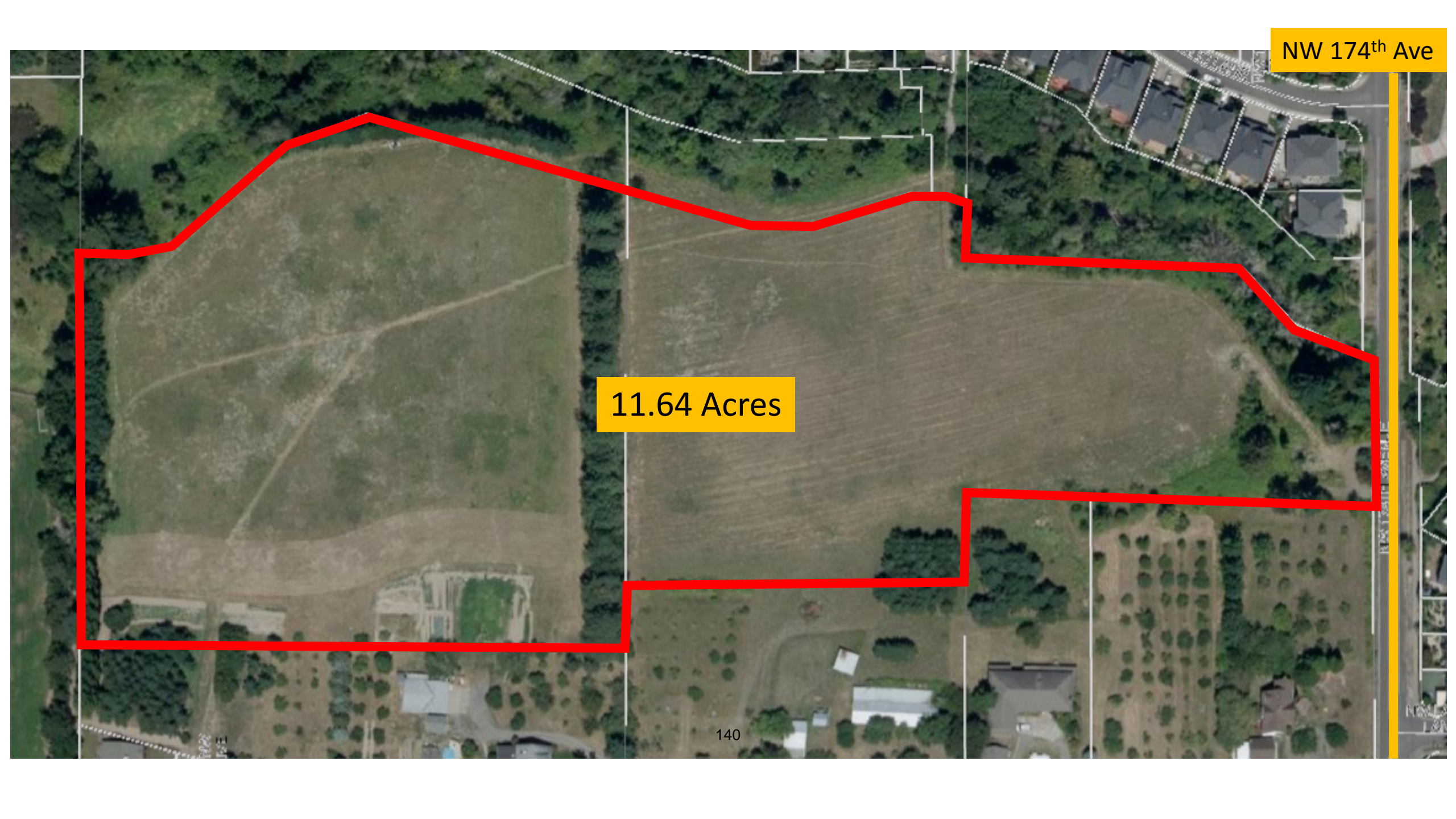




NW 174<sup>th</sup> Ave

11.64 Acres

140





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## BONNY SLOPE-FINDLEY ELEMENTARY SCHOOLS BOUNDARY ADJUSTMENT

### POLICY ISSUE / SITUATION:

Bonny Slope Elementary School has experienced a steady increase in enrollment as new residential development has become available. Bonny Slope's capacity is at its maximum and enrollment growth is forecasted to continue. Bonny Slope requires an attendance boundary adjustment to help relieve potential student overcrowding.

### BACKGROUND INFORMATION:

Bonny Slope's growth in enrollment is linked to the increase in the general population within its current attendance boundary. The increase is attributable, in large part, to new residential development in the areas north of Thompson Road. These and other areas of Bonny Slope still have additional residential development capacity, which will continue to place enrollment pressure upon the school. Bonny Slope has a total building capacity of 600 general education students; the school does not have any portable classrooms onsite. The school does not have any Self-Contained Specialized Programs. There are 24 general education classrooms, one (1) pre-kindergarten classroom and a one (1) resource room. Prior to the pandemic, Bonny Slope was regularly above its permanent building capacity. Bonny Slope has a projected enrollment of 643 students for the 2022-23 school year, 43 (7%) above capacity.

Findley Elementary, located to the east of Bonny Slope, school has experienced a declining enrollment since 2015, when enrollment was 826 general education students. In 2019, prior to the pandemic, Findley's enrollment was 641, a decline of 185 students (-22%). Enrollment at Findley declined further in 2020 and 2021 during the pandemic. The pre-pandemic declining enrollment is likely due to the natural aging of the neighborhoods and families living within them. Findley experienced significant growth up through the mid 2010s, but these neighborhoods are now sending fewer elementary-aged students to BSD schools. Findley today has few remaining lands for additional residential development.

Findley Elementary has a permanent capacity is 625 general education students, supplemented by 152 additional seats in 8 portable classrooms. The school serves only general education students and does not house a Self-Contained Specialized Program or Pre-Kindergarten program. There are 25 general education classrooms and one (1) resource room. Findley is projected to have 484 general education students in the 2022-23 school year. This will result in 141 available general education seats (and 293 available seats if portable capacity is included).

In consultation with Teaching & Learning administrators and the principals of Bonny Slope and Findley, staff have reviewed potential strategies to aid Bonny Slope and the projected overcrowding of the school. One option is to move the Pre-Kindergarten program to another school; this would make 25 additional seats of capacity available. However, administrators and staff prefer to retain the Pre-Kindergarten program at Bonny Slope to maintain the continuity of that successful program. Therefore, Facilities staff have concluded that a minor boundary adjustment is necessary to assist in relieving overcrowding at Bonny Slope.

Pursuant to Policy JC, staff will develop and execute a public involvement plan to inform the affected communities of this adjustment. Due to the size of the area and number of properties potentially affected by the proposed boundary adjustment, staff do not recommend creation of an advisory committee. Rather, staff recommend the adjustment process include public meetings for the affected community where analysis of growth trends and the proposed boundary adjustment will be presented for comment. Staff will begin the boundary adjustment process in Fall 2022 with an anticipated decision date in January 2023. Staff recommend the adjustment go into effect for the SY 2023-24 school year.

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

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

**RECOMMENDATION:**

Staff recommend the Board adopt the following Objective to initiate a boundary adjustment between Bonny Slope and Findley Elementary School.

**Objective 1:** Create an attendance boundary amendment that will provide overcrowding relief for Bonny Slope Elementary School for the SY 2023-24 school year.

**Objective 2:** To the degree feasible, balance future enrollment with each affected school's capacity.

# Bonny Slope & Findley Minor Boundary Adjustment Proposal

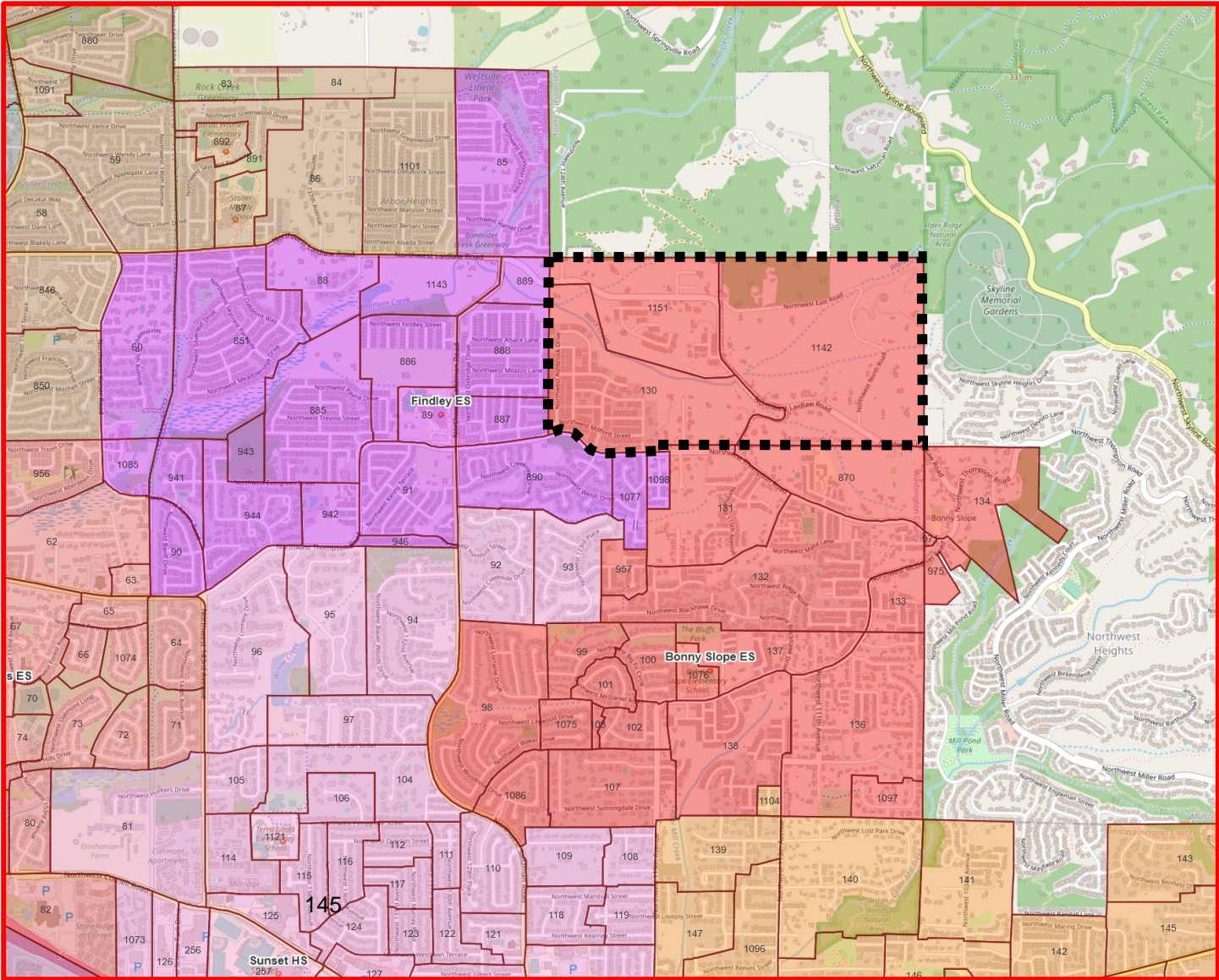
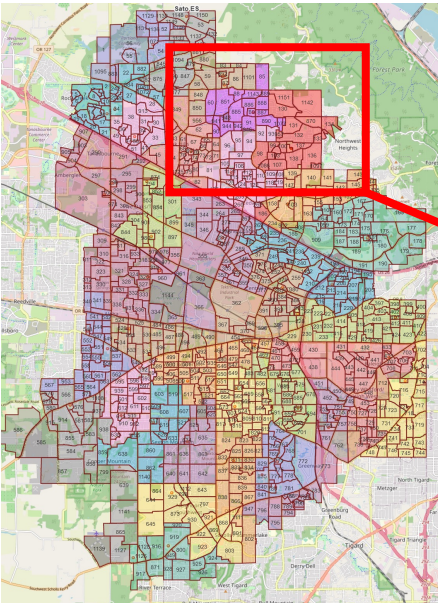
May 23, 2022

# Bonny Slope & Findley Minor Boundary Adjustment

- Proposal:
  - Shift northern portion of Bonny Slope to Findley
  - These are areas of recent growth and some remaining development potential
- Goal:
  - Relieve overcrowding at Bonny Slope, add enrollment to Findley
- Considerations:
  - Could have some transportation improvements
  - Both schools feed to Tumwater and Sunset
  - We assume there will be a student legacy program for incoming 5th graders in 2023-24, maybe additional students (TBD)



# Bonny Slope & Findley ES





Minor Boundary Adjustment for Study  
Bonny Slope/Findley – GC 130, 1151, 1142

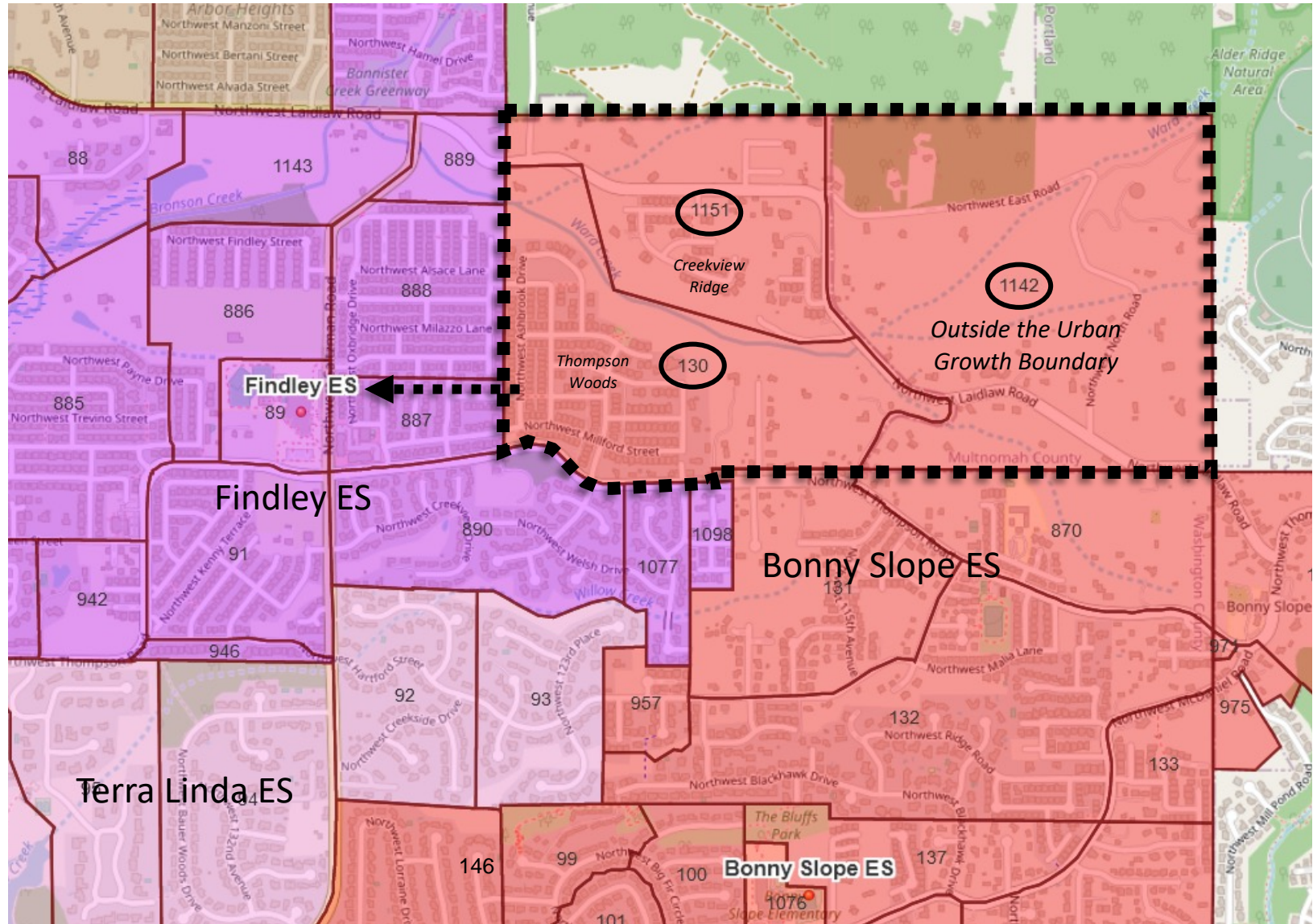
Transfer one or all  
of Grid Codes

130

1151

1142

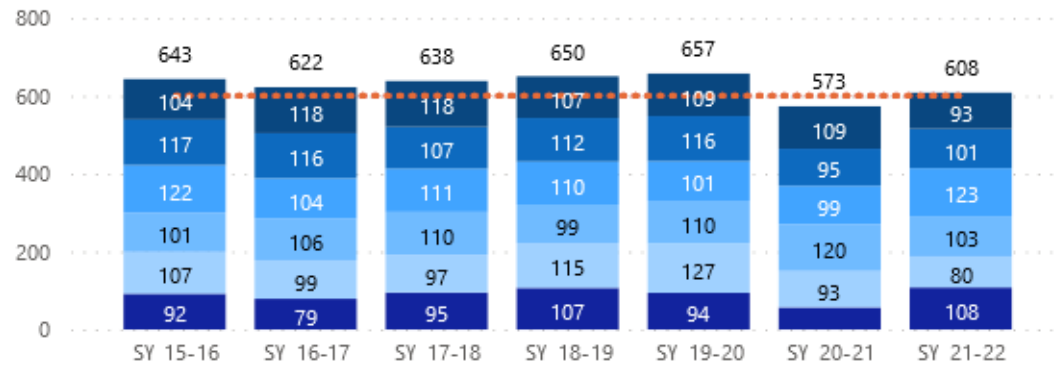
from Bonny Slope  
ES to Findley ES





## Bonny Slope

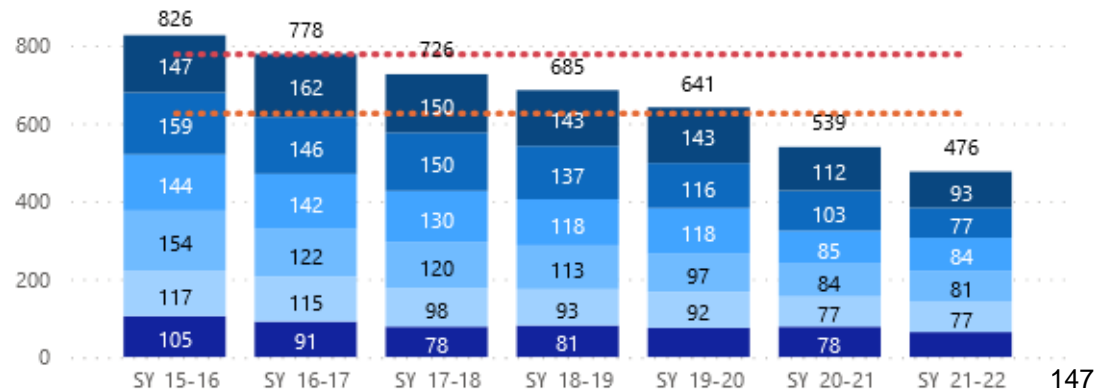
Grade ● Kinder ● 1st ● 2nd ● 3rd ● 4th ● 5th ● Total Capacity ● Permanent Capacity



SY	Enrollment	Avail Seats (Perm)	Avail Seats (Total)	% Util (Perm)	% Util (Total)
SY 15-16	643	-43	-43	107.2%	107.2%
SY 16-17	622	-22	-22	103.7%	103.7%
SY 17-18	638	-38	-38	106.3%	106.3%
SY 18-19	650	-50	-50	108.3%	108.3%
SY 19-20	657	-57	-57	109.5%	109.5%
SY 20-21	573	27	27	95.5%	95.5%
SY 21-22	608	-8	-8	101.3%	101.3%

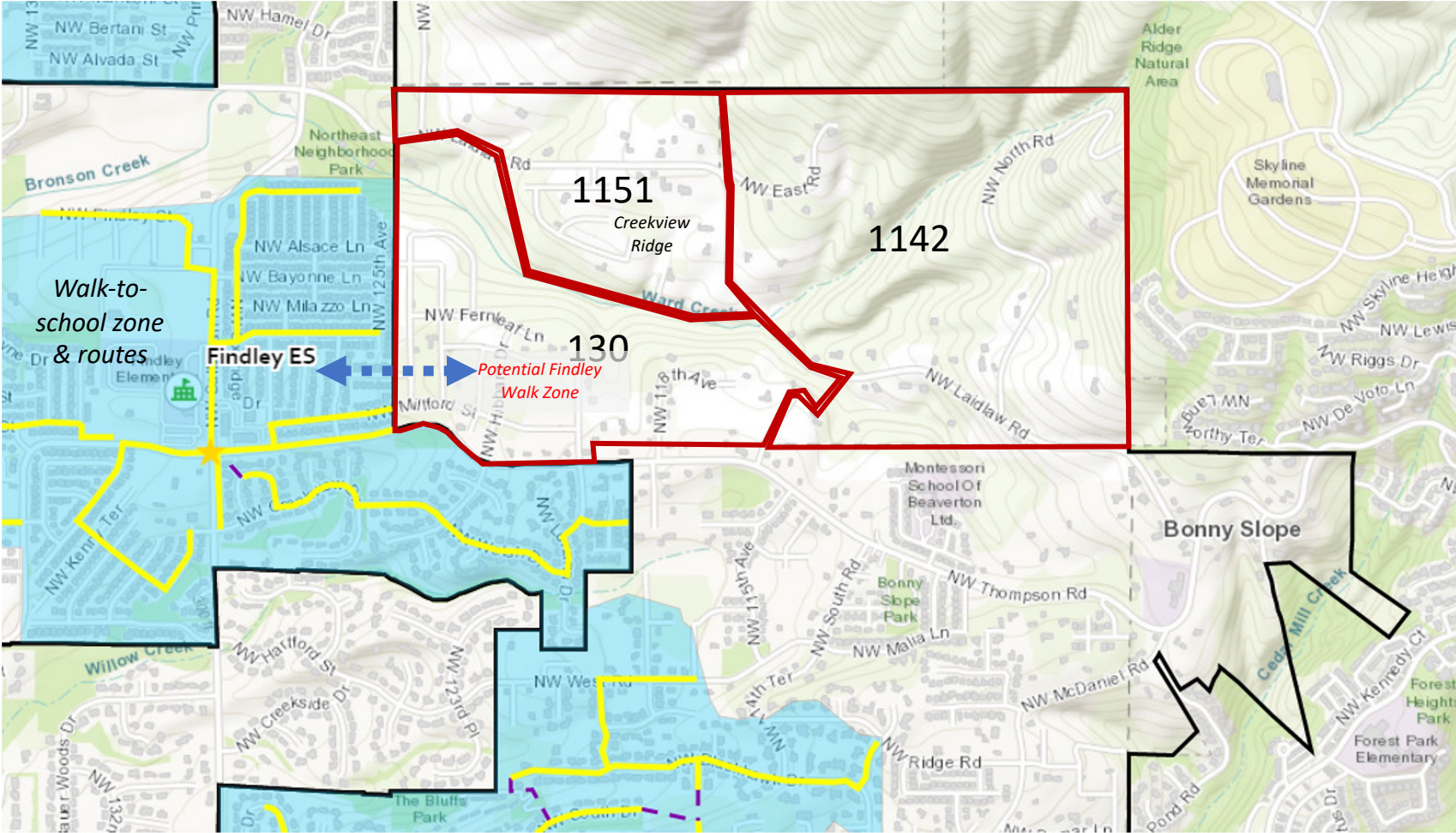
## Findley

Grade ● Kinder ● 1st ● 2nd ● 3rd ● 4th ● 5th ● Total Capacity ● Permanent Capacity



SY	Enrollment	Avail Seats (Perm)	Avail Seats (Total)	% Util (Perm)	% Util (Total)
SY 15-16	826	-201	-49	132.2%	106.3%
SY 16-17	778	-153	-1	124.5%	100.1%
SY 17-18	726	-101	51	116.2%	93.4%
SY 18-19	685	-60	92	109.6%	88.2%
SY 19-20	641	-16	136	102.6%	82.5%
SY 20-21	539	86	238	86.2%	69.4%
SY 21-22	476	149	301	76.2%	61.3%

# Transportation: Findley & Bonny Slope SY 2021-22 Safe Routes to School Map



# Timeline

## 2022

- May: present to School Board boundary adjustment scope and Objectives (as per Policy JC)
- June: Board approves Objectives
- September/October: Update enrollment actuals for SY 2022-23 & prepare briefing materials & projections & map proposal
- November: Public outreach meeting w/ Findley & Bonny Slope communities
- December: Superintendent decision released, comment period, 1<sup>st</sup> reading at School Board

## 2023

- January: Board adoption of boundary adjustment
- February: Implementation of transition & legacy plan

# Behavioral Health and Wellness

Curriculum Adoption  
Project Team Report  
Phase I  
May 2022



# Behavioral Health and Wellness Phase One Report

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May 2022

In November 2021, the Beaverton School District School Board charged the Behavioral Health and Wellness Project Team with the task of developing and making specific programmatic recommendations for the District. The Behavioral Health and Wellness curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources, and staff development.

Within the review process, the Behavioral Health and Wellness Project Team studied social emotional learning in the context of today's world. With a global pandemic and staff and student mental health on the decline, the urgency to develop systems of support was like none before.

Our goal is to provide educators with the tools and opportunities to co-construct, alongside students, meaningful classroom and school communities, and develop and foster authentic relationships. Additionally, the focus of the Project Team was to support the social emotional well-being of students as well as staff and organization. Ultimately, if we want our students to be well, so must the educators that teach them, and the organization that supports them.

The work of this Project Team has placed an intentional focus on best practices in behavioral health and wellness as well as professional development for educators. In addition to the review of research and student data, the Cadre and Project Team engaged in deep discussion about essential practices in every classroom as well as the necessary professional learning needed to support these practices.

As a result, the Behavioral Health and Wellness Project Team defined a comprehensive set of Phase I recommendations that includes:

- K-12 Behavioral Health and Wellness Position Paper
- K-12 Behavioral Health and Wellness Best Practices
- K-12 Social Emotional Learning (SEL) Instructional Resources Recommendations
- 6-12 Substance Use Intervention Resources Recommendation

Phase II work of the Behavioral Health and Wellness Project Team will include K-5 Growth Goals, Instructional Resources, Professional Development plans, and Assessment and Implementation plans. Furthermore, Phase II will recommend supplemental K-5 instructional resources (e.g. Counseling Curriculum, Small Group

Curriculum) and recommend adopted supplemental instructional materials for all K-12 programs.

**Teaching and Learning**

*Ginny Hansmann, Deputy Superintendent of Teaching and Learning*

*Danielle Hudson, Executive Administrator for Student Services*

*Mason Rivers, Behavioral Health and Wellness Support Specialist*

*Vilay Greene, Behavioral Health and Wellness Support Specialist*

## 2021-22 Behavioral Health and Wellness Project Team Membership

Name	School/Community	Name	School/Community
Andrew Ratzke Elementary BHandW	Beaver Acres Elementary	Neel Jain Student	Westview High School
Em Rochford Elementary BHandW	Cooper Mountain/Errol Hassell Elementary	Nidhi Kairon Student	Southridge High School
Josh Boren Elementary BHandW	William Walker Elementary	Brady Brewer TOSA	School Support Specialist
Miranda Trullench Elementary BHandW	Chehalem Elementary	Carolina Cavedon TOSA	Multilingual Department
Darla McClelland Middle School BHandW	Cedar Park Middle School	Elise Renning TOSA	School Support Specialist
Danielle Gonzalez High School BHandW	Southridge High School	Jessica Pierce TOSA	Alternative Solutions
Robin Kracker High School BHandW	Beaverton High School	Kristen Gustafson TOSA	Secondary Health
Caroline Scott Teacher	Chehalem Elementary	Steve Sanderson TOSA	School Support Specialist
Melanie Driessen Teacher	Findley Elementary	Chris Harvey-Foltz District Admin	Special Education
Robert Hillhouse Teacher	Tumwater Middle School	Danielle Hudson District Admin	Student Services
Sarah Graves Teacher	Mountainside High School	Mason Rivers District TOSA	Teaching and Learning
Alexandra Nahil Parent/Community	Montclair Elementary	Vilay Greene District TOSA	Teaching and Learning
Fyndi Jermamy Parent/Community	Greenway Elementary	Curtis Semana Administrator	Highland Park Middle School
Sarah Zuber Parent/Community	Bethany Elementary	Jennifer Whitten Administrator	Greenway Elementary
Sundus Waseem Parent/Community	Beaverton Early Childhood Center	Kalay McNamee Administrator	Elmonica Elementary
Alexis Stovall Student	Arts and Communication Magnet Academy	Malindi Zimmer Administrator	Beaverton High School



## K-12 Behavioral Health and Wellness Position Paper

Our students need us to prioritize their mental wellness like never before. In the past few years we have seen declining mental health in children and teens, experienced the stress of a global pandemic, and embraced the racial reckoning that is occurring in our country. These events have highlighted the individual, familial, community, racial, societal, and collective trauma within our schools and led to emotional upheaval and life-altering circumstances for many of our students and families. We recognize that systemic racism and white culture ideals are embedded in our education system. It is incumbent upon us as educators to be responsive to students, create supportive environments, teach skills and strategies, and provide resources to better support healing and wellness.

Behavioral Health and Wellness activities aim to reduce barriers to learning and increase opportunities for student engagement. By focusing on building strong and healthy communities and promoting the wellbeing of every learner, we believe students will thrive in the classroom and as they move beyond the K-12 system. Cultivating learning spaces that are celebratory, joyful, and nurturing allows our students to become their best selves. Our plan provides measurable goals and concrete action steps to assess and align our human and financial resources to best meet the needs of our students. Behavioral Health and Wellness is achieved in partnership between our students, families, schools, and greater community. It is through this collaboration that a strong foundation of support is created to allow students to thrive academically, socially, and emotionally.

To be anti-racist, we must also be trauma-informed. This effort requires a solid grounding in the science of trauma, which includes understanding the impact on our brains and bodies, historical/generational trauma, adverse childhood experiences (ACEs), and the science of resilience. As a system, the district realizes the widespread impact of trauma, understands potential paths for recovery, and recognizes the signs and symptoms of trauma in students, families, staff, and others involved with the system. By fully integrating knowledge about trauma into policies, procedures, and practices we seek to actively resist re-traumatization and respond in a way that best meets the needs of our students. We are committed to incorporating the six principles of trauma-informed care as we develop a more anti-racist, trauma-informed behavioral health and wellness system. These principles are: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and cultural, historical, and gender issues. (SAMHSA, 2014)

As employees and representatives of the school district, we prioritize human beings, individual's cultures, and dismantle racist systems in order to allow our staff, students, and community to heal and grow together. We use our talents and passion to create a loving community that can knit itself together even when we are in a structure that mirrors racism. Knowing that our white supremacy culture harms people of color, we examine and restructure our systems and practices so our students feel valued in order to remove barriers that are preventing students from feeling valued. As educators, we challenge our own biases and beliefs and reflect on our own pedagogy and tools with an anti-bias/anti-racist focus.

Behavioral Health and Wellness strives to support every student in acquiring and applying the knowledge, skills and attitude to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2021). Student behavioral health and wellness is supported by teaching them tools to develop the social, emotional, and academic skills necessary to facilitate student voice, agency, and engagement as they prepare for their future.

As a center for academic learning, we believe students need skills to:

- Understand and recognize their emotions
- Possess social awareness
- Communicate and advocate for their physical and emotional well-being
- Develop and maintain healthy relationships with self and others
- Cultivate responsible decision making skills (ability to make constructive choices in social interactions)

Evidence based practices for Behavioral Health and Wellness will be adopted and implemented throughout all our schools, PreK-21. A focus on behavioral health and wellness will allow our students to thrive with the support of the district's multi-tiered systemic approach. The first priority is to shift to an *emotions matter mindset*. Emotions drive learning, decision-making, creativity, relationships, and health. This will foster a cultural mindset shift where mental health and anti-biased/anti-racist practices are at the forefront of our curriculum. Behavioral Health and Wellness focuses on positive mental health, not just the absence of mental health concerns. By teaching the necessary skills and strategies to build trust and relational safety, we create the conditions for students and teachers to do their best work. Data driven decisions, a focus on continuous improvement, and utilizing our anti-racist and trauma-informed lens will impact and evolve our foundational, prevention and intervention programs and strategies.

Emotional regulation is also critical for staff members and we must provide them with opportunities and tools for self care. The district will provide resources to help schools support teachers and staff in this endeavor with sustainable and meaningful professional development, coaching and on-going support.

We recognize that our current systems do not effectively support all students and we strive to disrupt the correlation between demographic profile and belonging and achievement in school, economic opportunity, and health. As staff and an organization, we:

- Recognize the harm perpetuated against our Black, Indigenous, People of Color and strive to create restorative school communities.
- Center joy by cultivating learning spaces that are celebratory and judgment free.
- Reduce stigma around student behaviors through reflection and self awareness.
- Recognize the emotional, mental, and physical health of community members as a key component to organizational health.
- Value each member of the learning community and organization as a contributing member. They are invested, they take ownership, and they are able to learn from one another, continuing to build on divergent thinking. Everyone is valued for what they bring.
- Foster perseverance, cultivate self-regulation capability, and advance problem solving dexterity.
- Demonstrate our commitment to equity by implementing inclusive practices.
- Support and teach emotional awareness and communication skills that allow students to identify the needs of themselves or others, advocate for the needs of themselves or others, and respect that people have different needs. A part of this process requires accountability backed by mindful reinforcement for those who teach these skills so as to promote growth, limit trauma and respect the individual.

# Best Practices for Behavioral Health and Wellness

## **Guiding Principle 1: Foster and Maintain Healthy Relationships**

Intentional relationship-building practices that permeate all aspects of teaching and learning are critical to support student wellness. These practices will cultivate an environment and provide opportunities where students can develop and maintain healthy relationships with themselves and others.

Related Best Practices:

- Create structures that support healthy relationship development to enable each student to be known well and to be connected with other students and adults.<sup>7</sup>
- Cultivate learning environments that provide structures for safety and belonging which includes opportunities for collaborative work and consistent restorative practices.<sup>9</sup>
- Understand that healthy relationships between students and adults are reciprocal, attuned, culturally responsive, and trusting.<sup>9</sup>
- Prioritize adult-student as well as peer relationship development in daily schedules.<sup>9, 16</sup>
- Develop students' social-emotional skills and executive functioning to support the improvement of social relationships and academic performance.<sup>13</sup>
- Build adult and student intrapersonal skills (understanding and managing one's feelings and impulses) and interpersonal skills (understanding others, negotiating, and social problem-solving).<sup>12</sup>

## **Guiding Principle 2: Student Voice and Self-Empowerment**

Practices that value authentic student voice and foster the agency of young people are foundational to promote social and academic engagement.

Related Best Practices:

- Center students' lived experiences and identities.<sup>10</sup>
- Analyze and shift adult mindsets around existing power structures that tend to invalidate student opinions and contributions.<sup>3</sup>
- Honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.<sup>4</sup>
- Engage student perspectives<sup>3</sup> and provide opportunities for students to lead and co-create solutions in their school and district<sup>4</sup> to enable them to take responsibility for their community.<sup>13</sup>
- Incorporate principles of universal design to ensure accessibility to all students, including students with disabilities and students whose first language is not English.<sup>3</sup>
- Utilize student input and student leadership strategies that engage many students, especially traditionally disempowered students who may be struggling to succeed in the current school structures.<sup>3</sup>

## **Guiding Principle 3: Climate, Culture, and Values**

The climate, culture, and values of the classroom, school, district, and community are the foundation of authentic and healthy environments that promote the wellbeing of every learner.

**Related Best Practices:**

- Provide opportunities for students, families, and educators to co-construct more inclusive, student-centered school environments.<sup>4</sup>
- Create structure in the classroom where students feel included and appreciated by peers and teachers.<sup>14</sup>
- Encourage positive school climate through supportive relationships, engagement, safety, cultural competence and responsiveness, and academic challenge and high expectations.<sup>11</sup>
- Integrate social-emotional learning objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.<sup>4</sup>
- Provide a continuum of tiered services for students, creating safe, stable, and welcoming environments for all.<sup>1,2</sup>
- Apply restorative approaches to discipline that help students learn how to take responsibility for their actions and repair harm that may have occurred.<sup>4,7</sup>
- Consider the relationship between positive school climate and social emotional learning is interactive and co-influential, it occurs in all settings and student-teacher-staff interactions, and influences students and teachers directly and indirectly.<sup>11</sup>

Guiding Principle 4: Culturally and Linguistically Relevant, Anti-Racist, and Anti-Biased Practices that are culturally and linguistically relevant, anti-racist, and anti-biased are imperative to ensuring equitable outcomes for students. Practices at both the individual and systemic level will support the restructuring of our systems to ensure that students are respected and valued.

**Related Best Practices:**

- Integrate an explicit equity lens and social justice orientation into the conceptualization and implementation of behavioral health and wellness.<sup>10</sup>
- Engage staff in examining inequities and co-designing strategies to promote equity.<sup>4</sup>
- Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices.<sup>13</sup>
- Reveal and nurture the interests, talents and contributions of children, youth, and adults from diverse backgrounds.<sup>4</sup>
- Connect students' cultural assets and references to concepts and skills.<sup>6</sup>
- Emphasize communal values and affirm student identities and lived experiences.<sup>4</sup>
- Validate students' experiences of oppression.<sup>10</sup>

**Guiding Principle 5: Commitment to System Wide Collective Responsibility**

The behavioral health and wellness of students is a collective responsibility of all BSD staff members. Consistent, ongoing professional development and active staff engagement throughout the system will support equitable outcomes for students.

**Related Best Practices:**

- Align organizational structures and partnerships to coordinate behavioral health and wellness and equity efforts.<sup>4</sup>

- Promote committed leadership that is willing and able to engage in collaborative decision making, build cultures of trust, and model the development of social and emotional skills in adults.<sup>7</sup>
- Develop school systems, professional learning opportunities, and evaluation systems that build the capacity and skills of educators.<sup>2, 14</sup>
- Cultivate a collaborative and inclusive learning culture where all staff take responsibility for the whole school.<sup>13</sup>
- Use regular staff communications to reinforce the importance of behavioral health and wellness.<sup>9</sup>
- Recognize that classroom teachers can support students in developing social and emotional competencies; specialized instructors are not required.<sup>15</sup>
- Plan regular opportunities for staff that foster critical reflection and cultivate their own social, emotional, and cultural competence.<sup>4, 14</sup>
- Equip all staff with social and emotional skills and mental health literacy.<sup>1</sup>
- Explicitly teach social, emotional, and cognitive skills utilizing evidenced-based instructional materials, practices, and resources. Embed this development in instructional and schoolwide practices and embrace demonstrations of learning and supports that prioritize the whole child.<sup>7, 8</sup>

### **Guiding Principle 6: Family and Community Partnership**

Family and community partnership is a critical component to the development of student behavioral health and wellness.

#### Related Best Practices:

- Acknowledge that families are children's first teachers and they, along with community partners, bring deep expertise about students' lived experiences, their culture, and the issues they care about.<sup>9</sup>
- Shift parent communication from one-way and sporadic to thoughtful, on-going, and mutually beneficial.<sup>5, 13</sup>
- Foster family and community relationships that elevate the voices and perspectives of those who have been traditionally left out of school decision-making and those who have not been well-served by existing efforts.<sup>11</sup>
- Understand and remove barriers that inhibit schools, families, and community partners from working collaboratively to support student's behavioral health and wellness.<sup>5, 7</sup>
- Bring, as assets, a broad array of community-based groups into the life of the school to enrich the learning environment and address young people's whole needs.<sup>5, 7</sup>

### **Guiding Principle 7: Proactive Planning and Data-Based Decision Making**

Proactive planning is critical to the development of positive mental health and wellness in all students. Implementation of effective programs and strategies requires the thoughtful utilization of data to make decisions about matching interventions with student needs.

#### Related Best Practices:

- Provide a tiered system of supports to ensure that students have access to an array of services and that all students have exposure to universal mental health supports.<sup>1</sup>
- Use data to identify and address gaps in students' access to the full range of learning opportunities in and out of school.<sup>7</sup>
- Examine climate, academic, and discipline data for inequities and use these data to drive root cause analysis and decision-making.<sup>4,9</sup>
- Establish data strategies that help to share power, dismantle inequities, and create more equitable learning environments.<sup>4</sup>
- Pay attention to power dynamics in traditional data collection and continuous improvement processes that can lead to incomplete interpretations of data and biases in decision-making.<sup>9</sup>
- Utilize culturally responsive data strategies that take into account how data is captured and used, who it is shared with, and whose stories it represents.<sup>4</sup>

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## Instructional Resources Review Process

In the fall of 2021, the Behavioral Health and Wellness Cadre reviewed and adapted a set of working criteria to review instructional resources. The Cadre then identified an extensive list of instructional materials for consideration. The Oregon Department of Education does not have an Adoption List of Behavioral Health and Wellness materials therefore all professionals serving in a Behavioral Health and Wellness role (school counselors, school psychologists, school social workers, and other specialists) were given the opportunity to contribute to the list of considerations.

As our Cadre researched and developed best practices related to Behavioral Health and Wellness, we determined the initial phase of the adoption should focus on building a solid foundation for students upon which to develop strong and healthy communities that promote the well being of every learner. This meant that our initial phase should focus on tier 1, social emotional learning materials and programs. Additionally, we focused on universal screening. The research and literature supports tier 1 SEL implementation, universal screening, and progress monitoring as the foundational work upon which to build. Data and experiences gathered through universal screening and the implementation of a universal SEL curriculum will help guide more targeted and individualized material selection as we move forward into future phases of the Behavioral Health and Wellness Adoption.

Once the direction was set for phase one of the adoption, the Cadre focused on developing additional considerations, aligned with best practices, for reviewing social emotional learning programs. The Cadre focused on materials that 1.) promoted classroom and school-wide community building; 2.) provided opportunity and structure to develop positive and meaningful relationships between students and between students and their teachers; and 3.) utilized the inclusion of student voice and student experience in the co-construction of ideas and concepts. Additional universal screener considerations were the inclusion of a dual-factor identification, screening for both concerns/risks and strengths/assets.

In addition to the Cadre's initial goal of focusing on tier 1, social emotional learning materials, the Behavioral Health and Wellness cadre opted to explore tier 2 secondary substance use intervention programs. Unlike social emotional learning, Beaverton had data that supported the need to provide more evidence based interventions for students who were engaging in substance use. During the 2021-22 school year, Beaverton was experiencing an increase in drug and alcohol discipline referrals. Enrollment in the district's diversion program, Insight, was at 52 by October 2021; 40 percent of the total program enrollment for the 2018-19 school year.

Insight is not an evidence based substance use intervention program. Rather, it is a self-guided, online course that replicates activities from the secondary Health curriculum. The increase in discipline referrals coupled with a weak diversion program, elevated the need for the Behavioral Health and Wellness cadre to include a substance use intervention program as part of the phase one adoption. In January 2022, a small subgroup of the Cadre formed, their final instructional resources proposal, along with social emotional learning, are outlined below.

1. Began with	2. Narrowed to	3. Finalists to Pilot
<p>321 Insight  7 Mindsets  AVID Bridges To Success  Be Cool Whole School  Botvin Life Skills  Building Assets, Reducing Risk (BARR)  CAST Program  CBITS  Caring School Community  Character Strong  Competent Kids, Caring Communities  Cool School  CoVitality  DBT in Schools  Erika's Lighthouse  Everyday Speech  Kelso's Choice  Kindness in the Classroom  LifeSkills Training  Lion's Quest  MindUP  Mosaic by ACT  Panorama  PATHS Program  PAX Good Behavior Game  Positive Action  Project ALERT  Project Northland  Reconnecting Youth  Refuse, Remove Reasons High School Education Program  Responsive Classroom  Ripple Effects  RULER  School-Connect  Second Steps  SEL Based Professional Development Solutions  Sources of Strength  SSISocial Skills Improvement System  SSIS Classwide Intervention Program  Strengthening Families  Teen Intervene  The Social Express  Youth Mental Health First Aid  Zones of Regulation</p>	<p>CAST Program  CBITS  Caring School Community  Character Strong  CoVitality  Kindness in the Classroom  Panorama  PAX Good Behavior Game  Positive Action  Reconnecting Youth  Ripple Effects  Reconnecting Youth  Sources of Strength  Teen Intervene</p>	<p><u>Universal Screener</u></p> <ul style="list-style-type: none"> <li>• CoVitality</li> </ul> <p><u>Elementary Finalists</u></p> <ul style="list-style-type: none"> <li>• Caring School Community</li> <li>• Kindness in the Classroom</li> <li>• Positive Action</li> <li>• Sources of Strength</li> </ul> <p><u>Middle School Finalists</u></p> <ul style="list-style-type: none"> <li>• Caring School Community</li> <li>• Character Strong</li> <li>• Kindness in the Classroom</li> <li>• Positive Action</li> </ul> <p><u>High School Finalists</u></p> <ul style="list-style-type: none"> <li>• Character Strong</li> <li>• Kindness in the Classroom</li> <li>• Positive Action</li> </ul> <p><u>Substance Use</u></p> <ul style="list-style-type: none"> <li>• Teen Intervene</li> <li>• Reconnecting Youth</li> </ul>

### Curriculum Review Score Card

During the curriculum review process, the cadre curriculum small groups utilized a score card created by the Behavioral Health and Wellness Quality Curriculum Cycle steering team. Each curriculum that was reviewed as part of the round two reviews was scored by each small group cadre member. Evidence was provided for each score and scores were tallied to be used as part of decision making. The score card is provided below for review.

Each indicator was rated on the following scale:

0=not present, 1=minimally present, 2=somewhat present, 3=fully present.

#### Technology

- The curriculum includes a developmentally appropriate balance of tech vs. non-tech activities.
- The curriculum requires student technology skills that they already possess or are currently being taught.
- Delivery of the curriculum requires technology skills that most teachers already have.
- The curriculum/activities can be easily adjusted to adapt to in-person vs. digital learning platforms.

#### Cultural Responsiveness

- Materials include representation of diverse cultural and linguistic backgrounds.
- Lessons include the integration of student voice, experience, and knowledge.
- Lessons are designed to avoid perpetuating white supremacy culture and positionality of the classroom teacher.
- The curriculum allows for the co-construction of core concepts to reflect the diverse perspectives and experiences of the classroom community.

#### Accessibility

- Materials can easily be modified or differentiated to meet a variety of skill levels.
- Lessons include a variety of formats to engage many different learning profiles.
- Materials are interactive and engaging for our current student profile.
- The curriculum includes a variety of activities (whole group, small group, individual).
- Curriculum lessons include (or could be used) for tiered intervention.

#### Other

- The curriculum includes a family component.
- Materials are available in a variety of languages (please include which ones).
- The curriculum includes an adult (teacher) social emotional learning component.

#### Alignment

- The curriculum aligns with Beaverton School District's strategic plan.
- The curriculum aligns with restorative practices (i.e., focus on cultivating community, building relationships, incorporating circles, harm repair, etc.)

- The curriculum aligns with trauma informed care principles (i.e., focus on safety, trust and transparency, collaborative, empowering voice and choice).
- The curriculum aligns with the draft Behavioral Health and Wellness best practices document.

## Score Card Results

### Elementary

	Caring School Community	Kindness in the Classroom	*Positive Action	Sources of Strength
Technology	2.3	2.1	1.4	1.6
Cultural Responsiveness	2.5	2.3	0.7	1.8
Accessibility	2.3	2.3	0.8	1.9
Other	2.4	2.3	0.5	1.3
Alignment	2.8	2.24	0.4	2.1
Total Curriculum Score	2.46	2.24	0.74	1.73

### Middle School

	Caring School Community	Character Strong	Kindness in the Classroom	*Positive Action
Technology	2.2	2.8	2.4	0.6
Cultural Responsiveness	2.5	2.9	2.3	0.6
Accessibility	2.4	2.8	2.7	1.5
Other	2.5	2.0	2.3	0.4
Alignment	2.8	2.9	2.7	1.1
Total Curriculum Score	2.48	2.68	2.48	0.85

## High School

	Character Strong	Kindness in the Classroom	*Positive Action
Technology	2.8	3.0	0.9
Cultural Responsiveness	2.8	2.4	0.7
Accessibility	2.4	1.9	1.1
Other	1.4	0.3	1.3
Alignment	2.9	2.3	0.8
Total Curriculum Score	2.46	1.86	1.0

\*Positive Action was removed from the pilot list after review.

## Secondary Substance Use Intervention

	CAST	Reconnecting Youth	Teen Intervene
Technology	2.3	2.5	2.3
Cultural Responsiveness	0.3	2.0	2.3
Accessibility	2.4	1.8	1.4
Other	0.3	0.3	1.7
Alignment	3.0	3.0	1.5
Total Curriculum Score	1.6	1.92	1.84

### School-Based Pilots

After the cadre curriculum small groups reviewed each program, the adoption moved into the pilot phase. The pilots consisted of three parts. Part one included meeting with pilot teachers to review pilot materials and prepare the implementation of the lessons. Part two was the classroom teachers delivering the lessons with their students. Part three was the pilot teachers participating in feedback sessions with members of the quality curriculum cycle steering team.

Overall, 40 teachers participated in piloting materials across eight schools. Nineteen elementary teachers, 12 middle school teachers, and nine high school teachers participated. Participants were provided materials to cover one unit or about five lessons and asked to teach those lessons over the course of five weeks.

After completing the pilot, teachers participated in a feedback session with other teachers who piloted the same program. They were asked to respond to the following questions on a scale of 1-5 with their level of agreement with the following statements:

1. Curriculum materials were high quality and well organized.
2. Materials support teachers with suggested teaching/instructional strategies.
3. Pacing was reasonable and flexible.
4. Materials include questions and tasks that promote cultural affirmation and value diverse identities, backgrounds, and perspectives.
5. Materials provide for varied means of accessing content, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level.
6. Materials include frequent opportunities for students to share stories, build relationships, and contribute to the classroom community.
7. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.
8. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.
9. The materials/activities were engaging and meaningful for students.
10. Implementation of the curriculum in my classroom would develop the SEL skills of my students.
11. Implementation of the curriculum in my classroom would develop a positive community in my classroom.
12. Implementation of the curriculum in my classroom would foster relationship development between students as well as between me and my students.
13. The three week pilot period was adequate time for me to engage with the materials to get a sense of the curriculum as a whole.
14. I feel confident and comfortable with implementing this curriculum.

They were also asked to respond to the following open-ended question in relation to the materials they piloted:

1. On average, how much time did you spend preparing for one lesson? How would you compare this to typical lesson preparation time for you?

2. What background knowledge/context would teachers need prior to delivering the lessons?
3. What type and how much initial professional development and training would you need to deliver this curriculum?
4. What type and how much ongoing professional development and training would you need to deliver this curriculum?
5. How does this curriculum align with current practices, structures, and routines in your classroom?
6. What other general strengths and benefits did you identify from the curriculum during your pilot period?
7. What other general challenges, weaknesses, or limitations did you identify with the curriculum during your pilot period?

The resulting data from these feedback sessions was culminated for review by the cadre curriculum small groups.

## Final Recommendations

### Kindness in the Classroom

After the pilots were completed, the elementary cadre curriculum small group met to review the new information. The final three elementary programs for consideration were *Caring School Community*, *Kindness in the Classroom*, and *Sources of Strength*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Kindness in the Classroom* to put towards a vote. The group unanimously voted to send the recommendation of *Kindness in the Classroom* forward as the proposed K-5 social emotional learning program for board adoption.

### Character Strong

After the pilots were completed, the middle school cadre curriculum small group met to review the new information. The final three middle school programs for consideration were *Caring School Community*, *Kindness in the Classroom*, and *Character Strong*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Character Strong* to put towards a vote. The group unanimously voted to send the recommendation of *Character Strong* forward as the proposed middle school social emotional learning program for board adoption.

After the pilots were completed, the high school cadre curriculum small group met to review the new information. The final two high school programs for consideration were *Kindness in the Classroom* and *Character Strong*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Character Strong* to put towards a vote. The group unanimously voted to send the recommendation of *Character Strong* forward as the proposed K-5 social emotional learning program for board adoption.

### Teen Intervene

As a cadre group we previewed CAST, Reconnecting Youth, Teen Intervene and Teen Matrix as research based materials that we could use as a tier two prevention/intervention program. We met as a large group and in small groups to preview materials using the curriculum scorecards as well as the BSD equity lens. Teen Intervene was the only one of the materials previewed that had a family component, materials offered in Spanish, and one on one student components that include student voice, experience and knowledge. Our cadre group voted unanimously to move forward to propose Teen Intervene as the substance use intervention program for secondary schools.



# Behavioral Health and Wellness Instructional Resources

## Elementary Social Emotional Learning Program

### Kindness in the Classroom Background

Kindness in the Classroom is a tier 1 evidence-based social emotional learning curriculum designed to help schools create a culture of kindness. Developed by the Random Acts of Kindness Foundation, Kindness in the Classroom teaches six core kindness concepts including respect, caring, inclusiveness, integrity, responsibility, and courage. Kindness in the classroom grades 1-5 received CASEL's highest designation for high-quality SEL programming. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. The Kindness in the Classroom program meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs. The Random Acts of Kindness Foundation has recently updated the highly effective, evidence-based Kindness in the Classroom program to include more focus on equity, teacher self-care, and digital citizenship. According to several commissioned independent research studies, teachers using the Kindness in the Classroom program report feeling more connected to their students, seeing more kindness in their classrooms, halls and on the playgrounds, and noticing their students demonstrating more empathic, caring traits. Teachers also noted improved trust, fewer referrals to the office, more respect between students, and a generally more positive school and classroom culture. Kindness in the Classroom has been rated "excellent" by the Equity Project and all lessons have been mapped to Common Core, CASEL, and National Health Education Standards.

### Model of Instruction

Kindness in the classroom is a yearlong program that covers six concepts (caring, courage, respect, responsibility, integrity, and inclusiveness) connecting directly back to kindness. The six concepts are divided into six units that span 36 weeks of instruction. Within each unit there are four main lessons and two projects. Each lesson is designed to be presented on a weekly basis. The lessons are 30-45 minutes in length. After all four lessons of the unit are completed, the two projects completed over two weeks provide students the opportunity to apply their newly found knowledge around the concept.

The program is written with a consistent framework called the Kindness Framework. This framework includes the following process: **share, inspire, empower, act, and reflect**. This process is intended to integrate skill building with development of social and emotional competences. The sequence with each lesson and each unit provides students a scaffold to build the necessary skills to move from self-awareness to action.

Each lesson starts with a **'share'** where the class can share what they've learned and experienced with others since the previous lesson. This reinforces what they've learned and experienced, helps others to experience it and makes it far more likely that they'll express kindness again. Through various modalities (books, videos, skits, art projects, activities, etc.), each kindness lesson is designed to **'inspire'** students and allow teachers to feel inspired as well. The **'empower'** step is for teachers to lead the class through discussions designed to empower students to find ways to be kind in their daily lives. While the opportunity to **'act'** exists throughout the lessons, it really comes into play in the unit projects. Once students have the ideas and the tools, they put it all into action. The unit projects will have students bringing real, tangible kindness into the world. After each lesson and project, students will have experienced how great it feels to perform acts of kindness. At the end of each lesson, teachers guide students to **'reflect'** on what they have just learned and identify how doing kindness affects their own lives and the lives of those around them.

Each lesson plan begins with a teacher connection and self-care section. This will provide teachers the opportunity to reflect on how the content of the lesson is related to their own social emotional learning and self-care. Each unit includes a unit introduction to help teachers understand the objectives, individual lesson and project objectives and the materials needed for each lesson/project. In addition to the lessons, each unit includes a letter that can be sent home to parents outlining what their child will be learning about and how to create a common language at home.

## **Secondary Social Emotional Learning Program**

### **Character Strong Background**

Character Strong is a 6-12th grade social and emotional learning curriculum focused on fostering the whole child with vertically-aligned lessons that teach social emotional learning and character side-by-side. Social emotional learning competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Character education involves developing thoughtful, healthy, and kind human beings. Character is informed by our personal values and choices. The Character Strong program is designed by educators, for educators. It is intended to be relevant, engaging, and easy-to-use. The lessons are "plug and play", provided through comprehensive slide decks, translated in English and Spanish, and require minimal to no supplies. Character Strong recently went through a significant update to their curriculum, which included input from a 25-educator advisory committee, a 30-student high school advisory committee, and a 30-student middle school advisory committee. Sessions are aligned with both CASEL (Collaborative for Academic, Social, and Emotional Learning) and ASCA (American School Counselor Association) standards.

Intended evidence-based outcomes of the Character Strong social emotional learning program include belonging, well-being, and engagement. Belonging means that students feel personally accepted, valued, respected, included, and supported by others in their classroom or school. Mental health is built from three types of well-being: emotional, psychological, and social.

Emotional well-being refers to feelings of happiness, satisfaction, and interest in life. Psychological well-being is made up of a sense of purpose, positive relationships, self-acceptance, and an awareness of one's potential for growth. Social well-being includes a positive attitude towards others and a sense of belonging and contributing to a community such as a social group, school, or neighborhood. Finally, engagement is about more than academics - engagement includes prosocial behaviors, high attendance, active involvement in academic work and school activities, a sense of school connectedness, and a strong purpose for learning. In order to obtain these outcomes, the Character Strong program incorporates five research based competencies into their scope and sequence of sessions. These competencies include emotion understanding and regulation (how we feel and how we act), empathy and compassion (what we understand and how we care), values and purpose (who we are and what we do), goals and habits (the dreams we have and the actions to get there), and leadership and teamwork (developing agency and working together).

### Model of instruction

Character Strong is a yearlong program that focuses on a different intended outcome or overarching theme for each grade level. The middle school program focuses on belonging in sixth grade, well-being in seventh grade, and engagement in eighth grade. The high school program focuses on belonging in ninth grade, well-being in tenth grade, engagement in 11th grade, and leadership in twelfth grade. The middle school program includes 35, 30-minute sessions per grade level and the high school program includes 25, 30-minute sessions per grade level. Lessons are vertically aligned (i.e., each grade starts the year off by developing community agreements) and horizontally aligned (i.e., each lesson throughout the grade band builds on the previous).

The Character Strong program purposefully provides 'sessions' instead of 'lessons'. The sessions are designed so that educators are meant to facilitate the session rather than provide instruction, or a 'lesson'. This acknowledges the power of bi-directional learning, which is the premise that adults and students both have something to teach and something to learn as it relates to social emotional learning and character. Each session follows a consistent framework. This framework includes a **warm welcome, community building, content, character building**, and an **optimistic closure**. Each session starts with a **warm welcome** which is an entry task to help students get settled and ready for the session. Each grade band has a consistent warm welcome they will practice throughout the year (i.e. ninth grade: words from around the world, tenth grade: gratitude practice, eleventh grade: mindful moment, twelfth grade: powerful quotes). The **community building** portion of each session includes activities and games intended to develop relationships, community, and trust. The **content** section is the portion of the session that includes activities, videos, and discussion around the topic and intended outcomes of that particular session. The **character building** portion is about practical application of learning. In the middle school curriculum, these are called 'character dares' and in the high school curriculum, students develop a 'to be list' which helps students identify practical steps to becoming who they want to be. Each session ends with an **optimistic closure** focusing on reflection about the learning from the session.

In addition to the sessions, the Character Strong program provides a student student survey to help educators in the school be able to understand student perception of their experiences as it relates to their connectedness, engagement, and overall well-being in school. There is also an implementation survey for educators to complete that will allow schools to gather data in the implementation of the program.

## **K-12 Social Emotional Learning Professional Development Plan**

The Social Emotional Learning Professional Development (PD) plan will be informed and shaped by ongoing teacher input, feedback, and Behavioral Health and Wellness cadre leadership. At the elementary level the Student Success Coaches (SSCs) will be trained in Kindness in the Classroom and at the middle and high school level the School Support Specialists (SSSs) will be trained in Character Strong. Student Success Coaches and School Support Specialists will provide training and structured collaboration time to all staff implementing SEL programs during pre-service week of the 2022-2023 school year. SSCs and SSSs will also work in collaboration with building teams (including teachers) to determine the ongoing support and training necessary for the implementation of the social emotional learning program.

## **Secondary Substance Use Intervention Program**

### **Teen Intervene Background**

Teen Intervene is an evidence-based program for teenagers (ages twelve to nineteen years old) suspected of experiencing a mild or moderate substance use disorder. The program covers all drugs but with a special focus on alcohol, marijuana, and tobacco use. The program is designed to include teens' parents or guardians. The core components of Teen Intervene are based on the following research theories: the stages of change model, motivational interviewing, and cognitive-behavioral therapy. The stages of change model provides a framework to understand the motivational state of a person with respect to changing health behaviors.

Cognitive-behavioral therapy (CBT) is a therapeutic technique used to change one's perceptions, thoughts, and feelings about his or her behavior and to increase a person's awareness about how social experiences affect the way we act. Motivational interviewing, or motivational enhancement, is a therapy technique designed to enhance the adolescent's motivation to change some specified behavior. Teen Intervene is considered an evidence-based intervention, based on standards from the National Registry of Evidence-based Programs and Practices (NREPP).

### **Model of instruction**

Teen Intervene comprises two parts: screening and sessions with a certified Teen Intervene facilitator. The goal of the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model is to assess for substance abuse, identify youth with mild to moderate substance use,

and recommend further assessment of youth who present with a severe substance use disorder. Youth who present in the mild to moderate substance use range are then referred to Teen Intervene, a three session program with each session lasting 60-minutes. The first two sessions are individual meetings between the Teen Intervene facilitator and adolescent, and the third includes a parent or guardian. A seven- to ten-day interval is recommended between sessions 1 and 2, and a ten-day interval is recommended between sessions 2 and 3.

Teen Intervene recognizes that each young person has his or her own reasons for substance use, and individual teens may differ greatly in terms of willingness to change and their treatment goals. Teen Intervene uses individualized goals and personalized feedback so that brief interventions can be more directly focused for each adolescent's specific needs. Teen Intervene helps students set individual behavior goals around harm reduction, identifying reasons for use, learning new skills to promote healthier behaviors, and taking responsibility for self-change.

### **Secondary Substance Use Intervention Professional Development Plan**

The Secondary Substance Use Intervention Professional Development (PD) plan will be informed and shaped by ongoing staff input, feedback, and Behavioral Health and Wellness cadre leadership. Substance Use Specialists will be trained to become certified Teen Intervene facilitators and support all Beaverton middle and high schools. Substance Use Specialists will work with their assigned schools to offer screenings and sessions beginning the 2022-23 school year.

## Appendix

### A: Behavioral Health and Wellness Instructional Resources Review and Community Input

Community input from staff, students, parents, and community members is requested for the instructional resources being considered for adoption. Please see below for Phase one Behavioral Health and Wellness resources. After previewing, please go to the [input form](#) to provide your response.

There are three central operating criteria that were used for evaluating instructional materials for Behavioral Health and Wellness:

1. Behavioral Health and Wellness Best Practices
2. Considerations from BSD Teacher-Leaders
3. Considerations from BSD Pilot Teachers

Following your review of these criteria, we invite you to access the different instructional materials using the provided log-in information, and then to share your feedback on the materials in the linked Google Form.

For the purpose of this community review, we will only be using standards 2 through 7 from [BSD Policy IIA-AR - Instructional Resources/Instructional Materials](#).

#### Character Strong (Grades 6-12)

- BSD Behavioral Health and Wellness Team presentation on Character Strong
  - [BSD TOSA brief summary of Character Strong: 5/4/22 \(11:53 to 38:00\)](#)
- [Demo Video to Secondary SEL Lesson](#)
- [Middle School and High School Scope and Sequence](#)
- Website: <https://curriculum.characterstrong.com/login/>
  - Username: samples
  - Password: samples

#### Kindness in the Classroom (Grades K-5)

- BSD Behavioral Health and Wellness Team presentation on [Kindness in the Classroom](#)
  - [BSD TOSA brief summary of Kindness in the Classroom: 5/4/22 \(45:00 to 1:13'12"\)](#)
  - [Overview](#)
  - [The Science of Kindness video](#)

#### Teen Intervene (Grades 6-12)

- BSD Behavioral Health and Wellness Team presentation on Teen Intervene
  - [BSD TOSA brief summary of Teen Intervene: 4/20/22 \(1:01'43" to 1:10'23"\)](#)
  - [Scope and Sequence](#)
  - [PDF opens in a new window](#)

### Summary of Community Public Viewing Input for Instructional Resources

The viewing window opened on 5/9/2022, as of 5/18/22 there was 1 Respondent (Community Member/Parent):

Summary of Likert Scale Questions	Summary of Open-Ended Responses
<p><b>Kindness in the Classroom</b> Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.</p>	<p>"These values should be taught by parents and families, NOT the school system. Focus on math, science, reading, and writing! Kids need more of that at school!!"</p>
<p><b>Character Strong</b> Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.</p>	<p>"Kids at this young age should not be indoctrinated! Please leave lessons on values to parents!!"  "Why is BSD spending money and education time on skills that are taught at home? Please educate our kids in math, science, writing, and reading!"</p>
<p><b>Teen Intervene</b> Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.</p>	<p>"Please enforce penalties on students who use drugs and alcohol at school or are under the influence. There needs to be consequences for negative actions and not coddling."</p>

## B. Kindness in the Classroom Standards Map

This Standards Map summarizes each of the standards met by all lessons within a Kindness in the Classroom unit. All Kindness in the Classroom lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts and Literacy and Mathematics. For a complete guide to the Standards Map, email [mason\\_rivers@beaverton.k12.or.us](mailto:mason_rivers@beaverton.k12.or.us)

Example:

Lesson 2: How I Care for Me!		
CASEL	NHES	Common Core
<p><b>Self-management</b> Impulse control Self-discipline Self-motivation Goal setting</p> <p><b>Social awareness</b> Perspective-taking Respect for others</p> <p><b>Relationship skills</b> Communication</p> <p><b>Responsible decision-making</b> Analyzing situations Reflecting Ethical responsibility</p>	<p><b>Standard 1. Understanding concepts</b> 1.2.1 - Identify that healthy behaviors impact personal health.</p> <p><b>Standard 6. Goal-setting</b> 6.2.1 - Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>Standard 7. Practicing healthy behaviors</b> 7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>	<p><b>English Language Arts Standards</b></p> <p><b>Writing</b> <b>Research to Build and Present Knowledge:</b> CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b> <b>Comprehension and Collaboration:</b> CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Language</b> <b>Conventions of Standard English:</b> CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Vocabulary Acquisition and Use:</b> CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>





### C. Kindness in the Classroom Equity Review

Our philosophy at The Equity Project, LLC is that applying an equity lens to curriculum provides a mechanism that allows a school community to reflect upon content and strategies that assist in achieving good educational and social outcomes.

We do not believe equity is achieved by providing identical treatment to everyone regardless of their individual circumstances. Equity is achieved when differences are acknowledged and the stories, ideas and lived experiences of students and their families are recognized as valuable assets that benefit everyone.

The approach of The Equity Project, LLC examines key indicators of equity:

- Achievement status
- Educational offerings and opportunities
- Social-emotional supports and frameworks
- Climate and culture

It is important to examine curriculum, but also to look closely at current policies, practices, norms, and structures that either help or hinder the effectiveness of curriculum. Our approach makes connections across our key indicators of equity. To examine curriculum with an equity lens, we look to answer specific questions on each of the four interrelated elements as detailed in a few of the examples below:

#### 1. Achievement status:

- Is there evidence that this curriculum strengthens how students are performing? How?
- Is the curriculum designed to influence achievement rates for particular groups change over time?
- Does the curriculum influence/shape what teacher/staff qualities will need to be to effectively influence particular groups?

#### 2. Educational offerings and opportunities:

- Does the curriculum contain opportunities/offerings that address the needs of all groups?
- Can we measure/monitor which students participate in them?
- Are there clear indicators that there are diverse teaching and learning conditions embedded in the curriculum?

#### 3. Social-emotional supports and frameworks:

- Are there indicators of sound student social-emotional supports embedded in the curriculum?

- Is there a process for determining who has access to them?
- Are there practices in place to address historical and social inequities?
- How are they evidenced in the curriculum?

#### 4. Climate and culture:

- What is the culture of the school and district?
- Does the curriculum support engagement among multiple stakeholders (students, teachers, families, etc.)?

*In our review of the curriculum for Random Acts of Kindness, we provided a rating of EXCELLENT in our review.* This rating expresses our confidence, using our criteria, in the application of an equity lens in the development of curriculum. The curriculum met the criteria for each of our four (4) equity lens indicators and effectively demonstrated the interrelatedness of the four indicators.

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### D. Character Strong Learning Standards Alignment

Character Strong aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and American School Counselor Association (ASCA) Standards. For a complete list of the standards alignment, email [mason\\_rivers@beaverton.k12.or.us](mailto:mason_rivers@beaverton.k12.or.us)

Example:



Category	Standards	Grade 9	Grade 10	Grade 11	Grade 12
<b>Mindset Standards</b>	<b>M1:</b> Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	<b>S06:</b> Understanding Values	<b>S05:</b> Understanding Mental Health <b>S06:</b> Understanding Well-Being <b>S08:</b> Clarifying Values & Well-Being	<b>S07:</b> Understanding Well-Being <b>S08:</b> Examining Mental Health Myths	
	<b>M2:</b> Self-confidence in ability to succeed	<b>S03:</b> Developing Community Agreements <b>S04:</b> Upholding Community Agreements	<b>S07:</b> Connecting Values & Well-Being <b>S08:</b> Clarifying Values & Well-Being	<b>S05:</b> Clarifying Values to Increase Engagement <b>S06:</b> Practicing Values to Increase Engagement	<b>S06:</b> Connecting Values & Leadership <b>S07:</b> Practicing Values as Leaders
	<b>M3:</b> Sense of belonging in the school environment	<b>S01:</b> Building Connections <b>S02:</b> Building Community	<b>S01:</b> Building Connections <b>S02:</b> Building Community <b>S03:</b> Developing Community Agreements <b>S04:</b> Upholding Community Agreements	<b>S01:</b> Building Connections <b>S02:</b> Building Community <b>S03:</b> Developing Community Agreements <b>S04:</b> Upholding Community Agreements	<b>S01:</b> Building Connections <b>S02:</b> Building Community <b>S03:</b> Developing Community Agreements <b>S04:</b> Upholding Community Agreements
	<b>M4:</b> Understanding that postsecondary education and life-long learning are necessary for long-term career success				<b>S05:</b> Defining Leadership <b>S08:</b> Connecting Purpose to Academics
	<b>M5:</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes	<b>S05:</b> Normalizing 9th Grade Worries (Belonging) <b>S07:</b> Clarifying Values <b>S08:</b> Practicing Values	<b>S04:</b> Upholding Community Agreements	<b>S04:</b> Upholding Community Agreements <b>S05:</b> Clarifying Values to Increase Engagement <b>S06:</b> Practicing Values to Increase Engagement	<b>S04:</b> Upholding Community Agreements <b>S05:</b> Defining Leadership <b>S06:</b> Connecting Values & Leadership <b>S07:</b> Practicing Values as Leaders <b>S08:</b> Connecting Purpose to Academics
	<b>M6:</b> Positive attitude toward work and learning				



Anchor Standard	Learning Standards	Grade 9	Grade 10	Grade 11	Grade 12
<b>Self-Awareness</b>	Student demonstrates an understanding of one's emotions	<b>S03:</b> Developing Community Agreements <b>S09:</b> Normalizing 9th Grade Worries (Test-Taking) <b>S14:</b> Practicing Social Support	<b>S03:</b> Developing Community Agreements <b>S05:</b> Understanding Mental Health <b>S06:</b> Understanding Well-Being <b>S07:</b> Connecting Values & Well-Being <b>S14:</b> Understanding Stress <b>S15:</b> Coping with Stress	<b>S03:</b> Developing Community Agreements	<b>S03:</b> Upholding Community Agreements <b>S10:</b> Using My Influence for Personal Pursuits <b>S16:</b> Understanding Effective Empathy
	Student demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.	<b>S07:</b> Clarifying Values <b>S08:</b> Practicing Values <b>S16:</b> Connecting Values & Friendship <b>S18:</b> Staying True to Your Values <b>S20:</b> Evaluating Personal Progress <b>S22:</b> Developing Goals for This Summer <b>S23-25:</b> Reflecting on the Year	<b>S09:</b> Practicing Values & Well-Being <b>S10:</b> Setting Well-Being Goals <b>S11:</b> Building Well-Being Habits <b>S13:</b> Staying True to Our Goals <b>S21:</b> Creating Well-Being Habits <b>S22:</b> Improving Well-Being Habits <b>S23-25:</b> Reflecting on the Year	<b>S05:</b> Clarifying Values to Increase Engagement <b>S09:</b> Understanding Ourselves <b>S12:</b> Reflecting on Our Stories <b>S23-25:</b> Reflecting on the Year	<b>S03:</b> Developing Community Agreements <b>S09:</b> Connecting Purpose to Society <b>S10:</b> Using My Influence for Personal Pursuits <b>S12:</b> Developing Well-Being Habits <b>S13:</b> Practicing Well-Being Habits <b>S14:</b> Developing Leadership Habits <b>S15:</b> Practicing Leadership Habits

## E. Character Strong Equity Commitment

### CharacterStrong Creates Space For All Voices

By centering our work in humble and empathetic listening, we seek out and amplify diverse perspectives. In doing so, we hold space for inclusive dialogue and shared leadership. In order for our content and organization to effectively serve all people, we make sure groups who have historically been marginalized have a seat at the table. We build and maintain non-hierarchical structures that acknowledge the power of the collective.



#### For students, this includes:

Offering innovative, student-centered SEL sessions that prioritize youth voice so that lessons are being done “by and with them” and not “to and for them”

Pausing to question all products and systems by asking “How can this be 1% better?” Creating spaces for student input and co-creation on our products (i.e. student advisory boards, student focus groups and surveys, and internship opportunities) so they have a voice in building the things they will experience

Featuring students from diverse backgrounds in our video and photo content to increase a sense of belonging and help students see themselves (and others) in this work

Developing content that represents diverse voices and communities.

#### For educators, this includes:

Developing free digital resources for continued learning (i.e. monthly webinars, the annual Whole Child Virtual Summit, and weekly CharacterStrong Podcasts) in order to elevate various voices doing meaningful work in education in a way that is accessible to all (and provide actionable tools to all schools to focus on SEL effectively)

Seeking out educator input (i.e. the educator advisory roundtable (E.A.R.), educator product focus groups, educator listening sessions, annual surveys, and online feedback systems) in order to ensure diverse perspectives are speaking into our products and services

Developing content and trainings through a lens of accessibility (i.e. Spanish translations, closed captioning, alt text, and live transcription) to serve people who have diverse needs

Providing Customized Implementation Supports that use data and implementation science to serve diverse stakeholders in achieving equitable access and outcomes

#### For CharacterStrong, this includes:

Focusing on recruiting potential CS employees, vendors, and contractors from diverse spaces around the country in order to bring more voices into the development of our work

Maintaining an accountability chart instead of an organization chart to promote less hierarchical decision making

Utilizing democratic voting systems in weekly and quarterly meetings to elevate all voices

Creating opportunities for direct and indirect feedback so everyone feels like their voice and opinion can be heard safely

*CharacterStrong*

## CharacterStrong Practices Bridging to Create Belonging

Bridging occurs when people reach beyond their own group to members of other groups. Bridging, according to John Powell, requires that we create space to hear and see each other. It does not require agreement. The practice of bridging is meant to create belonging - a foundational human need. We work to acknowledge and understand the differences in lived experiences across diverse communities, which influences the creation of relevant content and helps build an organization where people feel safe and are able to thrive.



### For students, this includes:

Centering collective experiences and student voice in the development of things like community agreements to create opportunities for people to express what they need to feel safe and belonging in a space

Providing opportunities for intentional groupings that highlight the uniqueness of every student and provide consistent opportunities for bridging

Emphasizing the importance of social awareness and relationship-building to help practice effective empathy, which involves both perspective-taking and compassionate action

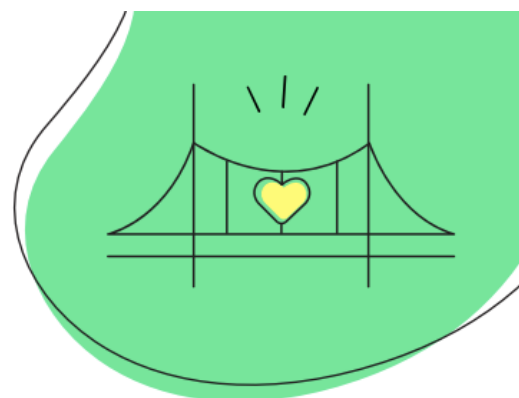
### For educators, this includes:

Building professional learning experiences that provide tools (like Establish, Maintain, Restore) that create habits of personal reflection and consistent connection

Developing tools like the Equity Training to deepen personal awareness, better understand our biases, and build skills that help people better serve the entire school community

Offering free podcasts, resources (like the CS Weekly), and webinars that provide anecdotes and practices that help serve diverse needs

Hosting conferences that focus on practical connection tools for educators as an essential foundation of learning and providing strategies and tools to bring these to life back in their schools and classrooms



### For CharacterStrong, this includes:

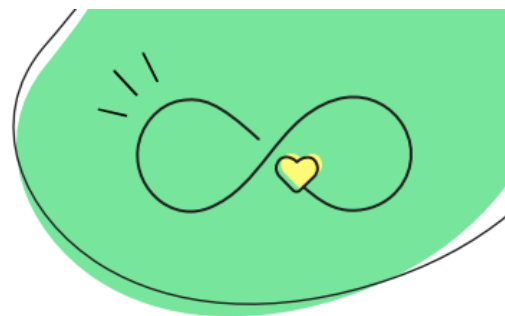
Hosting bi-annual in-person meetings to provide opportunities to practice teamwork and collaborative problem solving

Strengthening relationships through The Weekly Toast, onboarding lunches, virtual socials, birthday Kahoots, and more to help our team see our differences and commonalities

*CharacterStrong*

## CharacterStrong Believes That A Commitment to Equity is an Ongoing Process

We know that equity work is an ongoing commitment, and we recognize the importance of protecting time to examine our own biases, perspectives, and experiences. We are committed to consistently holding space for reflective conversations, and ultimately, working to create systems that welcome all people into our equity journey. This process is not finite.



### For students, this includes:

Seeking to understand how different students react to and learn from our programs by assessing student engagement survey data, focus groups, and in-class observations to understand which groups of students benefit more and less from our content

Providing opportunities for students to reflect and grow on their own SEL journey relevant to their age

Planning for growth through intentionally adding themes and scaffolding of needed topics like perspective-taking or mental health to allow multi-year reflection and learning for students in the curriculum

Utilizing student advisory groups and focus groups to continue to support developing content that is authentic, equitable, and engaging

### For educators, this includes:

Identifying educators who have a harder time embracing and effectively implementing our programs and seek to understand and address their needs so that all educators can thrive in this work!

Identifying gaps in the needs of educators across diverse settings by capturing their experiences with our programs in order to increase fidelity

Listening to the feedback and ideas of educators through survey data and listening sessions to create resources that are timely, practical, and relevant

Evaluating and aligning our curriculum with updated national standards to ensure that it is evidence-based

Understanding and responding to the social and political context that educators are working in so that they can meet the changing needs of the classroom

### For CharacterStrong, this includes:

Committing to ongoing equity work with external partners so that we can benefit from external expertise and perspectives

Honoring the diverse traditions and backgrounds of team members (i.e. recognizing land acknowledgments, personal pronouns, and various holidays)

Creating consistent relational opportunities to build a more inclusive environment and making sure team members feel understood, respected, and have a sense of belonging

Donating the profits from our Online Equity Course to the advancement of equity work through our partnership with Erin Jones

Donating to entities that champion diverse needs and students to empower other ways that people approach this work (like Cispus Learning Center and Haiti Partners)

*CharacterStrong*

## F. K-12 Behavioral Health and Wellness Phase 1 Budget Implications

The cost of implementing phase one of the adoption does not have any budget implications on the 2022-23 budget. The following is a breakdown of budget implications beginning 2023-24.

### **Annual Costs (Ongoing)**

1. Annual Character Strong licensing renewal fees for secondary schools.
2. Kindness in the Classroom materials and supplies for all elementary schools.
3. Teen Intervene Matrix licensing fees for all secondary schools.

### **Initial Costs (One-Time)**

#### Elementary Social Emotional Learning Instructional Resources

1. Translation services for English-only instructional resources.
2. Digital materials setup.

#### Secondary Social Emotional Learning Instructional Resources

1. Initial Character Strong licensing fees for all secondary schools.

#### Secondary Substance Use Intervention Program

1. Teen Intervene Training Manual

## G. Project Team Vote and Considerations

On May 18, 2022 the Behavioral Health and Wellness Project Team met to vote on the proposed instructional resources. Below is a summary of their First-to-Five vote.

<b>Fist-to-Five Vote Value</b>	<b>Kindness in the Classroom</b>	<b>Character Strong</b>	<b>Teen Intervene</b>
0	-	-	-
1	-	-	-
2	-	-	-
3	4	2	3
4	8	9	9
5	12	14	13
<b>Total Votes</b>	<b>24</b>	<b>25</b>	<b>25</b>





**FIRST READING OF BOARD POLICIES IGACA & JED**

**POLICY ISSUE**

Attached is the first reading of School Board Policies IGACA and JED

**RECOMMENDATION**

It is recommended that the School Board review this policy

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.

## **RECOGNITION AND ACCOMMODATION OF RELIGIOUS AND CULTURAL BELIEFS, CUSTOMS, AND OBSERVANCES**

It is accepted that no religious belief or non-belief should be promoted by the district or its employees and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs without penalty. The district recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

The district recognizes each student's individual right to free exercise of religion. The district also recognizes its responsibilities to make reasonable accommodation for students' religious observance, while neither promoting one religion over another nor preferring religion over non-religion. Requests for religious accommodation should be directed to the student's teacher or principal. Accommodations may include, but are not limited to, release time for religious instruction, holidays, and religious or cultural observances. Students who have missed an assignment or assessment due to religious or cultural release time or observances shall be given a meaningful opportunity and reasonable time to make up missed work/assessment. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious/cultural holiday. Teachers will avoid scheduling assessments on major religious holidays whenever possible.

Final exams are scheduled based on the district-adopted calendar. The district should consider possible conflicts with major religious holidays as they consider calendar options.

In addition to accommodating individual students' religious or cultural observances, the district will avoid scheduling school and grade wide events, field trips, co-curricular or extra-curricular events on major religious holidays. Such events can be scheduled on major religious holidays if such scheduling is reasonably necessary to carry out the proper functioning of a school program, course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees. Staff will inform students and parents of plans as far in advance as possible so that conflicts with religious or cultural observances can be avoided if possible and otherwise accommodated if not.

The superintendent will develop procedures for implementing this policy, including the development of a list of major religious or cultural holidays or observances with community

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input, which will be communicated with staff, students and families. The list of holidays or observances developed as a result of this policy is not intended to be exhaustive or exclusive. For the purposes of this policy, a major religious or cultural holiday or observance means a holiday or observance that precludes school attendance or participation in an important school event for adherents of the religious/cultural tradition.

END OF POLICY

Legal Reference(s):

ORS 336.067

ORS 339.420

ORS 659.850

OAR 581-021-0046(5)

U.S. Const., Amend I

OR Const., Art I

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

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# Beaverton School District 48J

Code: JED  
Adopted: 9/08/97  
Revised/Readopted: 5/14/18  
Orig. Code(s): JE; JED

## Student Attendance\*\*

The Board considers regular school attendance essential for educational success. All students are expected to attend school as required by law and by Board policy.

The classroom teacher is responsible for maintaining and reporting accurate student attendance records to satisfy district requirements and to record that all students have arrived safely to school.

The school principal will be responsible for assessing and acting upon parental requests for students to be excused.

The principal has the authority to excuse students for absences due to illness, educational/occupational interviews, quarantine, bereavement or serious illness in the family, inclement weather, religious instruction, *religious or cultural observances* or emergencies. Physicians, psychiatrists, psychologists, dentists and similar professionals may request permission for students' excused absences.

A student who is excused must still fulfill the school's requirements.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

END OF POLICY

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### Legal Reference(s):

<a href="#">ORS 109.056</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-021-0050</a>
<a href="#">ORS 336.010</a>	<a href="#">OAR 581-022-2000</a>
<a href="#">ORS 339.030</a>	<a href="#">OAR 581-023-0006(11)</a>
<a href="#">ORS 339.055</a>	
<a href="#">ORS 339.065</a>	
<a href="#">ORS 339.071</a>	
<a href="#">ORS 339.250</a>	
<a href="#">ORS 339.420</a>	

### Cross Reference(s):

IGBHD - Program Exemptions

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

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## SOCIAL SCIENCES PHASE TWO ADOPTION REPORT

**POLICY ISSUE/SITUATION:** In August of 2020, the Beaverton School District Board charged the Superintendent to form a Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the District. At the May 2021 School Board meeting Phase One was approved which included the K-12 Social Sciences Position Paper & Best Practices; and Learning Targets, professional development and instructional resources recommendations for middle school.

Phase two recommendations were developed by the Social Sciences Project Team during the 2021 -2022 school year and finalized at the May 10, 2022 Project Team meeting. These recommendations include Elementary, High School and Specialized Programs Learning Targets, instructional resources and professional development. Also included are plans for community engagement and adoption budget implications.

**RECOMMENDATION:** It is recommended that the School Board take under consideration the Phase Two Social Sciences Curriculum Adoption report from the Social Sciences Project Team for approval at the June 2022 board meeting.

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

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# Social Sciences

## Curriculum Adoption

### Phase Two

Spring 2022

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Table 4: 9-12 Instructional Resources Options and Progression (Pg 56 )
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May 2022

## **Background and Context of K-12 Social Sciences in Oregon**

In just the past several years, Oregon has become a national leader in shifting and expanding the content of Social Sciences classrooms from kindergarten through high school. More specifically, the adoption of the [2021 Social Science Standards integrated with Ethnic Studies](#) made Oregon the first state in the U.S. to include integrated ethnic studies in K–12 Social Sciences standards.

Additionally, several Oregon legislative efforts including (but not limited to) Senate Bill (SB) 13 (Tribal History/Shared History), SB664 (Holocaust & Genocide education), and SB512 (Civics education) have all legitimized and prioritized an approach to K-12 Social Sciences that empowers students to become active democratic participants by engaging with/in their communities to pursue a more just and equitable society.

As stated in the opening of our BSD Social Sciences Position Paper (Appendix 1), we in BSD believe:

*The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education. In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world (pg.1).*

We in BSD also believe that this incredibly important work must be done with and alongside our diverse and dynamic community, and we acknowledge that with these big shifts and changes comes both potential and likely lots of questions and learning opportunities.

We hope this Phase 2 report serves as a map for continuing to engage in this important work, and we look forward to continuing to improve our work and efforts in meaningful, responsive, and sustainable ways.

## **Beaverton School District Process**

In August of 2020, the Beaverton School District Board charged the Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the Beaverton School District. The Social Sciences curriculum review, as outlined in Board Policy and Administrative Regulation for the Quality Curriculum Cycle (QCC), was to include learning targets, instructional practices, assessment, instructional resources and staff development.

Within and across the review process, the Social Sciences Project Team studied Social Sciences education in the context of today's world. The focus on and demand for higher levels of Social Sciences education is evident in [Oregon's 2021 K-12 Social Science Standards](#)



[Integrated with Ethnic Studies](#), which were adopted by the Oregon State Board of Education in February of 2021. The 2021 Social Sciences standards integrate ethnic studies into each of the Social Sciences domains, and reflect a shift in content best addressed through pedagogical methods that create a safe and inclusive learning environment for all students to study and discuss issues of discrimination, equity, racism, and prejudice.

Our goal is to prepare students to engage with/in their communities and world as knowledgeable lifelong learners, critical thinkers, researchers, communicators, and culturally competent members of their community and society; all of which are skill sets deemed essential for college and career readiness and post-secondary success. Additionally, the Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. Ultimately, we believe *all* students deserve a strong K-12 Social Sciences education.

The work of this Project Team has placed an intentional focus on best practices in Social Sciences instruction as well as professional development for educators. Additionally, the Social Sciences Teacher Cadre and Project Team engaged in deep discussions about essential practices in every classroom as well as the necessary professional learning needed to support and sustain these practices.

**The Social Sciences Project Team defined a comprehensive set of Phase I recommendations in May 2021 that included:**

- K-12 Social Sciences Position Paper (Appendix 1)
- K-12 Best Practices in Social Sciences (Appendix 2)
- Middle School (grades 6, 7, 8) Learning Targets
- Middle School Professional Development Plan
- Middle School Instructional Resources Recommendation

**Further, this Phase 2 report (May 2022) outlines the Social Sciences Project Team's recommendations including:**

- Elementary Learning Targets
- High School Learning Targets
- Specialized Programs Learning Targets (K-12)
- Elementary Instructional Resources Review Process & Recommendation
- Middle School Supplementary Instructional Resources Review Process & Recommendation
- High School Instructional Resources Review Process & Recommendation
- K-12 Specialized Programs Instructional Resources and Professional Development Recommendation
- Elementary Professional Development Plan
- Secondary (Grades 6-12) Professional Development Plan
- Community Engagement: BSD Community Conversations About K-12 Social Sciences (Fall 2022)
- K-12 Budget Implications

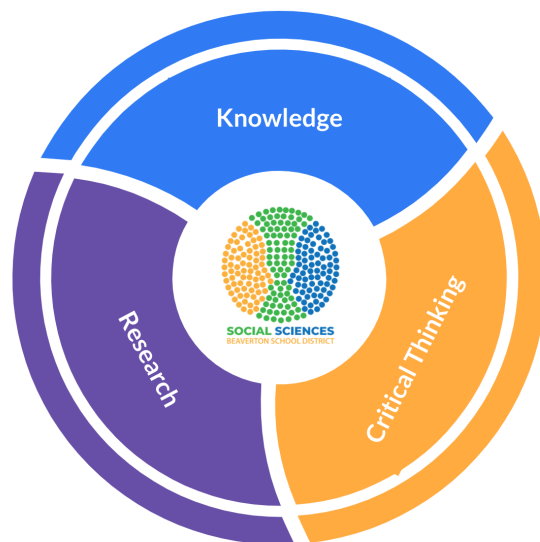
These recommendations point the Beaverton School District towards high quality instructional practices that engage and challenge students in 21st century Social Sciences learning.

## Elementary Social Sciences Learning Targets

The BSD K-12 Social Sciences learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly “I can” statements derived from the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#). The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

The goal of the BSD Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.

\*In the K-5 learning target model, our team is proposing addressing the skills relevant to the ALT Communication through already-published K-5 Writing, Language, and Speaking & Listening learning targets that have overlapping skills with Social Sciences ([Communication targets in K-5](#)). Therefore, the K-5 Social Sciences learning target model has 3 Academic Learning Targets: Knowledge, Critical Thinking, and Research.



The K-5 learning targets are bilingual (English/Spanish). The Spanish version of the targets follow the same color code (blue) as used in the Dual Language classrooms in the district.

### **K-5 ALT 1- Knowledge: I can learn and show what I know about *grade-level focus***

- **Kindergarten:** I can learn and show what I know about myself and my world.
- **1st:** I can learn and show what I know about my school and family.
- **2nd:** I can learn and show what I know about my neighborhood and community.
- **3rd:** I can learn and show what I know about our community and beyond. [Emphasis on Oregon Geography and Local/ Regional History].
- **4th:** I can learn and show what I know about Oregon’s past.
- **5th:** I can learn and show what I know about U.S. History from 1492-1786.

### **K-5 ALT 2- Critical Thinking: I can think deeply, share ideas, and ask questions about what I learn.**

### **K-5 ALT 3- Research: I can research and learn how to find out more about a topic by myself and in groups.**

## Kindergarten Social Sciences

**Academic Learning Target #1- Knowledge:** *I can learn and show what I know about myself and my world.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.4 Distinguish between personal wants and needs. (Economics)	<p>I can name a _____ (need or want). I can tell the difference between a need and a want. I can sort wants and needs within a collection.</p> <p>Puedo nombrar un deseo o necesidad. Puedo clasificar necesidades y deseos dentro de una colección. Puedo explicar la diferencia entre una necesidad y un deseo.</p>
K.5 Identify forms of US money and explain how money is used. (Financial Literacy)	<p>I can identify different forms of money and explain how they are used.</p> <p>Puedo identificar diferentes formas de dinero y explicar cómo se usa.</p> <p><i>Note: The standard refers to forms of US money; we decided to leave the “I can” statement open, so you and your students have the opportunity to learn about other currencies besides the US ones.</i></p>
K.6 Give examples of different jobs performed in communities. (Financial Literacy)	<p>I can give examples of different kinds of jobs that people have.</p> <p>Puedo dar ejemplos de diferentes tipos de trabajos.</p>
K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing. (Financial Literacy)	<p>I can name what is my property and what is shared property. I can participate in classroom activities, while sharing and taking turns. I can demonstrate care for shared spaces and materials.</p> <p>Puedo identificar mi propiedad y la propiedad compartida. Puedo participar en actividades de grupo compartiendo y tomando turnos. Puedo cuidar materiales y espacios compartidos.</p>
K.8 Explain how people earn income and that some jobs earn money while others are volunteer. (Financial Literacy)	<p>I can explain that people are paid for the work they do. I can describe how people volunteer to help the</p>

	<p>community.</p> <p>Puedo explicar que las personas reciben un pago por el trabajo que hacen.</p> <p>Puedo describir cómo las personas hacen trabajos voluntarios para ayudar a la comunidad.</p>
K.9 Identify, compare, and contrast pictures, maps, and globes. (Geography)	<p>I can describe how pictures, maps, and globes are similar and different.</p> <p>Puedo describir similitudes y diferencias entre fotos o mapas.</p>
K.10 Locate, identify and describe places of importance to self, family, school, and culture. (Geography)	<p>I can locate and describe important places for me and my family on a map by using location and directional words.</p>
K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between). (Geography)	<p>Puedo ubicar y describir lugares importantes para mí y mi familia en un mapa usando palabras de ubicación y dirección.</p>
K.14 * Identify examples of unfairness or injustice towards individuals or groups and the “changemakers,” who worked to make the world better. (Historical Knowledge)	<p>I can give examples of changemakers around the world and the situations their work helped to change.</p> <p>Puedo dar ejemplos de agentes de cambio alrededor del mundo y las situaciones que ayudaron a mejorar con su trabajo.</p>
K.13 Understand that events happen in a sequential order. (Historical Knowledge)	<p>I can create a timeline and show what happened in the beginning, middle and end of events that I experienced.</p>
K.16 Understand and create timelines to show basic personal events in sequential order. (Historical Thinking Skills)	<p>Puedo crear una línea del tiempo y mostrar lo que pasó primero, después y al final de algo que yo viví.</p>

### Kindergarten Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.1 * Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences. (Civics and Government)	<p>I can engage in respectful dialogue about similarities and differences among people and cultures.</p> <p>I can describe what I have in common with other people and how I am unique at the same time.</p> <p>I can respectfully listen to the stories of others.</p> <p>Puedo explicar por qué es importante respetar ser</p>

<p>K.17 * Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others. (Historical Thinking Skills)</p>	<p>únicos como personas.  Puedo describir lo que tengo en común con otras personas y en lo que soy único.  Puedo escuchar respetuosamente las historias de los demás.</p>
<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. (Civics and Government)</p>	<p>I can engage in respectful conversations by taking turns, both listening and sharing my ideas.  I can explain that there are different rules in different places.</p> <p>Puedo participar en conversaciones respetuosas tomando turnos, escuchando y compartiendo mis ideas.  Puedo explicar que hay diferentes reglas en diferentes lugares.</p>
<p>K.3 *Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability. (Civics and Government)</p>	<p>I can persevere to understand what makes me who I am.</p> <p>Puedo perseverar en comprender qué es lo que me hace ser quien soy.</p>
<p>K.11 * Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized. (Geography)</p>	<p>I can demonstrate appreciation of different cultures, places, and traditions.</p> <p>Puedo demostrar mi aprecio por lugares, culturas y tradiciones de diferentes culturas.</p>
<p>K.15 Distinguish between past and present. (Historical Thinking Skills)</p>	<p>I can tell the difference between the past and present of _____ (events or practices, people, places, things, etc).</p>
<p>K.18 Compare and contrast past and present events or practices. (Historical Thinking Skills)</p>	<p>I can explain how something (an event or practice, etc) has changed and has stayed the same throughout the years.</p> <p>Puedo comparar el pasado y el presente _____ (eventos o prácticas, personas, lugares, cosas, etc).  Puedo explicar cómo algo (un evento o práctica, etc) ha cambiado y ha permanecido igual a través del tiempo.</p>
<p>K.19 * Identify possible solutions to injustices that demonstrate fairness and empathy. (Social Science Analysis)</p>	<p>I can show when something is unjust and take action to find solutions that are fair and empathetic.  I can seek to understand different perspectives when finding possible solutions to an injustice.</p> <p>Puedo demostrar cuando algo es injusto y actuar para encontrar soluciones justas y empáticas.  Puedo encontrar posibles soluciones a las injusticias tratando de entender otras perspectivas.</p>

**Academic Learning Target #3- Research:** *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.20 *Given context clues, develop a reasonable idea about who, when, where, and why the primary or secondary source was created. (Social Science Analysis)	I can figure out where a source comes from using clues.  Puedo aprender sobre el origen de una fuente de información usando pistas.
Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation.  Puedo aprender cómo contribuir al cambio en nuestra ciudad/estado/país/mundo preguntando y buscando información.  <i>*Can include social, political, or environmental ideas/issues.</i>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can investigate current issues and how they relate to Oregon, the U.S., and other countries.  Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.

**1st Grade Social Sciences**

**Academic Learning Target #1- Knowledge:** *I can learn and show what I know about my school and family.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
1.1 * Describe the responsibilities of leaders and team members and participate in the creation and following of rules for group activities. (Civics & Government)	I can explain how rules are created for ___(a group of people)____. I can collaborate to create and follow rules in our community.  Puedo explicar cómo las reglas son creadas para _____(un grupo de personas). Puedo colaborar para crear y seguir reglas en

	nuestra comunidad.
1.2 * Identify and apply civic virtues (such as freedom, liberty, respect for individual rights, diversity, equity, justice, deliberation, and equality) when interacting with classmates, families, and the school community. (Civics & Government)	<p>I can demonstrate _____ when interacting with _____.</p> <p>Puedo demostrar _____ cuando interactúo con _____.</p> <p>Example: I can demonstrate <u>respect for individual rights</u> when interacting with <u>my classmates</u>.  Por ejemplo: Puedo demostrar <u>respeto por los derechos individuales</u> cuando interactúo con <u>mis compañeros</u>.</p>
1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance). (Economics)	<p>I can identify different ways of earning/receiving money.</p> <p>Puedo identificar diferentes maneras de ganar/recibir dinero.</p>
1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.). (Geography)	<p>I can explain what makes a _____ important in a community.  I can locate important places in our community for me and my family on a map.</p> <p>Puedo explicar lo que hace a _____ (una biblioteca, escuela) importante en una comunidad.  Puedo ubicar lugares importantes en la comunidad para mí y mi familia en un mapa.</p>
1.7 Explain how seasonal changes influence activities in school and community. (Geography)	<p>I can explain how the season and/or weather affects the choices I make at school.  I can explain how the season and/or weather affects the choices I make in our community.</p> <p>Puedo explicar cómo las estaciones y/o el clima impactan mis actividades en la escuela.  Puedo explicar cómo las estaciones y/o el clima impactan mis actividades en mi comunidad.</p>
1.8 Give examples of local natural resources and describe how people use them. (Geography)	<p>I can explain how _____ is an important natural resource.  I can explain how people in our community use _____.</p> <p>Puedo explicar cómo _____ es un recurso natural importante.  Puedo explicar cómo las personas en nuestra comunidad usan _____.</p>



<p>1.9 Construct maps (including mental maps), graphs, and other representations of familiar places. (Geography)</p>	<p>I can construct a map to represent _____.</p> <p>Puedo crear un mapa para representar ____.</p>
<p>1.15 Use terms related to time to place events that have occurred in sequential order. (Historical Thinking Skills)</p>	<p>I can use time and/or sequence words to compare an (the) order of events.</p> <p>Puedo usar palabras relacionadas con el tiempo (pasado, presente) para comparar una serie de eventos.</p>
<p>1.16 Develop and analyze a simple timeline of important family events in sequential order. (Historical Thinking Skills)</p>	<p>I can build a timeline about important events.</p> <p>Puedo crear una línea de tiempo acerca de eventos importantes.</p>

### 1st Grade Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

<p><b>Original Language from 2021 Standards</b> (new standards have an asterisk*)</p>	<p><b>Student-Friendly Learning Targets</b></p>
<p>1.4 * Define equity, equality, and systems of power. (Economics)</p>	<p>I can define equity, equality, and systems of power.</p> <p>Puedo definir equidad, igualdad, sistemas de poder.</p>
<p>1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing). (Financial Literacy)</p>	<p>I can identify choices I have to make with the money that I earn.</p> <p>Puedo identificar opciones para gastar el dinero que gano/recibo.</p>
<p>1.10 Understand that families have a past. (Historical Knowledge)</p>	<p>I can explain that families have stories that share their past.</p> <p>Puedo explicar que las familias tienen historias que reflejan su pasado.</p>
<p>1.12 * Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups. (Historical Knowledge)</p>	<p>I can explain how our identities are used to unite or divide us as a community.</p> <p>Puedo explicar cómo nuestras identidades son usadas para unir o dividirnos como comunidad.</p>
<p>1.13 * Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community. (Historical Knowledge)</p>	<p>I can explain my role within my family.</p> <p>I can explain how I am a member of our classroom community.</p> <p>I can identify my role in our community.</p> <p>Puedo explicar mi rol dentro de mi familia.</p>



	<p>Puedo explicar cómo soy un miembro de nuestra comunidad del salón.</p> <p>Puedo identificar mi rol en nuestra comunidad.</p>
<p>1.14 * Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups. (Historical Knowledge)</p>	<p>I can learn about and from the perspectives of racial, ethnic and social groups in our community.</p> <p>Puedo aprender las perspectivas de diferentes grupos sociales, raciales y étnicos en nuestra comunidad.</p>
<p>1.19 Identify cause-and-effect relationships. (Social Science Analysis)</p>	<p>I can explain how _____ affects _____.</p> <p>Puedo explicar cómo _____ afecta _____.</p>
<p>1.20 Identify and explain a range of issues and problems and some ways that people are addressing them. (Social Science Analysis)</p>	<p>I can identify problems within our school/ community/ the world.</p> <p>I can explain ways that people have addressed problems within our school/ community/ the world.</p> <p>Puedo identificar problemas en nuestra escuela/comunidad/el mundo.</p> <p>Puedo explicar las maneras en que las personas han enfrentado los problemas en nuestra escuela/comunidad/el mundo.</p>
<p>1.21 * Identify ways that students can take informed action to help address issues and problems at school and/or in the community. (Social Science Analysis)</p>	<p>I can identify a problem.</p> <p>I can brainstorm solutions for solving a problem I have identified.</p> <p>Puedo identificar un problema.</p> <p>Puedo contribuir con soluciones para resolver un problema.</p>

### 1st Grade Social Sciences

**Academic Learning Target #3- Research:** *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
<p>1.11* Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America. (Historical Knowledge)</p>	<p>I can research and explain the cultural heritage of my community and different ethnic groups in Oregon and the United States.</p> <p>I can share the importance of celebrations from different communities and the people that celebrate</p>

	<p>them.</p> <p>I can explain why celebrations are special and important for everyone to know.</p> <p>Puedo investigar y explicar la herencia cultural de mi comunidad y de los diversos grupos étnicos en Oregon y en Estados Unidos.</p> <p>Puedo compartir la importancia de las celebraciones de diferentes comunidades y las personas que las celebran.</p> <p>Puedo explicar por qué es importante y especial conocer las celebraciones.</p>
1.17 Explain the use of different kinds of historical sources to study the past. (Historical Thinking Skills)	<p>I can investigate, ask questions about, and explain the past by using different sources of information.</p> <p>Puedo investigar, hacer preguntas y explicar el pasado usando diferentes fuentes de información.</p>
1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history. (Historical Thinking Skills)	<p>I can ask questions that help me to think about a family's history.</p> <p>Puedo hacer preguntas que me ayudan a pensar sobre la historia de una familia.</p>
1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion. (Social Science Analysis)	<p>I can determine if the author is sharing a fact or an opinion.</p> <p>Puedo determinar si el autor está compartiendo un hecho o una opinión.</p>
Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	<p>I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation.</p> <p>Puedo aprender cómo contribuir al cambio en nuestra ciudad/estado/país/mundo preguntando y buscando información.</p> <p><i>*Can include social, political, or environmental ideas.</i></p>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.</p>

## 2nd Grade Social Sciences

**Academic Learning Target #1- Knowledge: *I can learn and show what I know about my neighborhood and community.***

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
2.2 Identify services provided by the city government. (Civics & Government)	I can tell you what the city government does for people living in that city.  Puedo decir qué es lo que hace el gobierno de una ciudad por la gente que vive en esa ciudad.
2.5 Identify city and civic leaders and their functions. (Civics & Government)	I can tell you about city leaders and their jobs.  Puedo hablar sobre los líderes de una ciudad y sus trabajos.
2.7 Identify local businesses and the goods and services they produce. (Economics)	I can explain what local businesses are and tell what they do.  Puedo explicar qué son los negocios locales y qué hacen.
2.8 Describe the role of banks in an economy. (Economics)	I can describe what banks do.  Puedo describir lo que hacen los bancos.
2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.	I can talk about different ways to save and how those ways will help us now and later.  Puedo hablar sobre las diferentes maneras de ahorrar y cómo éstas nos ayudan en el presente y en el futuro.
2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.	I can tell the difference between human-made structures and natural structures.  Puedo decir cuál es la diferencia entre las estructuras hechas por los humanos y las estructuras naturales.
2.12 Identify relative location of school and community in the state, nation and the world. (Geography)	I can show where the school and community are in the state, country, and the world.  Puedo mostrar en dónde se encuentran la escuela y comunidad en el estado, país y en el mundo.
2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents). (Geography)	I can use North, South, East, and West to find different places on the globe.  I can use features on a map to find places.
2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes. (Geography)	Puedo usar Norte, Sur, Este y Oeste para encontrar diferentes lugares en un mapa.

	Puedo usar elementos en un mapa para encontrar lugares.
2.16 * Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that impact the local community.	I can tell about the history of our own cultures and other cultural groups of the lands we are on, and how these different communities created the local community. ( <i>stories and impact of both majority and minority cultures in my community</i> )  Puedo hablar sobre la historia de mi cultura y la de otras comunidades y cómo éstas juntas crean nuestra comunidad local. (Impacto de las culturas e historias de la mayoría y minoría en mi comunidad).
2.18 Differentiate between events that happened in the recent and distant past.	I can tell the difference between events in the recent and distant past.  Puedo diferenciar entre eventos en el pasado reciente y remoto.

### 2nd Grade Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
2.1 * Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness. (Civics & Government)	I can compare my own opinion with the opinions of others to make rules based on fairness.  Puedo comparar mi opinión con las opiniones de los demás para ayudar a crear reglas y resolver problemas de justicia.
2.3 * Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity. (Civics & Government)	I can explain and decide how people can solve problems in a way that is fair for everyone.  Puedo explicar y decidir cómo las personas pueden resolver problemas de una manera que sea justa para todos.
2.4 * Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups. (Civics & Government)	I can explain how power is used to help a group of people and when it is being used to impact others unfairly.  Puedo explicar cómo el poder se usa para ayudar a un grupo de personas y cómo se usa para afectar a otros de manera injusta.
2.6 * Describe and analyze the different ways students can have an effect on their local community. (Civics & Government)	I can think about and discuss ways students can have an effect on their communities.

	Puedo pensar y conversar sobre diferentes maneras en las que los estudiantes pueden tener impacto en sus comunidades.
2.10 * Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.	I can explain how having money and not having money and savings affects the options individuals or groups have.  Puedo explicar cómo tener dinero, cómo no tenerlo y cómo el ahorro afectan las opciones que tienen las personas o comunidades.
2.13 * Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community. (Geography)	I can describe the culture of my community as well as the culture of different communities, including our local community.  Puedo describir la cultura de mi comunidad así como la cultura de otras comunidades, incluida nuestra comunidad local.
2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community. (Historical Knowledge)	I can describe celebrations and places important to different cultures in the community.  Puedo describir celebraciones y lugares importantes para diferentes culturas en la comunidad.
2.21 Explain how people and events of the past influence the present.	I can explain how people and events in the past can affect today.  Puedo explicar cómo las personas y los eventos del pasado tienen impacto en el presente.
2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community. (Historical Thinking Skills)	I can use the cause and effect of events to help us understand how our community grows and changes.  Puedo usar las causas y efectos de los eventos para ayudarme a entender cómo nuestra comunidad crece y cambia.
2.23 Describe the connection between two or more current or historical events. (Social Science Analysis)	I can compare two or more events from the past or from today.  Puedo comparar dos o más eventos del pasado o del presente.
2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.	I can tell what is similar and different about what happened in the past and what is happening now.  Puedo decir en qué es similar y en qué es diferente lo que sucedió antes y lo que está sucediendo ahora.

<p>2.25 Evaluate information relating to an issue or problem. (Social Science Analysis)</p>	<p>I can analyze information about a social problem and explain why it is a social problem.</p> <p>Puedo analizar información sobre un problema social y decir por qué es un problema social.</p>
<p>2.26 * Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>	<p>I can communicate and vote in a way that is fair for everyone. I can take action to interrupt injustice and promote justice in our community.</p> <p>Puedo comunicarme y votar de una manera justa para todos. Puedo actuar para interrumpir injusticias y promover justicia en nuestra comunidad.</p>
<p>2.19 Develop and analyze a timeline of events in the history of the local community.</p>	<p>I can create and analyze a timeline of local historical events.</p> <p>Puedo crear y analizar una línea de tiempo de eventos históricos locales.</p>

### 2nd Grade Social Sciences

**Academic Learning Target #3- Research:** *I can research and learn how to find out more about a topic by myself and in groups.*

<p><b>Original Language from 2021 Standards</b> (new standards have an asterisk*)</p>	<p><b>Student-Friendly Learning Targets</b></p>
<p>2.20 Generate questions using a historical source as it relates to the local community's history.</p>	<p>I can ask questions by using a historical source (newspaper, pictures, play, poem, story, book, oral histories) about the history of the community. OR Using a historical source (newspaper, picture, play, poem, story, or book), I can create questions about the history of the community.</p> <p>Puedo hacer preguntas sobre el pasado de la comunidad local usando una fuente histórica (periódico, imagen, poema, libro, historias orales). O Usando una fuente histórica (periódico, imagen, poema, libro, historias orales) puedo hacer preguntas sobre el pasado de la comunidad local.</p>
<p>Student Inquiry (<i>not derived from OR standards, added by team, suggested for all grades K-5</i>)</p>	<p>I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation.</p> <p>Puedo aprender sobre cómo contribuir al cambio en nuestra ciudad/estado/país y mundo a través de</p>

	<p>preguntas e investigación.</p> <p><i>*Can include social, political, or environmental ideas.</i></p>
<p>Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.</p>

### 3rd Grade Social Sciences

**Academic Learning Target #1- Knowledge:** *I can learn and show what I know about our community and beyond [Emphasis on Oregon Geography and Local/ Regional History].*

Original language from 2021 standards	Condensed, stu-friendly I Can statements
<p>3.1 Examine how different levels of city and county government provide services to members of a community. (Civics and Government)</p>	<p>I can study how city and county governments provide services to the community.</p> <p>Puedo analizar cómo los gobiernos de una ciudad y condado proveen servicios a la comunidad.</p>
<p>3.2 Describe the responsibilities of people in their community and state. (Civics and Government)</p>	<p>I can describe the responsibilities people have in their community and state.</p> <p>Puedo describir las responsabilidades que tienen las personas en su comunidad y estado.</p>
<p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues. (Civics and Government)</p>	<p>I can explain why communities need active civic participation and find ways to get involved in local and regional issues.</p> <p>Puedo explicar por qué es importante para las comunidades la participación cívica activa y buscar maneras de participar en asuntos locales y regionales.</p>
<p>3.6 Identify key industries of Oregon. (Economics)</p> <p>3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them. (Geography)</p>	<p>I can identify important industries in Oregon.</p> <p>I can identify Oregon's natural resources and describe how people in Oregon and other parts of the world use them.</p> <p>Puedo identificar industrias importantes en Oregon.</p>



	Puedo identificar los recursos naturales en Oregon y describir cómo las personas en Oregon y otras partes del mundo los usan.
3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural). (Geography)	I can use geographical tools to divide Oregon into specific areas.  I can describe and compare physical and human characteristics of those regions.
3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.). (Geography)	Puedo usar herramientas de geografía para analizar Oregon en diferentes áreas o regiones.  Puedo describir y comparar características físicas y humanas en esas regiones.

### 3rd Grade Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
3.4 * Describe the use of stereotypes and targeted marketing in creating demand for consumer products. (Economics) Demographic trends??	I can describe how advertising uses stereotypes to make a specific group of people want to buy certain goods or services .  Puedo describir cómo la publicidad usa estereotipos para hacer que un grupo específico de personas quiera ciertos productos/bienes o servicios.
3.5 Explain how profit influences sellers in markets. (Economics)	I can explain how profit affects people selling goods and services.  Puedo explicar cómo las ganancias influyen en las personas que venden productos/bienes y servicios.
3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources.) (Financial Literacy)	I can explain how personal financial decisions have an impact on myself/others/resources.  Puedo explicar cómo las decisiones financieras personales tienen impacto en mi vida, la de los demás y los recursos disponibles.



<p>3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region. (Historical Knowledge)</p>	<p>I can describe how the inclusion or exclusion of individuals and certain groups has affected local communities and regions.</p> <p>I can describe how certain people or groups are included or excluded for being who they are.</p> <p>Puedo describir cómo la inclusión o exclusión de ciertas personas y grupos impactan las comunidades y regiones locales.</p> <p>Puedo describir cómo ciertas personas o grupos son incluidos o excluidos por ser quienes son.</p>
<p>3.12 * Describe how the identity of the local community shaped its history and compare it to other communities in the region. (Historical Knowledge)</p>	<p>I can describe how the identity of the local community shaped its history and compare it to other communities in the region.</p> <p>Puedo describir cómo la identidad de la comunidad local define su historia y compararla con otras comunidades en la región.</p>
<p>3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an <u>emphasis on multiple perspectives</u>. (Social Science Analysis)</p>	<p>I can explore different ways in which systems of power and oppression affect different individuals and groups.</p> <p>Puedo identificar diferentes maneras en las que los sistemas de poder y opresión afectan a diferentes personas y comunidades.</p> <p>I can examine an event/issue/problem from many perspectives.</p> <p>Puedo analizar un evento/asunto/problema desde diferentes perspectivas.</p> <p>I can identify how systems of power and oppression influence a person's perspective.</p> <p>Puedo identificar cómo los sistemas de poder y opresión influyen en la perspectiva de una persona.</p> <p>I can understand there can be multiple perspectives when an event, issue, or problem is examined.</p> <p>Puedo entender que puede haber múltiples perspectivas al analizar un evento, tema o problema.</p>

<p>3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events.</p>	<p>I can explain why certain people and groups view historical events in a different way than other people or groups do.</p> <p>Puedo explicar por qué lo que ocurre en el presente y pasado se puede ver de diferente manera dependiendo de la persona y/o comunidad.</p>
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### 3rd Grade Social Sciences

**Academic Learning Target #3- Research:** *I can learn how to find out more about a topic by myself and in groups.*

<p><b>Original Language from 2021 Standards</b> (new standards have an asterisk*)</p>	<p><b>Student-Friendly Learning Targets</b></p>
<p>3.13 Apply research skills and technologies to gather information about the past in a region. (Historical Thinking)</p>	<p>I can use research skills and technologies to collect information about the past in a region.</p> <p>Puedo usar habilidades de investigación y tecnologías para recolectar información acerca del pasado en una región.</p>
<p>3.15 Explain how sources serve different purposes for answering historical questions. (Historical Thinking)</p>	<p>I can explain how different sources are used for researching specific historical questions.</p>
<p>3.16 Generate questions using multiple historical sources and examine their validity. (Historical Thinking)</p>	<p>Puedo explicar cómo distintas fuentes de información sirven distintos propósitos para responder preguntas históricas.</p>
<p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. (Social Science Analysis)</p>	<p>I can use a variety of historical sources (newspaper, pictures, play, poem, story, book, oral histories) to find factual evidence and ask questions to check if the information is correct.</p> <p>Puedo usar una variedad de fuentes de información histórica para encontrar evidencia y hacer preguntas para confirmar que la información sea correcta.</p>
<p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem. (Social Science Analysis)</p>	<p>I can analyze the different ways living things are affected by an event, issue, or problem.</p> <p>Puedo analizar diferentes maneras en que las personas, otros seres vivos y el medio ambiente se ven afectados por un evento o problema.</p>

<p>Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can inquire about and investigate ideas and concerns* I have about our city/state/country/world that affects me and my life and I can contribute to change.</p> <p>Puedo hacer preguntas e investigar sobre ideas y preocupaciones que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.</p> <p><i>*Can include social, political, or environmental ideas/concerns.</i></p>
<p>Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.</p>

#### 4th Grade Social Sciences

**Academic Learning Target #1- Knowledge:** *I can learn and show what I know about Oregon's past.*

<p><b>Original Language from 2021 Standards</b> (new standards have an asterisk*)</p>	<p><b>Student-Friendly Learning Targets</b> <i>*italicized context is added for teachers where relevant.</i></p>
<p>4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics and Government)</p>	<p>I can explain how Oregon became a state in the U.S. and identify different groups of people that were involved and impacted.</p> <p>Puedo explicar cómo Oregon se volvió un estado de los Estados Unidos y puedo identificar diferentes comunidades involucradas en esto y que se vieron impactadas.</p>
<p>4.3 * Examine the Government and Constitutions of the nine federally recognized Oregon tribes. (Civics and Government)</p>	<p>I can examine the Government and Constitutions of the nine federally recognized Oregon tribes*.</p> <p>Puedo analizar el gobierno y las constituciones de las nueve Tribus/Naciones Nativas de Oregon federalmente reconocidas*.</p> <p><i>*Nine Federally Recognized Oregon Tribes: Grand Ronde, Coos/ Lower Umpqua/Siuslaw, Klamath, Coquille, Cow Creek Band of Umpqua, Burns Paiute, Siletz, Warm Springs, Umatilla.</i></p>

<p>4.6 Demonstrate understanding of needs and wants using a budget. (Financial Literacy)</p>	<p>I can show understanding of my needs and wants using a budget.</p> <p>Puedo mostrar mi entendimiento sobre mis necesidades y gustos usando un presupuesto.</p>
<p>4.7 Determine the consequences of sharing personal information with others. (Financial Literacy)</p>	<p>I can determine the consequences of sharing my personal information* with others.</p> <p>Puedo determinar las consecuencias de compartir mi información* personal con otras personas.</p> <p><i>Personal information including but not limited to name, address, phone number, contact information, pictures, etc.</i></p>
<p>4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)</p>	<p>I can explain how Native American nations and tribes in Oregon interact(ed) with each other and with their environment (different human and physical systems*).</p> <p>Puedo explicar cómo las naciones nativo americanas y tribus en Oregon interactúan y han interactuado entre ellas y con el medio ambiente (diferentes sistemas físicos y humanos*).</p> <p><i>*Human systems can include but are not limited to things such as language, religion, political systems, economic systems, social class and status, social institutions and population distribution. Physical systems can include but are not limited to climate, soil, distributions of plants and animals, landforms, etc.</i></p>
<p>4.10 * Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon’s different geographical areas and people groups who lived in those areas. (Geography)</p>	<p>I can identify conflicts* across different parts of Oregon and the people involved and impacted.</p> <p>Puedo identificar conflictos* en diferentes partes de Oregon y las personas/comunidades involucradas e impactadas por los mismos.</p> <p><i>*See standard for example.</i></p>
<p>4.15 Give examples of how changes in Oregon’s agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups. (Historical Knowledge)</p>	<p>I can give examples of how changes* in Oregon over time have impacted different people in different ways (including traditionally underrepresented groups**).</p> <p>Puedo dar ejemplos de cómo los cambios* en Oregon a través del tiempo han impactado a diferentes comunidades de diferentes maneras (incluye especialmente las comunidades** tradicionalmente marginadas).</p> <p><i>*Changes: agricultural, industrial, political, and business development over time.</i></p>

	<i>**Traditionally underrepresented groups can include people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.</i>
4.17 * Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance and justice in Oregon. (Historical Thinking)	I can create and evaluate timelines that show the relationships between people, events, and movements of resistance and justice in Oregon.  Puedo crear y evaluar líneas del tiempo que muestran relaciones entre las personas, eventos y movimientos de resistencia y justicia en Oregon.
4.18 Use primary and secondary sources to explain events in Oregon history. (Historical Thinking)	I can use primary and secondary sources to explain events in Oregon history.  Puedo usar fuentes de información primarias y secundarias para explicar eventos en la historia de Oregon.
4.21 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. (Social Science Analysis )	I can construct explanations using important and accurate facts, information, and numbers.  Puedo construir explicaciones usando hechos, números e información correcta e importante.

#### 4th Grade Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

<b>Original Language from 2021 Standards</b> (new standards have an asterisk*)	<b>Student-Friendly Learning Targets</b> <i>*italicized context is added for teachers where relevant.</i>
4.1. * Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups. (Civics and Government)	I can investigate how the Oregon Government, Constitution, and laws are related to equity and justice for all people and groups*.  Puedo investigar cómo el gobierno de Oregon, su constitución y leyes se relacionan con equidad y justicia para todas las personas y comunidades.*  <i>*Groups including but not limited to: Native Americans, African-Americans, Asian-American, and other ethnic and social groups.</i>
4.4 * Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. (Economics)	I can examine the consequences of power and privilege as they relate to different groups of people (socially and economically).  Puedo analizar las consecuencias sociales y

	<p>económicas del sistema de poder y privilegio relacionadas con diferentes grupos de personas/comunidades.</p>
<p>4.5 Analyze different buying choices and opportunity costs. (Financial Literacy)</p>	<p>I can analyze different buying choices and opportunity costs.*</p> <p>Puedo analizar diferentes costos de oportunidad* y elecciones de compra.</p> <p><i>*Opportunity costs represent the potential benefits an individual, investor, or business misses out on when choosing one alternative over another. Ex. A farmer chooses to plant wheat; the opportunity cost is planting a different crop, or an alternate use of the resources (land and farm equipment).</i></p>
<p>4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends. (Geography)</p>	<p>I can compare and contrast different ways people have moved around in Oregon while thinking about the past, present, and future.</p> <p>Puedo comparar diferentes maneras en que las personas se han desplazado en Oregon mientras tengo en consideración el pasado, presente y futuro.</p>
<p>4.11 * Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability. (Geography)</p>	<p>I can describe the impacts of colonialism* on different (marginalized) communities, lands, and environments.</p> <p>Puedo describir el impacto del colonialismo* en diferentes comunidades, territorios y medio ambiente.</p> <p><i>*In this context, colonialism can be grounded in White American settler colonialism and the impact(s) on human and physical geography topics in Oregon: tribal, cultural, agricultural, industrial, dams, wind turbines, climate change, transportation, etc.</i></p>
<p>4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans. (Historical Knowledge)</p>	<p>I can research and analyze the various distinct ways of knowing and living* amongst the different Native American tribes in Oregon before colonization.</p> <p>Puedo investigar y analizar las distintas maneras de conocimiento y estilos de vida* entre las diferentes tribus/naciones nativo americanas en Oregon antes de la colonización.</p> <p>AND/ Y</p> <p>I can research and analyze the impact of Native Americans adapting to, or being forced to adapt to, certain White American ways of life (such as dress, language, religion) after colonization.</p>



	<p>Puedo investigar y analizar el impacto en los nativos americanos en adaptarse, o ser forzados a adaptarse a cierto estilo de vida estadounidense asociado con el grupo racial blanco después de la colonización.</p> <p>AND/ Y</p> <p>I can analyze the ongoing strength, perseverance, and tribal sovereignty of Native American Tribal Nations and peoples.</p> <p>Puedo analizar la fuerza, perseverancia y soberanía de las personas y Naciones Tribales Nativo Americanas.</p> <p><i>*Ways of Knowing and Living: May include but not be limited to unique traditions, cultures, religions, and languages. and cultural practices. “Educators do not need to know the nuances and complexities of Indigenous lifeways but they need to be aware that indigenous, languages, cultures, and traditions are alive and practiced across Oregon, despite numerous attempts at their destruction.” (from <a href="#">Essential Understandings of Native Americans in Oregon</a>)</i></p>
<p>4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. (Historical Knowledge)</p>	<p>I can identify and explain how discrimination* towards various groups created and continues to affect the experiences of Oregon residents.</p> <p>Puedo identificar y explicar cómo la discriminación* hacia distintas comunidades afectó y sigue afectando la experiencia de vida de los residentes oregonianos.</p> <p><i>*Discrimination can include but not be limited to race, ethnicity, gender, economic status, and social group identity.</i></p>
<p>4.14 * Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon’s agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups. (Historical Knowledge)</p>	<p>I can research and give examples of how early non-Native American settlers in Oregon changed various parts* of Oregon and impacted different people** in different ways.</p> <p>Puedo investigar y dar ejemplos de cómo los colonizadores en Oregon cambiaron varias partes* del estado e impactaron a diferentes comunidades** de distintas maneras.</p> <p><i>*Parts: agriculture, settlement patterns, industrial, political, and business development.</i></p> <p><i>**People: socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized</i></p>

	<i>groups.</i>
4.22 Analyze historical accounts related to Oregon to understand cause-and-effect. (Social Science Analysis)	I can analyze historical voices and stories that show how Oregon continues to change (illustrating cause-and-effect).  Puedo analizar voces históricas e historias que muestran cómo Oregon continúa cambiando (mostrando causa y efecto).
4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions. (Social Science Analysis )	I can explain and analyze different approaches to addressing problems in Oregon, the U.S., and the world.  Puedo explicar y analizar diferentes enfoques para atender problemas en Oregon, los Estados Unidos y en el mundo.

#### 4th Grade Social Sciences

**Academic Learning Target #3- Research:** *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can inquire about and investigate ideas or concerns* I have about our city/state/country/world that affect me and my life, and I can learn about how to contribute to change.  Puedo hacer preguntas e investigar sobre ideas y preocupaciones* que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.  <i>*Can include social, political, or environmental ideas/concerns.</i>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can investigate current issues in the news and how they relate to Oregon, the U.S., and other countries.  Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.
Citations <i>(not derived from OR standards, aligned with Lang Arts and Middle School Social Science targets)</i>	I can organize and state where my facts and ideas came from.  Puedo organizar y citar las fuentes de los hechos y



	mis ideas.
4.16 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. (Historical Thinking)	I can tell the difference between fact and fiction in historical voices and stories. Puedo distinguir hechos y ficción en voces históricas e historias.
4.19 Infer the purpose of a primary source and from that the intended audience. (Historical Thinking)	I can make a reasonable guess why a primary source might have been created and who it was intended for.  Puedo hacer una inferencia razonable del por qué fue creada una fuente primaria y para quién estuvo dirigida.
4.20 Compare eyewitness and secondhand accounts of an event. (Social Science Analysis )	I can compare eyewitness and secondhand accounts of an event.  Puedo comparar testigos de primera mano e historias de segunda mano de un evento.
4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources. (Social Science Analysis).	I can determine the validity of multiple sources.*  Puedo determinar la confiabilidad de múltiples fuentes.  <i>*Can include but is not limited to: letters, pictures, maps, speeches, articles/journals, etc.</i>

### 5th Grade Social Sciences

**Academic Learning Target #1- Knowledge:** *I can learn and show what I know about U.S. History from 1492-1786.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
5.3 * Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions. (Civics and Government)	I can compare and contrast the British monarchy, U.S. colonial governments, and Native American Tribal governments.  Puedo comparar la monarquía británica, los gobiernos coloniales de Estados Unidos y los gobiernos nativo americanos tribales.
5.4 * Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government. (Civics and Government)	I can identify the role of power and democracy in the founding documents and ideas of the U.S government.  Puedo identificar el rol del poder y la democracia en documentos e ideas de edificación del gobierno de Estados Unidos.

<p>5.5 Describe how the national government affects local, state, and Oregon tribal governments. (Civics and Government)</p>	<p>I can describe how the national government affects local, state, and Oregon tribal* governments.</p> <p>Puedo describir cómo el gobierno nacional afecta los gobiernos estatales, y los gobiernos tribales* de Oregon.</p> <p><i>*Nine Federally Recognized Oregon Tribes: Grand Ronde, Coos/ Lower Umpqua/Siuslaw, Klamath, Coquille, Cow Creek Band of Umpqua, Burns Paiute, Siletz, Warm Springs, Umatilla</i></p>
<p>5.6 * Examine the significance of the slave trade in, among, and between the North American colonies, Europe, Asia, and Africa. (Economics)</p>	<p>I can explain the many impacts*, including the economic impact, of the slave trade throughout the North American colonies, the Caribbean, Europe, Asia, and Africa.</p> <p>Puedo explicar los múltiples impactos*, incluido el económico, del comercio de esclavos a lo largo de las colonias de norteamericanas, el Caribe, Europa, Asia y África.</p> <p><i>* "Many impacts" is included above so as not to reduce the significant impacts of the trade of enslaved peoples to solely economic impacts.</i></p>
<p>5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history. (Economics)</p>	<p>I can explain the purpose of taxes and give examples of their use both today and in the past.</p> <p>Puedo explicar el propósito de los impuestos y dar ejemplos de su uso hoy y en el pasado.</p>
<p>5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways. (Geography)</p>	<p>I can use geographical tools* to investigate and compare how the U.S. can be divided in different ways.</p> <p>Puedo usar herramientas geográficas* para investigar y comparar cómo distintas áreas de Estados Unidos pueden ser divididas de diferentes maneras.</p> <p><i>*Geography Tools: maps, satellite images, photographs, Google Earth, and other representations</i></p>
<p>5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment. (Geography)</p> <p>5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States. (Geography)</p>	<p>I can describe how physical, political, technological, and human actions* influence the environment and sustainability.</p> <p>Puedo describir cómo las acciones* humanas, políticas, tecnológicas y físicas influyen el medio ambiente y la sustentabilidad.</p> <p><i>*Actions can include but are not limited to things such as political systems, technological creations, and</i></p>

	<i>human interactions that impact climate, soil, distributions of plants and animals, landforms, etc.</i>
5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)	<p>I can describe how natural and human-made events* in one place affects people in other places.</p> <p>Puedo describir cómo los eventos* naturales y los causados por humanos en un lugar afectan a las personas en otros lugares.</p> <p><i>*Can include but is not limited to floods, storms, earthquakes, droughts, forest fires, shipping or railway accidents, water pollution, the release of toxic substances into the environment, etc..</i></p>
5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule. (Historical Knowledge)	<p>I can explain causes and effects (from multiple perspectives) that led to colonial independence from British rule.</p> <p>Puedo explicar las causas y los efectos (de acuerdo con múltiples perspectivas) que llevaron a la independencia colonial del gobierno británico.</p>
5.21* Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies. (Historical Knowledge)	<p>I can explain the scope and impact of enslavement of Indigenous Peoples in the establishment of the North American colonies.</p> <p>Puedo explicar el objetivo y el impacto de esclavizar a las comunidades indígenas en el establecimiento de las colonias de norteamérica.</p> <p>I can explain the scope and impact of enslavement of Africans in the establishment of the North American colonies.</p> <p>Puedo explicar el objetivo y el impacto de esclavizar a personas africanas en el establecimiento de las colonias de norteamérica.</p>

### 5th Grade Social Sciences

**Academic Learning Target #2- Critical Thinking:** *I can think deeply, share ideas, and ask questions about what I learn.*

<b>Original Language from 2021 Standards</b> (new standards have an asterisk*)	<b>Student-Friendly Learning Targets</b> <i>*italicized context is added for teachers where relevant.</i>
5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and	I can analyze how cooperation and conflict* among different people can contribute to current events and situations in the United States.

<p>current social events and situations in the United States. (Civics and Government)</p>	<p>Puedo analizar cómo la cooperación y el conflicto* entre diferentes personas puede contribuir a los eventos y situaciones actuales en los Estados Unidos.</p> <p><i>* Including but not limited to political, economic, religious, and social issues.</i></p>
<p>5.2 * Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals with particular attention to citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes. (Civics and Government)</p>	<p>I can examine and critique the ways colonial and new states' governments established, limited, or denied rights to certain people and groups*.</p> <p>Puedo examinar y criticar las maneras en que los gobiernos coloniales y de los nuevos estados establecieron, limitaron o negaron derechos a ciertas personas y grupos*.</p> <p><i>*Groups can include: citizens, enslaved peoples, foreigners, nobles, religious groups, women, tribes, class systems.</i></p>
<p>5.8 Analyze career choices through the return on investment (qualifications, education, and income potential). (Financial Literacy)</p>	<p>I can analyze different career choices (based on qualifications, education and income potential).</p> <p>Puedo analizar diferentes opciones de carreras (con base en cualidades, educación e ingreso potencial).</p>
<p>5.10 * Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends. (Geography)</p> <p>5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. (Historical Knowledge)</p>	<p>I can identify and explain how the movement of people, goods, ideas, and cultures have affected Native American Tribes.</p> <p>Puedo identificar y explicar cómo el movimiento de personas, bienes, ideas y culturas han afectado a las tribus nativo americanas.</p> <p>I can analyze and explain some of the distinct ways of knowing and living* of different Native American tribes and nations of North America, both before and after European contact.</p> <p>Puedo analizar y explicar algunas de las distintas maneras de conocimiento y estilos de vida* de diferentes tribus y naciones nativo americanas de norteamérica, antes y después del contacto europeo.</p> <p><i>*Ways of Knowing and Living: May include but not be limited to unique traditions, cultures, religions, and languages, and cultural practices. Please note that "Educators do not need to know the nuances and complexities of Indigenous lifeways but they need to</i></p>

	<p><i>be aware that indigenous, languages, cultures, and traditions are alive and practiced across Oregon, despite numerous attempts at their destruction.” (from <a href="#">Essential Understandings of Native Americans in Oregon</a>)</i></p>
<p>5.15 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration, and the location and impact of exploration and settlement. (Historical Knowledge)</p>	<p>I can examine different accounts of exploration and colonization and their many impact(s).</p> <p><i>Puedo examinar diferentes historias de exploración y colonización y sus múltiples impactos.</i></p>
<p>5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (Historical Knowledge)</p>	<p>I can explain religious, political, and economic reasons why people from Europe immigrated to the Americas.</p> <p><i>Puedo explicar las razones religiosas, políticas y económicas de por qué las personas provenientes de Europa inmigraron en América (continente).</i></p> <p>AND / Y</p> <p>I can analyze multiple perspectives of the interactions between White European settlers and Native Americans.</p> <p><i>Puedo analizar múltiples perspectivas sobre las interacciones entre los colonizadores europeos y los nativos americanos.</i></p>
<p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups. (Historical Knowledge)</p>	<p>I can identify and examine the role(s)** and the impact(s) of diverse groups* of people in the 13 British colonies (that later became the United States).</p> <p><i>Puedo identificar y examinar los roles** e impactos de grupos* diversos de personas en las 13 colonias británicas (que se volvieron los Estados Unidos después).</i></p> <p><i>The timeline for this standard is 1492-1786 within the 13 colonies.</i></p> <p><i>**Roles: gender, social, political and economic structures.</i></p> <p><i>*Diverse groups: American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups.</i></p>

<p>5.20 Identify and examine the roles that American Indians had in the development of the United States. (Historical Knowledge)</p>	<p>I can identify and examine the dynamic and important role that Native Americans played, and continue to play, in the development of the United States.</p> <p>Puedo identificar y analizar el rol dinámico e importante que tuvieron y siguen teniendo los nativos americanos en el desarrollo de los Estados Unidos.</p>
<p>5.22 * Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality. (Historical Knowledge)</p>	<p>I can examine how decisions made by people in power affect those with less (political and economic) power in past and present* movements for equality, freedom, and justice.</p> <p>Puedo examinar cómo las decisiones hechas por las personas en el poder afectan a aquellos con menos poder (político y económico) en los movimientos de lucha por igualdad, libertad y justicia en el pasado y en el presente*.</p> <p><i>*Present movements: Connect to the present-day reality.</i></p>
<p>5.25 * Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States. (Historical Thinking)</p>	<p>I can demonstrate an understanding of why different people* from the same time period had different perspectives of events, laws/policies, or movements in the United States.</p> <p>Puedo demostrar entendimiento de por qué diferentes personas* del mismo período de tiempo tenían perspectivas diferentes sobre los eventos, leyes/políticas o movimientos en los Estados Unidos.</p> <p><i>*People from different ethnic or religious groups, and/or any other traditionally marginalized groups.</i></p>

### 5th Grade Social Sciences

**Academic Learning Target #3- Research:** *I can research and learn how to find out more about a topic by myself and in groups.*

<p><b>Original Language from 2021 Standards</b> (new standards have an asterisk*)</p>	<p><b>Student-Friendly Learning Targets</b> <i>*italicized context is added for teachers where relevant.</i></p>
<p>Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can inquire about and investigate ideas or concerns* I have about our city/state/ country/world that affect me and my life, and I can learn about how to contribute to change.</p> <p>Puedo hacer preguntas e investigar sobre ideas y preocupaciones* que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.</p>



	<i>*Can include social, political, or environmental ideas/concerns.</i>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can investigate current issues in the news and how they relate to Oregon, the U.S., and other countries.  <i>Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.</i>
Citations <i>(not derived from OR standards, aligned with Lang Arts and Middle School Social Science targets)</i>	I can organize and state where my facts and ideas came from.  <i>Puedo organizar y citar las fuentes de los hechos y mis ideas.</i>
5.23 Summarize how different kinds of historical sources are used to explain events in the past. (Historical Thinking)	I can summarize how different sources of historical information are used to explain events in the past.  <i>Puedo resumir cómo diferentes fuentes de información histórica son usadas para explicar eventos en el pasado.</i>
5.24 * Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time. (Historical Thinking)	I can use primary and secondary sources to create historical questions, and I can examine multiple perspectives of a historical issue or time.  <i>Puedo usar fuentes primarias y secundarias para crear preguntas sobre la historia y puedo examinar múltiples perspectivas de un asunto histórico o tiempo.</i>
5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research. (Social Science Analysis)	I can gather various primary/secondary sources* to research an event or issue.  <i>Puedo reunir varias fuentes primarias/secundarias para investigar un evento o tema.</i>  AND / Y  I can examine the validity and purpose of different sources.  <i>Puedo examinar la confiabilidad y propósito de diferentes fuentes.</i>  <i>*Primary and secondary sources: print/electronic sources, pictures, speeches, interviews, etc.</i>
5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results. (Social Science Analysis)	I can research and identify characteristics of an event, issue, or problem, and I can suggest possible causes and results.

	Puedo investigar e identificar las características de un evento, asunto o problema y puedo sugerir posibles causas y resultados.
5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position. (Social Science Analysis)	<p>I can propose a response or solution to an issue or problem and use research and evidence to support my position.</p> <p>Puedo proponer una respuesta o solución a un asunto o problema y usar investigación y evidencia para apoyar mi posición.</p>
5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems. (Social Science Analysis)	<p>I can research and collaborate with others to make decisions about and act on civic issues or problems.</p> <p>Puedo investigar y colaborar con los demás para tomar decisiones y actuar para contribuir en solucionar asuntos o problemas.</p>



## High School Social Sciences Learning Targets

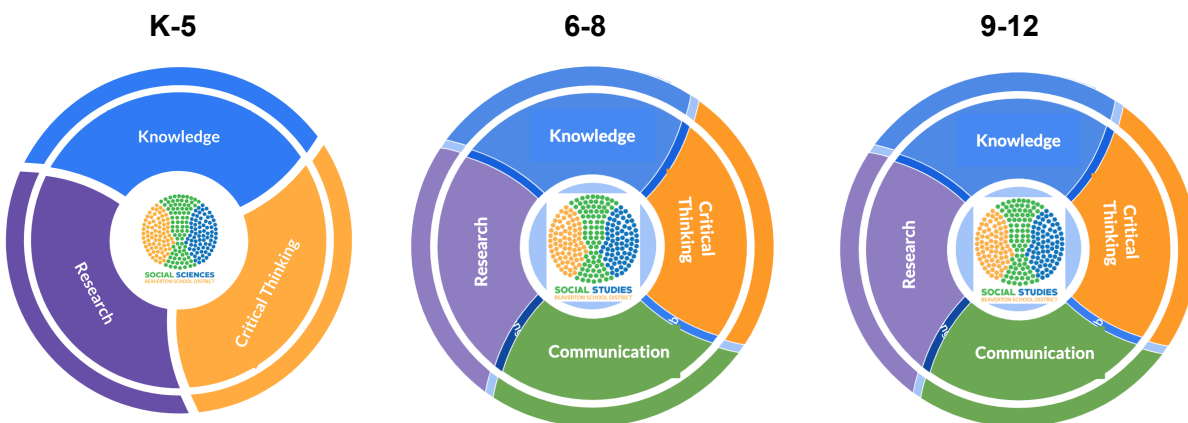
The BSD High School learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The goal of the BSD K-12 Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.

The High School Social Sciences Academic Supporting Targets (ASTs) will be derived from the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and will be divided appropriately across the developing BSD high school courses including U.S. History, Civics and Economics, and World History/Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, Social Science Analysis.

An example of the 4 ALTs and potential ASTs in an instructional unit in U.S. History is included below.

The learning targets are bilingual (English/Spanish). The Spanish version of the targets follows the same color code (blue) as used in the Dual Language classrooms in the district.

In adopting this 4 ALT model at the high school level, the Social Sciences program in BSD will have a cohesive and longitudinal learning target model across K-12.



**ALT 1: Knowledge**

I can develop and demonstrate factual and conceptual knowledge about [topics in United States History Post Reconstruction – Present & World History].

Puedo desarrollar y demostrar conocimiento factual y conceptual acerca de [La Historia Post Reconstrucción de Estados Unidos - Historia Mundial y Contemporánea].

**ALT 2: Critical Thinking**

I can develop and demonstrate deep, analytical, historical thinking and analysis skills.

Puedo desarrollar y demostrar habilidades de análisis y pensamiento histórico, analítico, profundo.

**ALT 3: Communication**

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

Puedo organizar, documentar y demostrar mi aprendizaje y acciones en diferentes maneras.

**ALT 4: Research**

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

Puedo desarrollar y demostrar habilidades y prácticas de investigación independiente y colaborativa.

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**Example of the 4 High School ALTs and potential ASTs in an instructional unit in High School U.S. History.**

**ALT 1: Knowledge:** I can develop and demonstrate factual and conceptual knowledge about the Oregon and U.S. Constitution [an example topic in United States History- Post-Reconstruction].

Puedo desarrollar y demostrar conocimiento factual y conceptual acerca de la Constitución de Oregon y Estados Unidos [ejemplo de tema en la historia post reconstrucción de Estados Unidos].

ASTs:

- HS.2 I can identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.
- HS.3 I can identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution.
- HS.4 I can describe core elements of early governments that are evident in United States government structure.
- HS.8 I can examine the institutions, functions, and processes of Oregon's state, county,

- local and regional governments.
- HS.62 I can identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.
- HS.2 Puedo identificar y analizar la existencia y perpetuación de discriminación e inequidad en el contexto local, estatal, nacional o global.
- HS.3 Puedo identificar, discutir y explicar lenguaje e intención de exclusión en la Constitución de Oregon y de Estados Unidos.
- HS.4 Puedo describir elementos clave de los primeros gobiernos que son evidentes en la estructura del gobierno de Estados Unidos.
- HS.8 Puedo examinar las instituciones, funciones y procesos del estado, condado, gobiernos locales y regionales de Oregon.
- HS.62 Puedo identificar, analizar y celebrar las historias y contribuciones de grupos e individuos tradicionalmente marginalizados en la construcción de las culturas de Oregon, Estados Unidos y el mundo.

**ALT 2: Critical Thinking:** I can develop and demonstrate deep, analytical, historical thinking and analysis skills.

Puedo desarrollar y demostrar habilidades de análisis y pensamiento histórico, analítico, profundo.

ASTs:

- HS.1 I can analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.
- HS.52 I can evaluate continuity and change over the course of world and United States history.
- HS.53 I can analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.
- HS.57 I can examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.
- HS.1 Puedo analizar las implicaciones positivas y negativas de la Constitución de Estados Unidos, Declaración de Derechos y Enmiendas, decisiones de la Suprema Corte, leyes federales y órdenes ejecutivas en términos de igualdad política, legal, económica y social para tod@s, incluidos los grupos tradicionalmente marginalizados.
- HS.52 Puedo evaluar continuidad y cambio sobre el curso de la historia mundial y de Estados Unidos.
- HS.53 Puedo analizar la complejidad de la interacción de múltiples perspectivas en la investigación de causas y efectos de eventos significativos en el desarrollo de la historia del mundo, Estados Unidos y Oregon.

- HS. 57 Puedo examinar y evaluar los orígenes de debates políticos fundamentales y cómo el conflicto, compromiso y cooperación ha impactado la unidad y diversidad en la historia del mundo, Estados Unidos y Oregon.

**ALT 3: Communication:** I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

Puedo organizar, documentar y demostrar mi aprendizaje y acciones en diferentes maneras.

ASTs:

- HS.69 I can create and defend a historical argument utilizing primary and secondary sources as evidence.
  - HS.77 I can engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.
- 
- HS.69 Puedo crear y defender un argumento histórico utilizando fuentes primarias y secundarias como evidencia.
  - HS.77 Puedo participar en deliberación y discusión informada y respetuosa de asuntos, eventos e ideas aplicando un rango de estrategias y procedimientos para tomar decisiones y acción informada.

**ALT 4: Research:** I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

Puedo desarrollar y demostrar habilidades y prácticas de investigación independiente y colaborativa.

ASTs:

- HS.61 I can analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/ or global interest.
  - HS.67 I can evaluate historical sources for perspective, limitations, accuracy, and historical context.
  - HS.68 I can select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- 
- HS.61 Puedo analizar y explicar las experiencias y perspectivas múltiples de grupos étnicos y tradicionalmente marginados para investigar interpretaciones que conflictúan sobre eventos pasados y presentes de interés nacional y/o global.
  - HS.67 Puedo evaluar fuentes históricas para encontrar perspectivas, limitaciones, exactitudes y contexto histórico.
  - HS.68 Puedo seleccionar y analizar información histórica, incluyendo evidencia contradictoria, proveniente de una variedad de fuentes primarias y secundarias para apoyar o descartar un argumento.

## Specialized Programs Social Sciences Learning Targets (K-12)

Some BSD students who receive special education services will work and learn with/in their school's resource rooms. This service delivery model option provides students access to general education settings, grade-level content, instructional resources, and learning targets; and a diverse population of peers with a range of abilities and skill sets. This service delivery model option also provides students additional support through Specially Designed Instruction that is offered by a certified teacher through a removal model and/or a push-in/co-teaching model.

Some students may require a higher level of support through one of our district specialized programs. The following learning targets are for the following BSD Specialized Programs: Academic Learning Center (ALC), Structured Routines Center (SRC), Structured Learning Center (SLC), Academic and Communication Enhancement Program (ACE), and Independent Skills Center (ISC).

The BSD ALC, SRC, SLC, ACE, & ISC K-12 Social Sciences learning target model has 3 Academic Learning Targets (ALTs) specifically in the realm of Social Sciences: Knowledge, Critical Thinking, and Research. The goal of the BSD Social Sciences ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond knowledge acquisition.



It is worth noting that the BSD 6-12 Learning Target model has 4 ALTs, which includes an additional ALT titled Communication. However, because there are many already published Writing, Language, and Speaking & Listening targets that have overlapping skills within and across the skills with the ALT Communication, especially in K-5, the proposed ALC, SRC, SLC & ISC Learning Target model has 3 overlapping and universal ALTs for Social Sciences, those being ALT 1: Knowledge, ALT 2: Critical Thinking, and ALT 3: Research.

## **K-5 Social Sciences Learning Target Model**

The K-5 learning target model only has ALTs, without specific supporting targets (ASTs), to encourage a more universal and flexible approach to developing both skills and content knowledge in the Social Sciences. The [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) outline the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

The specialized program Social Sciences learning targets are bilingual (English/Spanish). The Spanish version of the targets follows the same color code (blue) as used in the Dual Language classrooms in the district.

Therefore, the proposed ALC, SRC, SLC, ACE, & ISC K-12 Social Sciences Learning Targets are as follows:

**K-5 SS ALT 1: Knowledge:** I can learn and show what I know about (insert grade-level focus).  
[Puedo aprender y mostrar lo que sé acerca de \(enfoque del grado\).](#)

\*Guidance to BSD educators: There are Social Sciences grade-level foci that should be kept in mind:

- K: Me and My World / [Mi Mundo y Yo](#)
- 1: My School and Family / [Mi Escuela y Mi Familia](#)
- 2: My Neighborhood, My Community / [Mi barrio, Mi Comunidad](#)
- 3: Our Community and Beyond [Emphasis on Oregon Geography and Local History] / [Nuestra Comunidad y Más Allá de Ella \[Énfasis en la geografía e historia local de Oregon\]](#)
- 4: Oregon's Past / [El Pasado de Oregon](#)
- 5: U.S. History (1492-1786) / [Historia de Estados Unidos \(1492-1786\)](#)

**K-5 SS ALT 2: Critical Thinking:** I can think deeply (connect to my personal experiences), share ideas, and ask questions about what I learn in a variety of ways.  
[Puedo pensar profundamente, compartir ideas y hacer preguntas de diferentes maneras acerca de lo que aprendo.](#)

**K-5 SS ALT 3: Research:** I can research and learn how to find out more about a topic by myself, in teams, and in a variety of ways.  
[Puedo investigar y aprender de diferentes maneras cómo saber más sobre un tema por mí misma\(@\)\(o\) y en equipo.](#)

## **6-12 Social Sciences Learning Target Model**

In the 6-12 learning target model, there are several modified Academic Supporting Targets (ASTs) that are derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

Therefore, the ALC, SRC, SLC, ACE, & ISC 6-12 Social Sciences Learning Targets are as follows:

**6-12 SS ALT 1: Knowledge:** I can learn and show what I know about United States and World History.

ASTs:

1. I can identify and describe important people, places, and events. (History, Geography)
2. I can identify and explain the roles and responsibilities of governments and people in the community (Civics & Government)
3. I can identify and describe economic issues (i.e. trade, supply, demand, cost, savings, scarcity, debt) and how they affect me (Economics and Financial Literacy)

Puedo aprender y mostrar lo que sé acerca de Historia Mundial y Estados Unidos.

1. Puedo identificar y describir personas, lugares y eventos importantes. (Historia, geografía)
2. Puedo identificar y explicar los roles y responsabilidades de los gobiernos y las personas de la comunidad. (Civismo y gobierno)
3. Puedo identificar y describir temas de economía (ej. comercio, oferta, demanda, costo, ahorros, escasez, deuda) y cómo me impactan. (Economía y Finanzas)

**6-12 SS ALT 2: Critical Thinking:** I can think deeply, share ideas, and ask questions about what I learn.

ASTs:

1. I can identify and analyze how different people, places, cultures, and ideas have impacted and changed the world. (History, Geography)
2. I can identify and analyze past and present ways that individuals and groups fight for more justice, equality, and equity. (Civics & Government)
3. I can analyze the costs and benefits of economic issues to different groups of people (i.e. trade, supply, demand, cost, scarcity, savings, debt) (Economics and Financial Literacy)

Puedo pensar profundamente, compartir ideas y hacer preguntas acerca de lo que aprendo.

1. Puedo identificar y analizar cómo las diferentes personas, lugares, culturas e ideas tienen un impacto y han cambiado el mundo. (Historia, geografía)
2. Puedo identificar y analizar maneras en el pasado y presente en que los individuos y los grupos luchan por justicia, igualdad y equidad. (Civismo y gobierno)
3. Puedo analizar los costos y beneficios que los asuntos de economía tienen en diferentes grupos de la sociedad. (Ej. comercio, oferta, demanda, costo, ahorros, escasez, deuda) (Economía y Finanzas)

**6-12 SS ALT 3: Research:** I can research and learn how to find out more about a topic by myself and in groups.

ASTs:

1. I can gather, use, and organize information from many different sources, formats (i.e. timelines, maps, pictures, etc.) perspectives, and historical times. (History, Geography, Civics & Government, Economics & Financial Literacy)

Puedo investigar y aprender cómo saber más sobre un tema por mí misma(@)(o) y en equipo.

1. Puedo compilar, usar y organizar información proveniente de múltiples fuentes diferentes, formatos (ej. líneas del tiempo, mapas, fotografías, etc.), perspectivas y épocas. (Historia, geografía, gobierno y civismo, economía y finanzas).



## Elementary Instructional Resources Review Process & Recommendation

In the fall of 2020, the K-12 Social Sciences Teacher Cadre began reviewing and adopting a set of working criteria to review instructional resources to address Oregon Social Sciences standards and the BSD learning targets. The Teacher Cadre utilized BSD’s Selection Criteria for Instructional Materials ([BSD Policy IIA/IIA-AR](#)), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned standards and guidelines. As consistent with [BSD Policy IIA/IIA-AR](#), “In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses.”

Upon reviewing the two sets of instructional materials that were formally reviewed by the Oregon Department of Education (ODE) - Pearson myWorld and McGraw Hill - it became clear that both were primarily comprehensive K-5 instructional platforms with mostly digital content, that they were more conducive towards national social science standards and less Oregon-specific standards and contexts, and that the materials were aligned with the 2018 Oregon Social Sciences standards. When the [2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies](#) were formally adopted in February of 2021, the K-12 BSD teacher cadre committed to working towards those standards.

Upon further and additional reviews of available instructional materials in the 2021-2022 school year, the BSD teacher cadre and content specialists determined that the ultimate choice for instructional materials came down to two different approaches: the recommendation of a comprehensive platform, or an approach based on a variety of targeted and intentionally-selected materials. A general breakdown of the two approaches, along with brief strengths and limitations, are listed below (see Table 1).

**Table 1: Comprehensive Instructional Platforms vs. Variety of Targeted Materials/Multiple Sources**

Comprehensive Platforms	Variety of Targeted Materials/ Multiple Sources
<p style="text-align: center;"><b>Possible Strengths</b></p> <ul style="list-style-type: none"> <li>- Teacher training and teacher/student familiarity: “one stop shop”</li> <li>- Generally very robust with significant number of resources/materials available</li> <li>- Generally more supported with tools like language translation, tech tools, lexile adjustment, etc.</li> </ul>	<p style="text-align: center;"><b>Possible Strengths</b></p> <ul style="list-style-type: none"> <li>- Options for more inclusion of multiple and diverse perspectives, authorship, and formats</li> <li>- Generally lend themselves to more teacher autonomy and creative decision-making in how to bring things together</li> <li>- Can include more authentic local resources and perspectives (ex. Tribal history, state history, etc.)</li> <li>- Can include bilingual (Spanish/English) and authentic</li> </ul>

	<p>resources in Spanish to serve the needs of students in the Dual Language program and beyond.</p> <ul style="list-style-type: none"> <li>- Aligned with early learning (K/1)</li> </ul>
<p><b>Possible Limitations</b></p> <ul style="list-style-type: none"> <li>- Can lack multiple and diverse perspectives, authorship, and formats.</li> <li>- Can potentially limit teacher creativity and autonomy outside of the platform</li> <li>- With online platforms, can result in high amounts of screen time and digital reading</li> <li>- Can lack authentic local resources and perspectives (ex. Tribal history, state history, etc.)</li> <li>- Can lead to more isolation of content areas (especially in K-5)</li> <li>- Non-existent or limited bilingual (Spanish/English) and authentic resources in Spanish.</li> </ul>	<p><b>Possible Limitations</b></p> <ul style="list-style-type: none"> <li>- Can require multiple teacher professional learning opportunities to learn variety of materials/sources</li> <li>- Can be challenging - and very time consuming - to create/curate multiple resources into a cohesive scope &amp; sequence/units.</li> <li>- Can be more limited with tools like translation, tech tools, lexile adjustment, etc.</li> </ul>

With this framing in mind, the teacher cadre and content TOSAs came up with 11 options for consideration for elementary school Social Sciences instructional resources (see Table 2).

**Table 2: K-5 Instructional Resources Options and Progression**

<p><b>K-5 Instructional Materials: Began with the following options</b></p>	<p><b>K-5 Instructional Materials: Narrowed to the following options <i>(Based on teacher review &amp; feedback; open to public viewing and feedback)</i></b></p>
<p><b>Comprehensive Platforms:</b></p> <ol style="list-style-type: none"> <li>1. Pearson myWorld</li> <li>2. McGraw Hill</li> <li>3. Active Classroom</li> <li>4. Discovery Education</li> <li>5. InquirEd: Inquiry Journeys</li> </ol> <p><b>Targeted Materials/Multiple Sources:</b></p> <ol style="list-style-type: none"> <li>1. Teacher and TOSA-created book lists that include English, Spanish and bilingual books.</li> <li>2. SS text &amp; non-text materials (i.e. atlases, local texts from OR Historical Society, etc.)</li> <li>3. Studies Weekly</li> <li>4. Time for Kids</li> <li>5. Teacher-Created-Materials Company</li> <li>6. Newsela</li> </ol>	<p><b>Comprehensive Platform:</b></p> <ol style="list-style-type: none"> <li>1. InquirEd: Inquiry Journeys</li> </ol> <p><b>Targeted Materials/Multiple Sources:</b></p> <ol style="list-style-type: none"> <li>1. Teacher and TOSA-created book lists that include English, Spanish and bilingual books.</li> <li>2. SS text &amp; non-text materials (i.e. atlases, local texts from OR Historical Society, etc.)</li> <li>3. Newsela</li> </ol>

After reviewing the materials against the aforementioned set of four working criteria, a large majority of the platforms and materials were considered insufficiently aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#) and the instructional goals and vision for our proposed elementary school Social Sciences program (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences). To view an abbreviated summary of the review notes for the aforementioned 11 resources, please see Appendix 5. Further, the 11 options were narrowed to two approaches that took part in a more rigorous review with the K-5 teacher cadre.

The two finalists for instructional materials, InquirEd Inquiry Journeys (comprehensive platform) and an approach with a variety of targeted materials/multiple sources, were shared on the BSD district webpage for public review and community input from April 22 - May 8, 2022. A summary of the responses can be found below (see Table 3).

**Table 3: Summary of Beaverton Community Public Viewing Input for K-5 Instructional Materials**

10 total respondents (6 BSD parents, guardians, or family members, 1 community member, 3 BSD educators)

Summary of Likert-Scale Questions:	Summary of open-ended responses
<p><b>Targeted Materials</b> (4 responses)</p> <ul style="list-style-type: none"> <li>3 of 4 respondents marked “Always” or “Often” for meeting 5 of 6 <a href="#">BSD IIA-AR standards</a>.</li> </ul>	<p><b>Targeted Materials</b> (4 responses):</p> <ul style="list-style-type: none"> <li>“The students should have material from as many different viewpoints as possible.”</li> <li>“I appreciate the inclusivity especially in regards to history. I find the overall information valuable.”</li> <li>“Great book list for the classroom bins!”</li> <li>Proposed materials “have a political agenda behind them”</li> <li>“We should always include multiple voices/primary sources to represent all individuals involved in historical events.”</li> </ul>
<p><b>InquirEd</b> (6 responses):</p> <ul style="list-style-type: none"> <li>5 of 6 respondents marked “Always” or “Often” for meeting 5 of 6 <a href="#">BSD IIA-AR standards</a></li> </ul>	<p><b>InquirEd</b> (6 responses):</p> <ul style="list-style-type: none"> <li>“I like that the core of what needs to be covered is SS there and laid out in inquiry style lessons.”</li> <li>“Some ideas were not presented balanced as they could be.”</li> <li>Proposed materials include controversial topics/social issues (gender identity is named as an example) that are “propagandized,” “political,” and “do not belong in the classroom.”</li> </ul>

Further, and in brief, a summary of the K-5 teacher cadre’s final considerations for core instructional materials for elementary school Social Sciences can be found below:

- Intentional alignment with [2021 Social Science Standards Integrated with Ethnic Studies](#), specifically with local Oregon history and contexts (mostly in grades 2, 3, 4)
- Centrality of multiple and diverse perspectives

- The initial needs/wants from the K-5 teacher cadre was for curated book lists with diverse authorship, and other text & non-text resources conducive towards integration with Language Arts, as well as resources that would respond to the needs of the English and Dual Language Programs as well as Specialized Programs.
- Inclusion of authentic local resources and Oregon authors and contexts (i.e. Oregon Historical Society, 5 Oaks Museum, Portland State University, Grand Ronde tribal educators, Senate Bill 13: Tribal History/Shared History lesson inclusion, etc.)
- Prioritization of customized and responsive professional development (PD) and curricular support that addresses:
  - Equity/justice, cultural and linguistic-relevance, interdisciplinary inquiry, literacy integration, backwards design with state standards.
  - Support for educators to teach anti-oppressive social sciences and ethnic studies by using inclusive protocols in the classroom.
- Instructional resources conducive towards a co-constructed scope and sequence, and that could be used flexibly with available time BSD students and schools have for Social Sciences.
- Shared concerns about instructional resources that are:
  - Less customizable, require significant amounts of SS instructional time (and not as conducive towards integration with other BSD content areas), do not align with local history & 2021 standards, lack more authentic & responsive PD opportunities, would require supplements for local history.

**Ultimately, the final K-5 Teacher Cadre vote was 15 for targeted materials and 0 for InquirEd: Inquiry Journeys. The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.**

## Elementary Instructional Resources Recommendation

### Variety of Targeted Materials/Multiple Sources Background:

#### 1. Intentionally Selected Mentor Texts

Early in the process, elementary teacher cadre members expressed the interest in finding picture books and other non-fiction texts to serve as a highly engaging launch and a gateway to Social Sciences instruction. Grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies that are aligned and consistent 2021 Social Sciences standards - specifically the integrated ethnic studies standards. These books will be part of classroom libraries and used with students as mentor texts, and/or targeted and shared read-alouds launching inquiry and discussion. Many of the books will come with accompanying culturally and historically responsive literacy framework plans (Muhammad, 2020).

To see the sample book lists for Social Sciences grades K-5, please see Appendix 6.

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians.
- Alignment with 2021 Oregon Social Science Standards Integrated with Ethnic Studies, and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations and considerations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with [BSD IIA/AR standards](#), amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.

- If there are sections of texts that are not developmentally appropriate for elementary students (see [BSD IIA-AR](#) Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected”), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
  - The titles are also aligned & consistent with the [2021 standards](#), specifically the integrated ethnic studies standards.

**Note:** The draft book lists are examples of titles that may be included in book bins. The final lists will be revisited and updated regularly based on teacher and student feedback, and based on text availability.

## 2. Additional Non-Fiction Texts

- **Local, authentic texts** are another central piece of the Social Sciences instructional materials. These include (but are not limited to) the following: *Portland Biographies* (Oregon Historical Society, 2022), *Portland Becomes a City* (Oregon Historical Society, 2022), *Portland Stories of Action and Impact* (Oregon Historical Society, 2022), *Since Time Immemorial* (Oregon Historical Society, 2022), *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon*, *Student Magazine* (Oregon Historical Society, 2009), and the *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015).
- **Newsela:** BSD currently has a subscription to Newsela Language Arts and Social Studies, along with promising teacher and student usage data. The teacher cadre would like Newsela Social Studies to be a supplementary instructional resource for the elementary school Social Sciences program. Briefly, Newsela offers:
  - Thousands of real-world texts that feature diverse perspectives and new content added daily.
  - Texts published at 5 reading levels and built-in scaffolds such as read aloud and annotation, and texts available in English and Spanish.
  - More information can be found at <https://newsela.com/>

## 3. Units of Inquiry written by Dr. Katy Swalwell

Dr. Katy Swalwell will write initial, grade-level bilingual (English and Spanish) units of inquiry using the aforementioned instructional resources. These inquiry units will include:

- Overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives.
- Read-aloud or mentor text suggestions from the grade-level book lists mentioned

above, and accompanying guidance and/or lesson plans for reading those books.

- Inspiration and special considerations for teachers as they launch this in their classrooms.
- Additional instructional resources (in both English and Spanish) for investigating the unit question(s) and following student-led lines of inquiry.
- Inclusive protocols for having meaningful classroom discussions and responding to student questions, with an intentional layer of support for teachers regarding issues and topics related to the 2021 ethnic studies integrated standards.
- Local, grade-level specific resources integrated into the units (Oregon Historical Society Texts, Senate Bill 13 Tribal History/Shared History lessons, etc).
- Ongoing teacher professional development, collaboration, and consultation with Dr. Katy Swalwell (see Elementary School Professional Learning Plan for more information).

## Middle School Supplementary Instructional Resources Review Process & Recommendation

In the spring of 2021, Discovery Education's *Social Studies TechBook* was recommended and adopted as the core instructional resource for BSD middle school Social Sciences. A review of Discovery and its strengths and limitations can be found in the Social Sciences Phase 1 Curriculum Adoption Project Team Report (May 2021).

Briefly, the Discovery *Social Studies Techbook* is a digital core resource that uses an inquiry-based approach to enhance literacy and critical thinking skills while building students' capacity to engage in historical and contemporary Social Sciences topics through the 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Students experience both history and current events through a combination of close reading, project-based learning, inquiry, critical thinking, and civic engagement. The *Techbook* pairs standards-based core content with essential questions, primary source analysis, multiple perspectives, and project-based tasks.

After year one of implementation (SY 2022-2023), many BSD teachers and teacher cadre members - both formally (i.e. in teacher cadre meetings) and informally (i.e. in emails to content specialists) - voiced a need for more non-digital supplementary resources, as well as supplementary resources that highlighted the perspectives, importance, and contributions of historically underrepresented groups in Oregon, the United States, and the world.

Further, Supplemental Adopted Instructional Materials are defined as:

- "Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment" ([BSD Policy IIA/IIA-AR](#)).

More specifically regarding middle school social sciences, BSD educators were looking for more non-digital supplementary resources that more-so centered multiple and diverse perspectives, as specified in the relevant adopted [2021 Social Science Standards Integrated with Ethnic Studies](#) pasted below:

- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups,\* religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.
  - \*American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).
- 6.4 Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.
- 6.19 Examine the historic and current contributions and relevance of indigenous cultures.



- 6.20 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.
- 6.21 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere. (note, 7th grade has a similar standard for the Eastern Hemisphere, 7.25).
- 6.23 Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.
- 7.20 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and family and community systems) across indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere.
- 8.9 Compare historical and contemporary means of changing societies and identify individuals and/or groups, promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

Further, to identify supplemental materials for the middle school Social Sciences program, The Teacher Cadre utilized BSD's Selection Criteria for Instructional Materials (BSD Policy IIA/IIA-AR), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned standards and guidelines. As consistent with BSD Policy IIA/IIA-AR: "In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses."

Upon the search and review of relevant and responsive instructional materials, the teacher cadre and content specialists determined that intentionally selected texts and primary and secondary sources for social sciences teacher and team libraries were of central importance, and that such texts would be used with students in the context of serving as mentor texts and/or suggested and targeted read-alouds.

**The final 6-8 Teacher Cadre vote was 10-0 in favor of the aforementioned approach and recommended supplementary instructional resources. The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.**

## Middle School Social Sciences Supplementary Instructional Resources Recommendation

### 1. Intentionally-selected mentor texts

The draft titles in the initial middle school Social Sciences supplementary text list contains a variety of texts ranging from historical anthologies, reference books, atlases and maps, teacher activity books, student magazines, picture books, graphic novels, and collections of primary and secondary sources (see Appendix 7). Also, the lists were created and revised through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians
- Alignment with [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations and considerations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established for middle school supplementary texts:

- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for middle schoolers (see [BSD IIA-AR](#) Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected"), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
  - The titles are also aligned & consistent with the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), specifically the integrated ethnic studies standards (text in blue and marked with an asterisk).

- The titles also meet BSD IIA/AR standards.
- The texts are meant to be read, discussed, and critically reflected on with the following state standards in mind:
  - 6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.
  - 6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.
  - 8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
  - 8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
  - 8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.

**Note:** These titles and book lists will be revisited and updated regularly, based on teacher and student feedback and based on text availability.

Titles and book lists would also be accompanied with teacher guidance and suggestions on excerpts and sections to highlight, as well as overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives, targeted supporting questions, additional resources for investigating the unit questions and following student-led lines of inquiry, and inclusive protocols for having meaningful classroom discussions and responding to student questions.

Titles and texts will also be available at Curriculum Camp in the summer of 2022 for teachers to work with as they co-construct and enhance instructional units with and alongside Oregon Writing Project Curriculum Development Coaches (for more information, please see Secondary \*grades 6-12\* Social Sciences Professional Development Plan) .

## **2. Primary and Secondary Sources:**

### **a. The DBQ Project (Document-Based Questions)**

In addition to intentionally selected texts, the middle school teacher cadre also recommended the DBQ Project’s Document-Based Questions in World and U.S. History as supplementary materials. More specifically, the following DBQ binders:

- World History Mini-Q Binders - Volume 1
- World History Mini-Q Binders - Volume 2
- US Volume 1 Mini-Q Binder
- US Mini-Q NEW Binder
- SPANISH Mini-Qs in World History Vol 1
- SPANISH Mini-Qs in World History Vol 2
- SPANISH Mini-Qs in American History Vol 1
- SPANISH Mini-Qs in NEW American History

Briefly, the DBQ Project:

- Document-based questions (DBQs) require students to evaluate primary and secondary sources, to analyze and evaluate their importance and to take a position and defend a

point of view of their own.

- Promotes strong writing and thinking about history.
- As part of the process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation.
  - These skills resemble what professional historians do, but perhaps more importantly, they provide the skills of a thoughtful citizenry capable of using factual data to formulate and defend ideas.
- More information can be found at <https://www.dbqproject.com/>

#### **b. Newsela**

BSD currently has a subscription to Newsela Language Arts and Social Studies, along with promising teacher and student usage data. The teacher cadre recommends Newsela Social Studies as a supplementary resource for the middle school Social Sciences program.

Briefly, Newsela offers:

- Thousands of real-world texts that feature diverse perspectives, and new content added daily
- Texts published at 5 reading levels and built-in scaffolds, and texts available in English and Spanish.
- More information can be found at <https://newsela.com/>

## High School Instructional Resources Review Process & Recommendation

In the fall of 2021, the Social Sciences Teacher Cadre began reviewing and adopting a set of four working criteria to review instructional resources to address state standards and the BSD learning targets. The Teacher Cadre utilized BSD’s Selection Criteria for Instructional Materials (IIA/IIA-AR), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned criteria and guidelines. As consistent with [BSD Policy IIA/IIA-AR](#), “In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses.”

Upon review of a variety of High School Social Science instructional resources, it became clear that many of the Oregon Department of Education (ODE) reviewed instructional resources were primarily comprehensive platforms with mostly digital content, and were more conducive towards national social science standards and less Oregon-specific standards and contexts. Additionally, the ODE reviewed materials were aligned with the 2018 Oregon Social Sciences standards. When the [2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies](#) were formally adopted in February of 2021, the K-12 BSD teacher cadre committed to working towards those standards.

Upon further and additional reviews of available instructional resources in the 2021-2022 school year, the BSD high school teacher cadre and content specialists determined that the ultimate choice for materials came down to two different approaches: the recommendation of a comprehensive platform, or an approach based on a variety of targeted and intentionally-selected materials. A general breakdown of the two approaches, along with brief strengths and limitations, are below (Table 1).

**Table 1: Comprehensive Instructional Platforms vs. A Variety of Targeted Materials/Multiple Sources.**

Comprehensive Platforms	Variety of Targeted Materials/ Multiple Sources
<p style="text-align: center;"><b>Possible Strengths</b></p> <ul style="list-style-type: none"> <li>- Teacher training and teacher/student familiarity: “one stop shop”</li> <li>- Generally very robust with significant number of resources/materials available</li> <li>- Generally more supported with tools like language translation, tech tools, lexile adjustment, etc.</li> </ul>	<p style="text-align: center;"><b>Possible Strengths</b></p> <ul style="list-style-type: none"> <li>- Options for more inclusion of multiple and diverse perspectives, authorship, and formats</li> <li>- Generally lend themselves to more teacher autonomy and creative decision-making in how to bring things together</li> <li>- Can include more authentic local</li> </ul>

	resources and perspectives (ex. Tribal history, state history, etc.)
<p><b>Possible Limitations</b></p> <ul style="list-style-type: none"> <li>- Can lack multiple and diverse perspectives, authorship, and formats.</li> <li>- Can potentially limit teacher creativity and autonomy outside of the platform</li> <li>- With online platforms, can result in high amounts of screen time and digital reading.</li> <li>- Can lack authentic local resources and perspectives (ex. Tribal history, state history, etc.)</li> <li>- Can lead to more isolation of content areas.</li> </ul>	<p><b>Possible Limitations</b></p> <ul style="list-style-type: none"> <li>- Can require multiple teacher professional learning opportunities to learn variety of materials/sources</li> <li>- Can be challenging - and very time consuming - to create/curate multiple resources into a cohesive scope &amp; sequence/units.</li> <li>- Can be more limited with tools like translation, tech tools, lexile adjustment, etc.</li> </ul>

With this framing in mind, the high school teacher cadre and content TOSAs came up with 15 options for consideration for High School Social Sciences instructional resources (see Table 4).

**Table 4: 9-12 Instructional Resources Options and Progression**

9-12 Instructional Materials: Began with the following options	9-12 Instructional Materials: Narrowed to the following options <i>(Based on teacher review &amp; feedback; open to public viewing and feedback)</i>
<p><b>Comprehensive Platforms:</b></p> <ol style="list-style-type: none"> <li>1. Actively Learn</li> <li>2. Active Classroom</li> <li>3. Cengage/National Geographic</li> <li>4. Discovery Education</li> <li>5. Houghton Mifflin</li> <li>6. McGraw Hill</li> </ol> <p><b>Targeted Materials/Multiple Sources</b></p> <ol style="list-style-type: none"> <li>1. Black History 365</li> <li>2. Choices</li> <li>3. Classroom Law Project</li> <li>4. DBQ Project</li> <li>5. History Unerased</li> <li>6. National Council for Economics Education</li> <li>7. Newsela</li> <li>8. Social Studies School Service</li> <li>9. Teacher Libraries</li> </ol>	<p><b>Targeted Materials Resources</b></p> <ol style="list-style-type: none"> <li>1. Choices</li> <li>2. Classroom Law Project</li> <li>3. DBQ Project</li> <li>4. History Unerased</li> <li>5. Newsela</li> <li>6. Social Studies School Service</li> <li>7. National Council for Economics Education</li> <li>8. Teacher Libraries</li> </ol> <p><b>Additional Teacher Cadre resources to consider:</b></p> <ol style="list-style-type: none"> <li>1. Stanford History Education Group</li> <li>2. iCivics</li> </ol>

After reviewing the materials against the aforementioned set of four working criteria, a large majority of the platforms and materials were considered insufficiently aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#) and the instructional goals and vision for our proposed elementary school social sciences program (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences).

Additionally, due to the rigor and specificity of the Oregon high school social sciences standards, the high school cadre determined that targeted materials and resources would be the most appropriate in addressing the [2021 Social Science Standards Integrated with Ethnic Studies](#).

The cadre-recommended variety of high school targeted materials/multiple sources were shared on the district webpage for public review and community input from April 22 - May 8, 2022. A summary of the responses can be found below (see Table 5).

**Table 5: Summary of Beaverton Community Public Viewing Input for 9-12 Instructional Materials.**

12 total respondents (1 BSD parent, guardian, or family member, 6 community members, 5 BSD educators)

Summary of Likert-Scale Questions:	Summary of open-ended responses
<p><b>Targeted Materials</b> (8 responses)</p> <ul style="list-style-type: none"> <li>7 of 8 respondents marked “Always” or “Often” for meeting 5 of 6 <a href="#">BSD IIA-AR standards</a>.</li> </ul>	<p><b>Targeted Materials</b> (8 responses)</p> <ul style="list-style-type: none"> <li>“The thematic and intersectionality of the material is unlike anything I've ever seen before. It truly provides multiple ways and easy to use materials in any high school social studies class and beyond.”</li> <li>“I have used these materials for years, and they are great. It provides flexible materials that really foster critical thinking and critical reading.”</li> </ul>
<p><b>Comprehensive Platforms</b> (4 respondents reviewed Actively Learn and Cengage)</p> <ul style="list-style-type: none"> <li>1 of 4 respondents marked “Always” or “Often” for meeting 5 of 6 <a href="#">BSD IIA-AR standards</a>.</li> </ul>	<p><b>Comprehensive Platforms</b> (4 respondents reviewed Actively Learn and Cengage)</p> <ul style="list-style-type: none"> <li>“Another portal resource ends up being more textbook like. For teachers and students, this would be yet another system to learn and manage.”</li> <li>Don't get me wrong, I like textbooks, but this one is cumbersome like the others. Lots of clicking, lots of "supports" on each page that actually end up just being distractions or confusing.”</li> <li>“I really like the variety of accessibilities modifications available to students as well as the low stakes polls/questions that are customizable throughout the lesson.”</li> </ul>

Further, and in brief, a summary of the high school teacher cadre's final considerations for core instructional materials for high school Social Sciences can be found below:

- Intentional alignment with Oregon 2021 standards, specifically with integrated ethnic studies standards.
- Centrality of multiple and diverse perspectives; historiography
- Intentional alignment with Oregon Civics and Holocaust/Genocide legislation
- Materials conducive towards a co-constructed instructional units and scope and sequence through a long term professional development plan (Curriculum Camp)
- Shared concerns about materials that are:
  - Do not align with Oregon 2021 standards and new legislation
  - Less customizable
  - Require significant amounts of time to learn new platforms
  - Conduciveness towards a more unengaged, more passive student experience
  - Lower level of scholarship/sourcing and historiography

**The final High School Teacher Cadre's vote was 12-0 for targeted materials and 0 for a comprehensive platform for U.S. History and Civics.**

**The final High School Teacher Cadre's vote was 11-0 for targeted materials and 0 for a comprehensive platform for World History and Economics.**

**The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.**



## High School Social Sciences Instructional Resources

### Variety of Targeted Materials/Multiple Sources Background:

The high school teacher cadre unanimously voted to recommend a variety of targeted materials/multiple sources as the core instructional resources in the BSD High School Social Sciences program. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that will help our high school Social Sciences courses achieve the aims and vision of our district's social sciences programs (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences).

More specifically, the recommended variety of targeted materials/multiple sources will:

- Integrate a variety of multiple and diverse perspectives and historiography
- Include more materials that meet 2021 Oregon standards and Oregon Civics and Holocaust/Genocide legislation.
- Emphasize materials that provide different levels of access and accessibility, as well as adequate Spanish materials for Spanish speaking and dual language learners.
- Provide BSD educators with the opportunity to select and curate resources from the following instructional materials to co-construct instructional units and scope & sequences for the new high school courses.

**A list of the current recommended targeted materials/multiple sources can be found below:**

#### **The Choices Program: Brown University**

- Choices develops curriculum materials in collaboration with Brown University faculty members.
- Choices curriculum reflects the most current scholarship and historiography.
- Choices Program's curriculum materials develop the skills and knowledge young people need to be informed global citizens capable of engaging in thoughtful discussions about history and decision making on contested contemporary policy issues.
- Budget reserved for appropriate translation
- More information can be found at <https://www.choices.edu/>

#### **Classroom Law Project (includes Spanish Resources)**

- Classroom Law Project is a local Oregon non-profit organization of individuals, educators, lawyers, and civic leaders working to equip students with the knowledge, essential skills, and motivation to participate in our democracy.
- Brings Oregon's education, legal, and business communities together by providing innovative, relevant, and fun programs for students.
- Learning experiences include but are not limited to Courthouse Experience Tours, We the People: The Citizen & The Constitution, Oregon High School Mock Trial, Community Action Projects (Project Citizen), and Law Day Conference for Students.
- More information can be found at <https://classroomlaw.org/>

#### **DBQ Project (includes Spanish Resources)**

- Promotes strong writing and thinking about history.
- Document-based questions (DBQs) require students to evaluate primary and secondary

sources, to analyze and evaluate their importance and to take a position and defend a point of view of their own.

- As part of the process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation.
  - These skills resemble what professional historians do, but perhaps more importantly, they provide the skills of a thoughtful citizenry capable of using factual data to formulate and defend ideas.
- More information can be found at <https://www.dbqproject.com/>

### **History Unerased (includes Spanish Resources)**

- The first and only organization entirely dedicated to providing K-12 schools with the curriculum and training they need to teach LGBTQ-inclusive, intersectional history
- Curriculum is anchored in copyright-secured primary sources curated from digital and print collections from libraries and archives across the nation, as well as the Library of Congress, National Archives, National Park Service, and more.
- Curriculum brings LGBTQ history into the stories of people and events that were critical to the founding and shaping of the United States and our world. This visibility is conveying messages of belonging, respect, and empowerment—and everyone benefits.
- More information can be found at <https://unerased.org/>

### **Newsela (includes Spanish Resources)**

- Thousands of real-world texts that feature diverse perspectives, and new content added daily from a variety of sources
- Texts published at 5 reading levels and built-in scaffolds, and texts available in English and many in Spanish.
- More information can be found at <https://newsela.com/>

### **Social Studies School Service (includes Spanish Resources)**

- Hundreds of topic specific resources in U.S. History, Government, Geography, and World History.
- Curriculum Specialist dedicated to Oregon State Standards
- Extensive variety of resources including primary source collections, Spanish maps collection, etc.
- More information can be found at <https://www.socialstudies.com/>

### **National Council for Economics Education**

- Extensive lessons for high school economics
- Variety of case studies and sequenced teaching activities
- Automatic lesson updates
- Economics and personal finance video resources
- Budget reserved for appropriate translation
- More information can be found at <https://store.councilforeconed.org/>

### **Teacher Libraries (will include Spanish resources)**

- The high teacher cadre and content specialists determined that intentionally selected texts and primary and secondary sources for social sciences teacher and team libraries were of central importance, and course book lists will be developed collaboratively.
- Texts will be available in English and in Spanish.
- Book lists will include titles and authors that reflect and center counternarratives that will enhance critical thinking and learning that is consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
  - Texts will help address, for example, the following high school social sciences standards:
    - HS.61 Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.
    - HS.65 Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.
    - HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.
    - HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- Titles will also meet [BSD Policy IIA/IIA-AR](#).

#### **Stanford History Education Group (SHEG) (includes Spanish resources)**

- Developed by an award-winning research and development group that comprises Stanford faculty, staff, graduate students, post-docs, and visiting scholars.
- SHEG seeks to improve education by conducting research and reaching directly into classrooms with free materials for teachers and students.
- SHEG’s Reading Like a Historian curriculum and Beyond the Bubble assessments have been downloaded more than 10 million times.
- More information can be found at <https://sheg.stanford.edu/>

#### **iCivics (includes Spanish resources)**

- Provider of high-quality, non-partisan, engaging, and free resources to more than 9 million students annually, in all 50 states.
- Digital [civic library](#) includes more than 260 curricular resources, digital literacy tools, professional learning materials, and educational video games.
- More information can be found at <https://www.icivics.org/>

#### **\*A note on professional development and ensuing course and unit development**

While more specific information can be found in the section *Secondary (grades 6-12) Social Sciences Professional Development Plan*, it is important to note that the work of using the aforementioned targeted resources to co-construct instructional units and course scope and sequences will be supported with the Oregon Writing Project’s Curriculum Development Institute (alias “Curriculum Camp”) and the program’s director, Linda Christensen.

Briefly, this ongoing professional development experience and coaching support will assist BSD high school social sciences teachers with:

- Developing overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives.
- Dividing Oregon state standards into high school courses and thematic instructional units
- Integrating best practices in Special Education and multilingual and dual-language teaching and learning.

## **K-12 Specialized Programs Instructional Resources and Professional Development Recommendation**

Some BSD students who receive special education services will work and learn with/in their school's resource rooms. This service delivery model option provides students access to general education settings, grade-level content, instructional resources, and learning targets; and a diverse population of peers with a range of abilities and skill sets. This service delivery model option also provides students additional support through Specially Designed Instruction that is offered by a certified teacher through a removal model and/or a push-in/co-teaching model.

Additionally, some BSD students may require a higher level of support through one of our district specialized programs. The goals of these programs, both individually and collectively, is to meet the unique needs and goals of individual students who may be working towards a modified diploma, extended diploma, or alternative certificate. All BSD students are entitled to new and powerful social sciences resources and approaches, and the K-12 Social Sciences adoption includes the following BSD Specialized Programs:

- Academic Learning Center (ALC)
- Structured Routines Center (SRC)
- Structured Learning Center (SLC)
- Academic and Communication Enhancement Program (ACE)
- Independent Skills Center (ISC)

It is important to note that the BSD Office of Special Education, with support from BSD specialists and teachers, has already identified core and supplemental instructional materials for BSD students with significant disabilities who work and learn with alternate curricular options. Unique Learning Systems (ULS) is the core K-12 instructional resource, and Attainment serves as supplemental resources (grades 6-12). Further, core and supplemental materials are defined in [BSD Policy IIA/IIA-AR](#) as:

### **Core Adopted Instructional Materials:**

Instructional materials adopted and paid for by the District for use by all teachers with all students.

### **Supplemental Adopted Instructional Materials:**

Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment.

In the context of BSD Specialized Programs, there are additional criteria that are considered when identifying instructional resources - whether core or supplemental resources - including but not limited to:

- Alignment with state academic content standards
- Age and developmental-appropriateness for the learner

- Highly differentiated, with options for symbol-supported instruction
- Accommodations with multiple methods of engaging with and responding to materials

Even though BSD Specialized Programs have Unique Learning Systems (core resources) and Attainment (supplemental resources), BSD Specialized Programs teachers and district specialists wanted to include additional instructional resources to usher in the next chapter of Social Sciences in BSD.

A survey was sent out to all BSD ALC, SRC, SLC, ACE, & ISC teachers about both instructional materials and professional development, and the following requests were made:

- Ways to increase engagement with/in Unique Learning Systems (core materials)
- “More hands-on materials other than books would be helpful.”
- “Attainment curriculum [would be helpful] in government, civics, world and American history and supplemental materials, maps, workbooks, etc.”
- “Think and spend more time on the accessibility tools for students with visual and physical impairments because to me those are the hardest needs to meet.”
- Suggestion: “Pre-made lessons with age appropriate but 1st-2nd grade level books, perhaps graphic novels, and links to videos.”
- Hands-on materials (i.e. globes, raised maps, etc.)
- Ideas integrated within and across reading, life skills, and/or science.

Given the above requests, the following instructional resources and professional development plans are recommended for BSD Specialized Programs as follows (see Table 6):

**Table 6: Recommended Instructional Resources for BSD Specialized Programs.**

Specialized Programs Recommended Instructional Resources Phase 1 (SY 2022-2023)	Specialized Programs Recommended Instructional Resources Phase 2 (SY 2023-2024)
<ul style="list-style-type: none"> <li>● <b>*Core:</b> Unique Learning Systems (K-12)*</li> <li>● <b>Supplementary:</b> <ul style="list-style-type: none"> <li>○ K-5: 30 mentor texts that cover SS themes across grade-levels               <ul style="list-style-type: none"> <li>i. <a href="#">K-2 List</a> <a href="#">3-5 List</a></li> </ul> </li> <li>○ *6-12: Attainment (SS subject specific materials)*</li> <li>○ 6-12: Teacher/TOSA-created essentialized units of study</li> <li>○ K-12: Hands-on materials (i.e. globes, maps)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collecting ongoing feedback on teachers’ needs/wants with new materials and approaches.</li> <li>● Additional Teacher/TOSA-collaborative guidance with mentor texts (K-5) and essentialized units of study (6-12).</li> </ul>

\* Indicates that the resources were identified and selected by the Office of Special Education.

**Table 7: Recommended Professional Development (PD) Plans for BSD Specialized Programs.**

<b>Specialized Programs Recommended Professional Development Plans Phase 1 (SY 2022-2023)</b>	<b>Specialized Programs Recommended Professional Development Plans Phase 2 (SY 2023-2024)</b>
<ul style="list-style-type: none"> <li>● <b>Fall 2022:</b> Introductory and ongoing Professional Development opportunities with BSD TOSAs and teachers.</li> <li>● <b>Ongoing:</b> K-5 PD with Dr. Katy Swalwell (see Elementary Social Sciences Adoption Professional Development Plan for more information) .</li> <li>● <b>Ongoing:</b> 6-12 PD with Oregon Writing Project’s Curriculum Development Institute (Curriculum Camp) and Linda Christensen (see Secondary Social Sciences Adoption Professional Development Plan for more information).</li> </ul>	<ul style="list-style-type: none"> <li>● Collecting ongoing feedback on teachers’ needs/wants with new materials and approaches.</li> <li>● Ongoing collaborative PD opportunities for K-12 Special Education and General Education educators on modifying content and integration.</li> </ul>

## Elementary Social Sciences Professional Development Plan

The Elementary Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing educator and student input and feedback, as well as the contributions of elementary teacher cohort members. The K-5 Social Sciences cohort, made up of teacher cadre members and additional teachers from a variety of schools and grade levels across BSD, will collaborate on unit/lesson plans that apply their professional learning into classroom practice. This collaborative principles-to-practices model will allow teachers to learn with and from each other's expertise, share knowledge, and develop a shared vision within and across their professional community. Ultimately, the goal of this PD plan is to empower and improve high-quality, culturally-relevant instruction, and to improve culturally-responsive support(s) offered to students.

A central part of the elementary PD plan is the partnership, consultation, and collaboration with Dr. Katy Swalwell (Ph.D. in curriculum and instruction), a national expert in K-5 Social Sciences and co-author of *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* (2022). BSD will be partnering with Dr. Swalwell in two main areas: professional development and the writing of instructional units of inquiry.

A former elementary classroom teacher and university professor with over 20 years of experience in education, Dr. Swalwell works with districts in consulting, curriculum development, and professional development for teachers and educational leaders. Dr. Swalwell and her consulting team are dedicated to equity-centered instructional and curricular change. Her approach is to inspire educators to foster experiences for their students that encourage curiosity, growth, and open-mindedness to learn from the perspectives and experiences of others, especially those who have been historically marginalized and underrepresented.

All Social Sciences PD will be centered in culturally and linguistically responsive teaching, equity and justice, and the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) and ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement. Differentiated, customized professional development opportunities will be offered throughout the school year, focusing on understanding the standards, best instructional practices, interdisciplinary inquiry, and responsive support(s) for educators to teach anti-oppressive social sciences and integrated ethnic studies. Another key component of the PD plan is empowering, educating, and exciting teachers within and across the domains of Social Sciences (Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis), and providing tools for using inclusive protocols and strategies in the classroom.

There will be district-required PD during the fall of the 2022-2023 school year, as well as multiple pathways for all K-5 teachers to engage in ongoing professional learning in the months following. These professional learning opportunities will include, but are not limited to, optional and paid after-school sessions with grade-level colleagues across the district and asynchronous learning opportunities.



During Summer 2022, BSD will hold a K-5 Social Sciences Institute PD with Dr. Katy Swalwell. The first day of the workshop will be open to all K-5 teachers, with a focus on best practices in Social Sciences, followed by two days of in-depth training with a cohort of teacher leaders who will continue to lead the work in their buildings with periodic consultation with Dr. Swalwell.

Additionally, this cohort of teacher leaders will meet throughout the year for collaboration on instructional units and customized, sustained professional development. This collaborative model will be built around engaging, job-embedded tasks to support teacher leaders in teaching Social Sciences in an integrated, inquiry-based manner, as well as supporting their colleagues to make these shifts in their practice to best serve all of our BSD students.

PD opportunities will extend and evolve over time to be responsive to what participants are learning, to provide time to debrief, collaborate, adapt and refine units; and to deepen knowledge and practices. For more specifics, please see below:

**Specific PD goals with Dr. Swalwell:**

- Summer Institute 2022:
  - Day 1: Social Sciences general overview that includes best practices, inquiry training, and building excitement and confidence in teaching Social Sciences. Open to any K-5 BSD teachers who would like to attend.
  - Days 2 & 3: Teacher leader cohort members will dive into instructional unit 1 and be trained on tools for teaching Social Sciences using an anti-oppressive approach. Teachers who participate in this training will have the opportunity to become teacher leaders in their buildings.
- Fall 2022:
  - All K-5 teachers will take part in a training with Dr. Swalwell
- 2022-23 School Year:
  - Ongoing collaboration with and surveying of teacher cohort members.
  - Optional after-school grade-level collaboration sessions will be offered every other month. These sessions, facilitated by TOSAs, will allow opportunities for teachers to dive into new units, share stories, challenges, and successes, and provide feedback and reflection after teaching a unit.

## **Secondary (grades 6-12) Social Sciences Professional Development Plan**

The Secondary School Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing educator and student input and feedback, as well as the contributions of secondary teacher cohort members. The secondary Social Sciences cohort, made up of teacher cadre members and additional teachers from a variety of schools and high school courses across BSD, will collaborate on instructional units that apply their professional learning and expertise into classroom practice. This collaborative principles-to-practices model will allow teachers to learn with and from each other's expertise, share knowledge and ideas, and develop a shared vision within and across their professional community of Social Sciences educators.

Ultimately, the role of Social Sciences teacher cadre and cohort members will be paramount in this PD plan, as they will be the central teacher group(s) helping craft, plan, facilitate, and build on cultivating and empowering transformative practices. Additionally, there will also be shared opportunities that both middle school and high school will engage with/in together, as well as separate pathways, both of which are laid out in this PD plan.

Further, the Secondary PD plan will include opportunities for face-to-face learning and collaborations, as well as remote professional learning including synchronous and asynchronous online opportunities. PD will include both ongoing BSD-facilitated opportunities, which will be planned and led by BSD teachers and TOSAs, as well as PD led by the Oregon Writing Project's (OWP) Curriculum Development Institute (alias "Curriculum Camp"), which is housed at Lewis and Clark College in Portland, OR. Secondary Social Sciences PD will be open to all Social Science teachers within and across all programs and courses including dual-language and specialized programs educators.

All Social Sciences PD will be centered in culturally and linguistically responsive teaching, equity and justice, and the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) and ethnic studies themes. Differentiated, customized professional development opportunities will be offered throughout the school year, focusing on understanding the standards, best instructional practices, and responsive support(s) for educators to teach anti-oppressive Social Sciences and integrated ethnic studies.

Additional and important elements and foci of BSD Secondary PD will include (but not be limited to) critical literacy integration, enhancing student engagement and academic discourse, and responsive support(s) and inclusive protocols and strategies in the classroom. Further, there will be both district-required PD, as well as more flexible and multiple pathways for how teachers can engage in professional learning including but not limited to optional and paid after-school sessions and asynchronous learning.

## **Oregon Writing Project's (OWP) Curriculum Development Institute (alias "Curriculum Camp")**

A central element of the Secondary Social Sciences PD plan is the partnership and collaboration with OWP's Curriculum Camp and director, Linda Christensen. Linda is the author of *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word* (2017), editor of *Rhythm and Resistance: Teaching Poetry for Social Justice* (2015) and has given keynote addresses at local, national, and international conferences about her work on literacy and social justice. She also both taught and worked as a curriculum specialist for almost 40 years in Portland, Oregon.

More specifically, the OWP's Curriculum Camp hones educators' capacities to co-construct and enhance curriculum and instruction from the ground up. During an initial one-week course in the summer of 2022, secondary Social Sciences educators will work together on a Social Sciences course-based unit to use in the upcoming year. The PD learning experience begins with morning lessons embedded in a historical unit, as OWP coaches demonstrate teaching strategies that bring history to life grounded in the study of a particular piece of grade/subject level material.

Each afternoon, educators will gather in grade-level or content-area groups, working with an OWP coach and educators from other buildings to create engaging instructional units. After deciding on the unit of study, teachers will have time to research historical background information for their units, or to find the just-right photograph, speech, or historical document to enhance student understanding. They will map out a curricular route that includes "show, don't tell" activities, such as perspective-taking and/or simulations; personal narratives that ground the curriculum in students' lives; critical reading activities of historical or literary documents; artistic expressions like poetry, interior monologues, or historical fiction, and a culminating project—for example, an essay, pamphlet, or podcast that allows students to demonstrate their grasp of complex issues.

After the initial one-week intensive course, BSD educators will continue to work together and with OWP coaches at ongoing PD offerings throughout the school year, including both face-to-face learning and collaborations with sub-release days, as well as remote professional learning including synchronous and asynchronous online opportunities. For more specifics, please see below:

### **Specifics of Secondary Social Sciences Curriculum Camp:**

- Spring 2022: Ongoing BSD collaboration and planning with Oregon Writing Project director and coaches.
- Summer 2022: 5 full PD days for secondary Social Sciences educators (offered for middle school educators in June 2022 and high school educators in August 2022).
- SY 2022-23: Approximately 2-4 working sub-release days to continue to enhance the BSD Social Sciences program and vision (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences),

and to establish a sustainable process for the continued growth and improvement of BSD instructional units and co-constructed scope and sequences.

**Specifics of High School Course Development, Implementation, and Associated Professional Development Timeline**

Summer 2022	2022-2023	Summer 2023	2023-2024	Summer 2024	2024-2025	Summer 2025	2025-2026
9th Grade Curriculum Development	9th Grade Unit Development	9th Grade Curriculum Camp	<b>9th Grade Course begins</b> Monthly Teacher Meet-Ups			9th Grade Revision Curriculum Camp	
		10th Grade Curriculum Development	10th Grade Unit Development	10th Grade Curriculum Camp	<b>10th Grade Course begins</b> Monthly Teacher Meet-Ups	10th Grade Revision Curriculum Camp	
				11th Grade Curriculum Development	11th Grade Unit Development	11th Grade Curriculum Camp	<b>11th Grade Course begins</b> Monthly Teacher Meet-Ups

**BSD High School Social Sciences Courses**

	<b>Mountainside, Southridge, Sunset, BASE, ACMA</b>	<b>Aloha, Beaverton, Westview, ISB</b>
<b>9th Grade</b>	United States History	Global Studies
<b>10th Grade</b>	Civics and Economics	United States History
<b>11th Grade</b>	World History (IB)	Civics Semester (11th or 12th)

**High School Social Sciences Course Development Cycle**

**Stage 1: Course Development**

- When: 5 full days in August 2022, two summers before course implementation
- Where: A BSD high school
- Purpose: Divide state standards assigned to course into thematic units, develop overarching essential questions, unit questions, and integrating skill development
- Who: 2 teachers/school, teachers familiar with specific course(s) or grade level(s), content TOSAs, Dual-Language, SPED, AVID.

**Stage 2: Unit Development**

- When: School year before course implementation, monthly meetings, sub-days for participants
- Where: District location
- Purpose: Each monthly meeting will develop one unit including essential questions, skills, themes/concepts, possible case studies, list of possible resources and materials
- Who: 1 teacher/school from the course team per monthly meeting. All course team teachers should participate in at least one unit development monthly meeting

**Stage 3: Curriculum Camp**

- When: 5 full days in June. Summer before course implementation
- Where: A BSD high school
- Purpose: Cross-school teams of course teachers will write the major components of each unit, including case studies, lessons, assessments, scaffolding, and materials.
- Who: All course team teachers, TOSAs, ELL, SPED, AVID, Linda Christensen, Oregon Writing Project Coaches

**Stage 4: Course Implementation, Monthly Teacher Meet-Ups**

- When: Monthly meet-ups of course team teachers (optional) during first year of course implementation
- Where: District location or Zoom
- Purpose: To share progress on the new course, including challenges and successes
- Who: All course team teachers

**Stage 5: Evaluation and Revision**

- When: 5 full days in June, Curriculum Camp summer 2025
- Where: A BSD high school
- Purpose: To evaluate new course and rewrite units and/or create new units
- Who: Open to all teachers

**Community Engagement:  
BSD Community Conversations About K-12 Social Sciences (Fall 2022)**

In the Beaverton School District, we believe that the incredibly important work of ushering in a new chapter of Social Sciences education must be done with and alongside our diverse and dynamic community, and we acknowledge that with these big shifts comes big potential and likely lots of questions.

In the Fall of 2022, we will be hosting an event titled *BSD Community Conversations about K-12 Social Sciences*.

This event will be open to all BSD educators and community members, and will be on Zoom to offer both synchronous and asynchronous engagement. The event will feature:

- Important information on our new K-12 Social Sciences programs and highlights from this report.
- Keynote addresses from internal and external speakers and leaders (to be announced)
- Grade-level and topic specific breakout sessions for deeper learning. Sessions will include (but not be limited to):
  - BSD educators modeling example lessons from K-5, 6-8, and 9-12
  - Dual-Language and Special Education lessons and considerations
  - Engaging with the 2021 Social Sciences standards
  - Student voice and experiences
  - Local, authentic Oregon history
  - And more!
- General Questions and Answers

## **K-12 Social Sciences Budget Implications**

### **Yearly (digital) subscriptions (ongoing)**

1. Newsela Social Studies (K-12)
2. Discovery Education: Social Studies TechBook (6-8)

### **Additional ongoing budget implications (K-12)**

1. Budget reserved for appropriate translation of English-only instructional resources

### **One-time startup purchases (School Year 2022-2023)**

#### Elementary Instructional Resources

1. Core book bins (initial purchase of texts from SIA; no 2022-23 budget implications)
  - a. Ensuing, minimal maintenance costs (lost and updated texts)
2. Current contract with Dr. Katy Swalwell to draft instructional units of inquiry

#### Middle School Instructional Resources

1. Supplementary texts (initial purchase of texts from SIA; no 2022-23 budget implications)
  - a. Ensuing, minimal maintenance costs (lost and updated texts)

#### High School Instructional Resources

1. Choices Curriculum: Brown University
2. Classroom Law Project
3. DBQ Project
4. History Unerased
5. Social Studies School Service
6. National Council for Economics Education
7. Teacher libraries

#### Specialized Programs Instructional Resources

1. K-5: Book bins (initial purchase of texts from SIA; no 2022-23 budget implications)
2. 6-12: Attainment supplementary materials (Social Sciences subject-specific)
3. K-12: Hands-on materials (i.e. globes, maps, etc.)

### **Professional Development Budget Implications (School Year 2022-2023)**

#### Elementary Professional Development

1. Ongoing consultation and training with Dr. Katy Swalwell
2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time

#### Middle School Professional Development

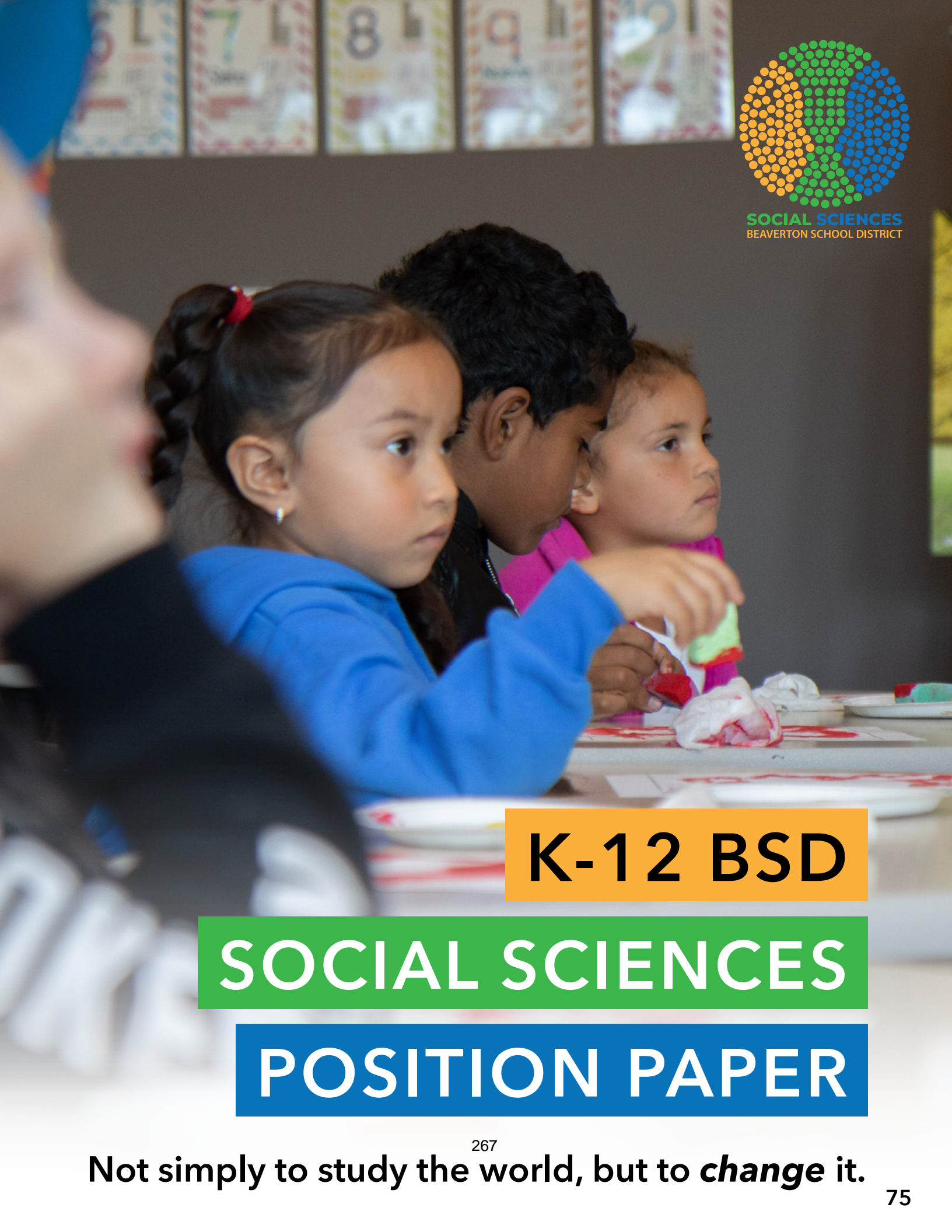
1. Ongoing consultation and training with Oregon Writing Project and Linda Christensen

2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time

High School Professional Development

1. Ongoing consultation and training with Oregon Writing Project and Linda Christensen
2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time





**K-12 BSD**

**SOCIAL SCIENCES**

**POSITION PAPER**

Not simply to study the world, but to <sup>267</sup>*change* it.





*The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education.<sup>1</sup> In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable<sup>2</sup> community and world.*

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<sup>1</sup> [National Council for the Social Studies, 2013](#); Scruggs, Mastropieri & Okolo, 2008

<sup>2</sup> Our district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

**Social Sciences education**\* helps cultivate the intellectual and critical power for students to develop historical and contemporary knowledge, critical thinking, communication, and research skills. Additionally, Social Sciences education invites students to learn through multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. Student learning expectations and learning targets are grounded in the 2021 Oregon Social Science Standards integrated with Ethnic Studies<sup>3</sup>, and across domains of:

- Civics and Government
- Geography
- Historical Knowledge and Historical Thinking
- Economics and Financial Literacy
- Social Science Analysis
- Multicultural and Ethnic Studies



BSD student art by: Anya Talbert



\*K-12 Social Sciences education also includes specific learning through Tribal History/ Shared History in Oregon, Holocaust and other genocides education, and international human rights education.

**A culturally relevant approach and a culturally responsive Social Sciences education** invites students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes learning that:

- Validates students’ lived experiences and values
- Disrupts power dynamics that privilege dominant groups and perspectives
- Empowers students 1) to connect to experiences beyond their own, 2) to examine their own perspective by learning through multiple perspectives, and 3) to develop a historical and contemporary sociopolitical or critical consciousness of the world around them.

<sup>3</sup> [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), 2021

<sup>4</sup> Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. O. Peoples, 2019](#)

# In BSD, we believe a transformative Social Sciences education invites our students to:



## ***Students explore one's self, community, nation, and world.***

From the first days of Kindergarten, a transformative Social Sciences education meaningfully and inclusively invites students to explore their own identity and self, school and family, neighborhood and community, local and regional history, state and national history, and world history.



## ***Students believe, belong, and thrive in an inclusive learning community.***

A transformative Social Sciences education honors all viewpoints to the extent that they do not promote hate or bias,<sup>5</sup> racism, objectification or exploitation, or discrimination.

- Social Science classes must be inclusive, dynamic, and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, seen and heard.



## ***Students practice civic engagement by exploring historical and current events and issues from multiple perspectives.***

A transformative Social Sciences education seeks to identify, explore, and analyze civic virtues (including respect for individual rights, community rights, democratic participation, diversity, equity, justice, freedom, liberty, and deliberation). Additionally, Social Sciences education addresses the complex nature of systemic oppression in the pursuit of a better world both now and in the future. Ultimately, Social Sciences education can help secure and enhance our dynamic and evolving democracy.

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<sup>5</sup> Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))





***Students acknowledge and learn through the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups.***

A transformative Social Sciences education includes learning through and from multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. This includes learning from multiple racial, ethnic, and social groups, including intersecting groups; tribal nations, and religious groups. Further, this includes but is not limited to individuals who are:

- American Indian/Alaska Native/Native Hawaiian, or Americans of African, Asian, Pacific Island, Chicanx, Latinx, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from historically marginalized groups including but not limited to women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, transgender, queer/questioning +.



***Students develop into critical consumers, producers of knowledge, and future leaders.***

A transformative Social Sciences education recognizes and analyzes issues of historical and contemporary significance, as well as issues of local and societal significance. This includes asking critical questions and developing research investigations, separating evidence-based claims from opinions, and evaluating the usefulness and degree of reliability of different historical and current sources.<sup>6</sup>

- Sustained engagement in the Social Sciences cultivates students as media-literate learners, inquirers, change-makers, and responsible global citizens.



BSD student art by: Jason Nuesa

<sup>6</sup> [National Council for the Social Studies, 2013](#)

# **We believe a transformative Social Sciences education calls our educators and schools to believe, belong, grow, and thrive in our dynamic and diverse community.**

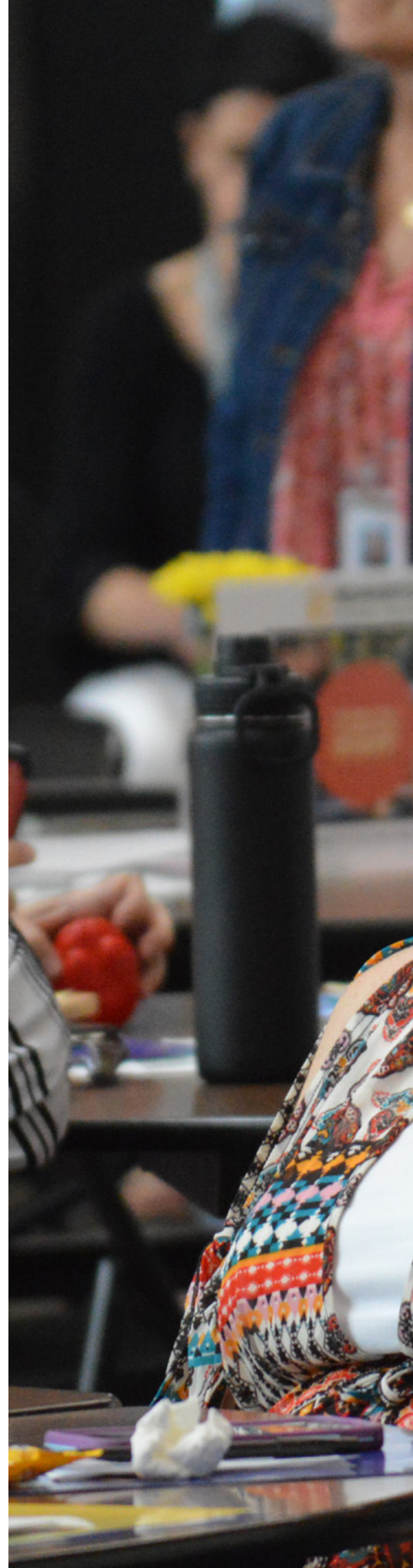
Ultimately, a Social Sciences education is achieved through a partnership between teachers, students, families, schools, administrators, and our diverse communities. We all must work together to ensure all students are valued for their diversity and contributions to our community, fostered in their historical and current thinking, and equipped to explore, analyze, collaborate, and act on local, societal, and global problems. We all must continue learning, growing, and coming together to secure and enhance our dynamic and evolving democracy.

We, as educators in the Beaverton School District, have the incredible responsibility and humble privilege of helping facilitate this transformational learning. Additionally, we as educators also have the responsibility to challenge our own biases and perceptions, and to look inward and constantly examine our own teaching practices, pedagogy, attitudes, and instructional materials with an anti-biased/antiracist focus.

In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world. We believe the change starts within our school district and our educators.

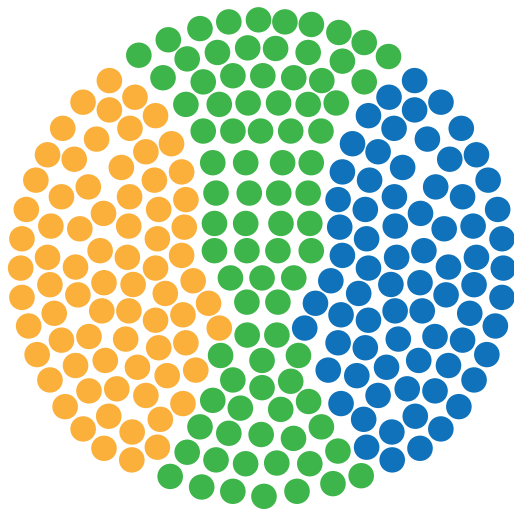
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<sup>7</sup> An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools. 272









**SOCIAL SCIENCES**  
BEAVERTON SCHOOL DISTRICT



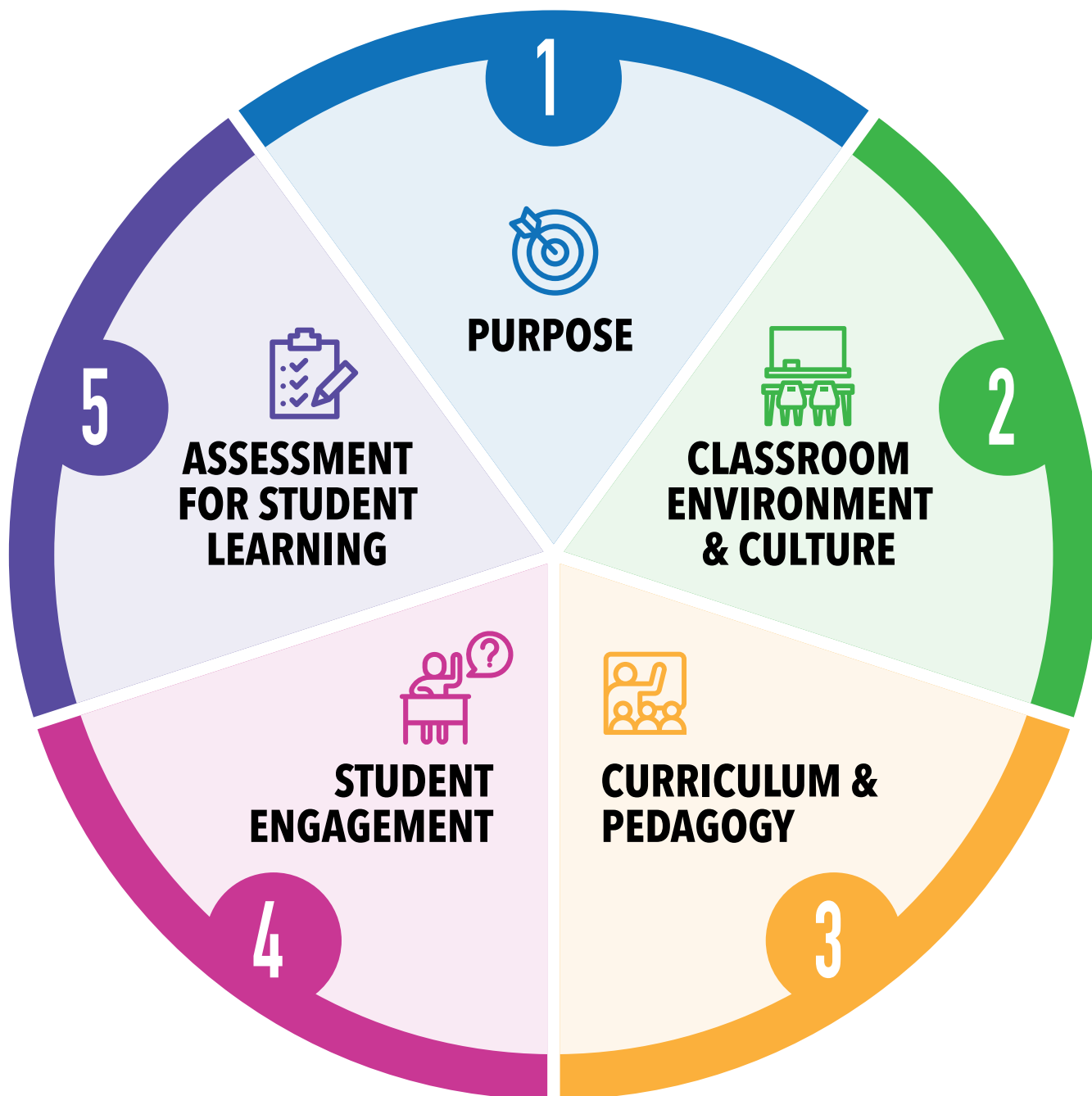


# BEST PRACTICES IN K-12 SOCIAL SCIENCES

*Written by and for K-12 Social Sciences  
teachers in the Beaverton School District*



The Social Sciences Best Practices document summarizes research-based strategies for Social Sciences instruction in alignment with the 5 Dimensions (5D™) of Teaching and Learning.<sup>1</sup> The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.



<sup>1</sup> 5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020

In Beaverton School District (BSD), it is our belief that through the implementation of these teaching and learning practices, we can achieve our mission and vision for K-12 Social Sciences education in BSD: Not just to study the world, but to change it. In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable<sup>2</sup> community and world.

This document was co-constructed and peer reviewed by K-12 classroom teachers in BSD, as well as by district content specialists, district administrators, community representatives, and student representatives. Culturally relevant and responsive elements,<sup>3</sup> as well as an anti-bias/antiracism focus,<sup>4</sup> are integrated into the 5 dimensions and serve as a centrally unifying focus.

### **SUGGESTIONS ON HOW THIS DOCUMENT CAN BE USED:**

- ▶ To guide personal and professional growth plan(s) as a Social Sciences teacher
- ▶ To guide professional development and professional learning choices and aspirations
- ▶ To support grade level collaboration and unit/lesson development, refinement, and reflection
- ▶ Suggested prompts for personal, professional, and collaborative reflection:
  - ▷ *How does this look in my classroom? How could this look in my classroom?*
  - ▷ *To me, this means... I'm curious about...*
  - ▷ *What does this tell me about what I can add, change, or evolve in my classroom this year?*

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<sup>2</sup> A district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

<sup>3</sup> Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019](#)

<sup>4</sup> An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.



# 1

## PURPOSE

The purpose of Social Sciences education is not simply to study the world, but to change it. We believe that the Social Sciences play a central role in preparing students for empowered civic engagement and responsible participation within and across their local, national, and global communities.<sup>5</sup>

## STANDARDS

- a. Content and context rich expectations: Oregon’s 2021 Social Science Standards Integrated with Ethnic Studies<sup>6</sup> engage students in the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, Social Science Analysis, and Multicultural and Ethnic Studies. These standards ground student learning expectations and learning targets.

## LEARNING TARGETS AND TEACHING POINTS

- a. K-12 academic learning targets (ALTs) are based on the real-world relevance and work of social scientists, which includes 1) building knowledge, 2) critical thinking, 3) research, and 4) communication skills.
  - i. The grade-level academic supporting targets (ASTs) are derived directly from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies.
- b. A standards-based learning and assessment model provides students with clear and objective learning targets, which takes the mystery out of assessment for students. Through learning targets:
  - i. Students are able to:
    1. See learning targets posted that are relevant to the unit/lesson.
    2. Explain the meaning of the learning target and how it connects to the learning.
    3. Experience a consistent set of expectations within a course and see the progression to subsequent classes where applicable.
  - ii. Teachers are able to:
    1. Create lessons that are aligned to learning targets.
    2. Communicate the learning target both verbally and visually to students.
    3. Use instructional materials and tasks that align with the learning targets.<sup>7</sup>

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<sup>5</sup> BSD Social Sciences Position Paper, 2021

<sup>6</sup> [Social Science Standards Integrated with Ethnic Studies](#), 2021

<sup>7</sup> [Best Practices Connection to the Nine Components of the BSD SBLS](#)



# 2

## CLASSROOM ENVIRONMENT & CULTURE

Social Science classrooms should be welcoming and inclusive for students and staff of all backgrounds, cultures and abilities. Different and multiple perspectives and voices are welcomed, heard, discussed and deliberated upon to ensure a classroom culture that is adaptable and dynamic. Further, a culturally responsive classroom environment and culture is one ripe with care, inclusivity, mutual trust and respect, affirmation and validation of students' diverse cultural backgrounds as strengths, and teacher and student learning partnerships.<sup>8</sup>

### USE OF PHYSICAL ENVIRONMENT

- a. Physical arrangement of the room communicates to students that both student collaboration and developing independence and self-reflection is valued (e.g., intentional meeting areas, available resources, varied student seating, physical accessibility, etc.).
  - i. **Accessibility:** The classroom is physically accessible and responsive to students with disabilities, and includes appropriate equipment and materials to increase students' comfort and opportunities to be successful.
  - ii. The physical environment can also include local community spaces and opportunities outside of school buildings, including but not limited to field trips, community events, community speakers, experiential learning, etc.
- b. Visual/Instructional materials (i.e. libraries, maps, posters, etc.) feature the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups - past and present - with an intentional inclusion of historically marginalized and historically excluded groups.

### CLASSROOM ROUTINES AND RITUALS

- a. Student agency, ownership, and community: Classroom routines and rituals foster student ownership, independence, participation, responsibility, and they reflect the values of community and shared accountability for learning.

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<sup>8</sup> Gay, 2000/2010; Hollie, 2011; Hammond, 2015.



### CLASSROOM CULTURE

- a. Inclusivity: The classroom is an inclusive environment in which students identify themselves as valuable members and use their lived experiences and academic, social, linguistic, and emotional strengths in the classroom, school, and community.
- b. Valuing diversity and knowledge: Classroom culture values individual and cultural diversity, students' prior knowledge and lived experiences, and students' heritage languages as strengths that are used to further develop their academic, social, emotional, cultural, and linguistic capabilities.
  - i. The classroom culture fosters the exchange of constructive feedback and the celebration of growth.
- c. Relationships: Educator builds meaningful relationships with students and families to better understand and empathize with different cultural funds of knowledge and lifeways.<sup>9</sup>
  - i. Additionally, developing and nurturing meaningful relationships between the teacher and students, and student to student relationships, acknowledges that students are a key component in the creation and growth of a healthy classroom culture.
- d. Classroom discourse and interactions reveal what is valued in the learning environment: student identity development and belonging, the development of skills and content knowledge, respect for thinking and intellectualism, a lens of criticality and anti-bias/antiracism, as well as joy in the celebration of learning, growth, action, and change.<sup>10</sup>
  - i. Educators should consistently model curiosity, humility, and what it means to be an active and growing inquirer and lifelong learner. This helps students to develop a level of comfort and safety in order for them to truly learn, share, and grow themselves.
  - ii. Additionally, classroom discourse will inevitably lead to disagreement over ideas. These are opportunities for students to learn how to respectfully listen, consider, and debate. Social Sciences discussions should honor all viewpoints to the extent that they do not promote hate or bias,<sup>11</sup> racism, objectification or exploitation, or discrimination.

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<sup>9</sup> Gonzalez, Moll, & Amanti, 2006

<sup>10</sup> Muhammad, 2020

<sup>11</sup> Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))





# 3

## CURRICULUM & PEDAGOGY

Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.

### CURRICULUM

- a. Multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups: Exploring historical and current events from multiple and diverse racial, ethnic, and social perspectives helps students gain a deeper and more complex understanding of the larger human experience.
- b. Transdisciplinary, transferable skills: Curriculum includes purposeful opportunities to build transdisciplinary, transferable skills including knowledge-building (factual, conceptual, and debatable knowledge), critical thinking (including problem solving and criticality), research (inquiry and investigation), and communication (reading, writing, speaking, listening).
- c. Critical literacies: Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources.
- d. Accessibility: The curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, and students who are navigating poverty and/or houselessness.
  - i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students.
  - ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

### TEACHING APPROACHES & STRATEGIES

- a. Culturally relevant and responsive teaching:<sup>12</sup> Teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes:



- i. Validating students' lived experiences and values
  - ii. Disrupting power dynamics that privilege dominant groups and perspectives
  - iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.
- b. Multiple and diverse learning opportunities: Teacher provides a variety of learning opportunities for students to access the curriculum and expand entry points, while creatively and responsively utilizing instructional materials and resources.
- c. Civic engagement and responsible democratic participation is sought out in day-to-day and long-term learning and objectives by cultivating student voice, interest, inquiry, action, and agency.

## SCAFFOLDS AND/OR ADJUSTMENTS FOR LEARNING

- a. Use of ongoing diagnostic and formative assessment: Teacher conducts ongoing diagnostic and formative assessments so that they (and their students) have a working knowledge of where current student understanding and skill development is in relation to the learning target(s).
- i. Multiple opportunities for assessment in a variety of modalities and formats should be provided for students within and across the learning targets.
  - ii. Learning opportunities should be accessible to students who are working towards a non-standard diploma.
- b. Student interest and choice will help develop engaging, responsive, and dynamic scaffolds that are adjusted as students participate in meaning-making and increasingly assume ownership and responsibility for their own learning.
- c. Language acquisition: Scaffolds include multiple opportunities and formats for students to build their language skills which include ways that their authentic voice and home language is honored.<sup>13</sup> All classrooms should work towards honoring and actualizing BSD's best practices for multilingual learners.<sup>14</sup>

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<sup>13</sup> Lau, 2012

<sup>14</sup> [BSD Best Practices for Multilingual Learners \(2018\)](#)



# 4

## STUDENT ENGAGEMENT

Meaningful and engaging student learning experiences are designed to promote sustained interest in the Social Sciences (e.g. cultivating interest and value with students, generating student questions, promoting student ownership, etc.). Engagement is strongest when students' community perspective is valued and integrated into the learning, and when student identities and experiences are surfaced, affirmed, and validated in the classroom to provide multiple ways of understanding and experiencing academic content.

Additionally, engagement is strongest when students recognize and analyze historical and contemporary community and societal problems, ask critical questions and develop research investigations, separate evidence-based claims, evidence, and reasoning from opinions, and evaluate the usefulness and degree of reliability of different historical and current sources. Rich learning and engagement involves students working and growing together through both intellectual and emotional engagement, as well as through ethical reflection and civic agency as their learning connects to their local community and beyond.

### INTELLECTUAL WORK

- a. Essential knowledge and skills: Students will engage in developing factual, conceptual, and debatable knowledge, research and inquiry skills, critical and analytical thinking, and communication skills.<sup>15</sup> Intellectual work is conducive to participatory civic engagement and responsible participation within and across students' local and global communities.
- b. Bias and perspective: Teachers and students consider the dynamic nature of knowledge and of multiple and varied perspectives while developing critical thinking habits. It is also important to acknowledge personal bias and positionality, and to be respectful and understanding of diverse cultural norms and perspectives.
- c. Independent and collaborative investigations: Students should have frequent opportunities to investigate subjects in depth and to participate in choosing topics and modes of learning. Classroom learning should include both independent investigation as well as cooperative learning, and learning opportunities should foster student agency, specifically regarding self-advocacy and collective action.
- d. Authentic audiences: Opportunities to present work that highlights student voice and learning to authentic audiences within and beyond their classroom and school are highly encouraged.

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<sup>15</sup> [Erickson \(2005\)](#)



### ENGAGEMENT STRATEGIES

- a. Culturally Relevant: Culturally relevant teaching asks educators to embrace student background and experience, which includes teachers exploring/identifying their own biases and positionality. It is essential that educators understand the beliefs, practices, ideologies, and experiences that shape our students' worldviews and experiences.
- b. Cooperative and collaborative learning: Social Sciences classrooms are active and dynamic learning spaces filled with rich cooperative and collaborative learning, inquiry, and student collaborative conversations and deliberation.

### DISCOURSE & COMMUNICATION

- a. Inclusive: Social Science classes must be inclusive and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, and heard. This is evidenced by rich and varied opportunities for student discourse and communication with high levels of student engagement and participation. Intentionality in regards to diversity, equity, and inclusion are critical components of a functioning democracy.
- b. High Expectations: Classroom discourse and interactions reflect high expectations and beliefs about all students' capabilities - academic, social, emotional, cultural, and linguistic - and create a culture of belonging, equity and accountability for learning. This is evidenced by elevated and engaged learning partnerships and collaborations.
- c. Student-centered: Talk is student centered with a healthy balance of teacher-to-student talk and student-to-student talk. Academic language supports and intentional planning for rigorous academic discourse allows students multiple opportunities to practice talking about and across topics and issues.
  - i. Student-student collaborative conversations are conducive to the real-world relevance and work of social scientists, which includes building knowledge, critical thinking, research, and communication skills.



# 5

## ASSESSMENT FOR STUDENT LEARNING

The use of varied and frequent standards-based assessments - diagnostic, formative, self, and summative - facilitate and guide student growth within the learning targets and the expectations of the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies. A multifaceted and responsive approach to standards-based assessment gives students more opportunities to demonstrate what they know.

### ASSESSMENTS

- a. Self-assessment: Students reflect and assess their own learning in relation to the learning target(s) and they reflect and set goals based on teacher and peer feedback.
- b. Multiple opportunities: There are multiple assessment opportunities and the teacher expects all students to demonstrate progress towards their learning goals.
  - i. There is an expectation that all students receive feedback on multiple assessment opportunities to demonstrate their learning.
  - ii. Additionally, evidence of learning may look different from student to student, which addresses the need for equity through diversity in assessment.<sup>16</sup>
- c. Varied methods of assessment: Assessment methods include a variety of approaches to gather comprehensive and quality information while leveraging the strengths of different student learning styles and funds of knowledge.
  - i. Assessments should be designed to meet the needs of each student and include a variety of student assessment data (e.g., individual charts, conferring records, portfolios, conferring, rubrics, etc.).
- d. Best practices for multilingual learners:<sup>17</sup> Assessment practices should evaluate language and content standards independently, and should provide multiple opportunities for students to demonstrate proficiency through a variety of modalities. Further:
  - i. Consider language, culture, and background factors when analyzing and creating assessments.
  - ii. Utilize students' heritage languages to assess content knowledge when possible and appropriate.

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<sup>16</sup> [Best Practices Connection to the Nine Components of the BSD SBLs](#)

<sup>17</sup> [Multilingual Dept. Guiding Principles & Best Practices \(2018\)](#)



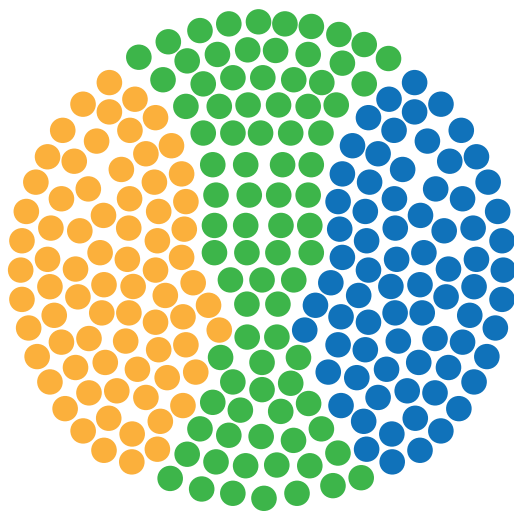


## FORMATIVE ASSESSMENT AND ADJUSTMENTS

- a. Ongoing Feedback and Adjustment: Teachers utilize feedback and ongoing formative assessment to adjust supports and be more responsive to students, to redirect instruction, and to assist with student self-reflection, evaluation, and goal setting.

## ALIGNMENT TO OREGON STATE STANDARDS

- a. Assessments are aligned to 2021 Oregon Social Science Standards Integrated with Ethnic Studies and BSD Learning Targets. Additionally, assessments are within and across the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, and Social Science Analysis.



**SOCIAL SCIENCES**  
BEAVERTON SCHOOL DISTRICT

## Criterion for Oregon Instructional Materials in Social Science

### Section I: Alignment to the Oregon Social Sciences Standards

**FOCUS:** Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.

**FOCUS:** Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.

**FOCUS & RIGOR:** Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.

**RIGOR:** Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.

**RIGOR:** Cultivate an exploration and problem solving of learning through higher level questioning.

**COHERENCE:** Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.

**RIGOR & COHERENCE:** Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.

**COHERENCE:** Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.

**Section II-V:  
Instructional Supports  
and Monitoring  
Student Progress**

Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.

Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).

Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.

Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).

Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.

Aligned to the Oregon Social Science standards.

Provide guidance on discussing controversial or sensitive topics.

Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.

Emphasize academic vocabulary at all levels.

Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.

Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.

Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.

Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).

**Section II: Student  
Engagement**

Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.

Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.

Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.

Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.

Provide activities that incorporate the arts.

### **Section III: Differentiated Instruction**

Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.

Provide direct access to equitable resources through various levels of technology.

- a. Speech to text
- b. Text to speech
- c. Audio books
- d. Digital copies
- e. Available in various languages.

### **Section IV: Extensions & Educator Supports**

Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.

Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.

Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).

Avoid tokenistic presentations of cultures.

Include objectives and learning targets written in student centered language.

Materials provide access to materials that address current events (digitally, magazine form, etc.)

Provide at-home activities with text translation to ensure access.

Provides varied instructional materials including, but not limited to:

- a. maps (print and interactive)
- b. picture books
- c. videos
- d. suggestions for integrated units (chapter books)
- e. supplemental group sets of books (chapter books, guided reading books)
- f. vocabulary words with pictures

content presented through multiple means (e.g., art, music, etc.)

Supplemental texts, visuals, & primary sources address Oregon history and geography.

Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.

### **Section V: Monitoring Student Progress**

Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).

Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).

Provides a variety of exit tickets both written and electronic.

Includes embedded online performance tasks that are aligned to state required testing.

## APPENDIX 4

# BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials

### **Section 1: Alignment to Oregon Social Sciences Standards**

- ALL state standards addressed with focus on Multicultural Studies and integrated Ethnic Studies
- Multiple and/or accounts and perspectives of historical issues and times provided
- Authentic inclusion of narratives, perspectives, and explains the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, social groups, religious groups, and other historically underrepresented and historically excluded groups.
- Clarity and authenticity of author positionality
- Clarity and authenticity of primary sources (text/videos/maps/interviews)

### **Section 2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)**

- Relevance and recency of publication, as well as measures in place to update content and connect with current events
- Meaningful student-centered activities that build interest and understanding of varied lived experiences.
- Intentional opportunities for student narratives and voice with service learning and community action.
- Variety of learning mediums (text, video, audio, interactive activities, etc)
- Classroom Library Collections (ex. Lee and Low, Mackin), Dual language and multilingual texts

### **Section 3: Differentiated Instruction**

- Differentiated and scaffolded opportunities
- Spanish and multilingual opportunities, read-aloud options, accessible to ELLs

### **Section 4: Extensions and Educator Supports**

- Solid and consistent PD offerings
- Ongoing support, including tech support, for teachers

### **Section 5: Monitoring Student Progress**

- Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test banks, etc.).
- Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

### **Additional aspects important to the cadre:**

- Invest in teachers in the District to develop and share instructional guidance and exemplars, and lead PD on instructional practices that allow for teachers to deepen their understandings of social justice issues and the ever-evolving understanding of our history in the U.S. the world .

- Canvas compatibility
- Materials are current and regularly updated on a consistent basis
- Student access to primary document archives and other research tools
- Community Partnerships (5 Oaks Museum, OR Historical Society, local Universities)



**Appendix 5: K-5 Notes on Social Sciences Instructional Materials**

<b>K-5 Pearson Education, Inc. myWorld Interactive Social Studies</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● This curriculum received an overall “meets” evaluation from ODE regarding the 2018 standards, but has not been reviewed with the 2021 standards.</li> <li>● Comprehensive K-5 curriculum with mostly digital content.</li> </ul>	<ul style="list-style-type: none"> <li>● The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time, 6) it received the lowest review marks from ODE on several very important criteria, including but not limited to:               <ul style="list-style-type: none"> <li>○ Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.</li> <li>○ Aligned to the Oregon Social Science standards.</li> <li>○ Provide guidance on discussing controversial or sensitive topics.</li> <li>○ Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.</li> <li>○ Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.</li> <li>○ Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.</li> <li>○ Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.</li> <li>○ Supplemental texts, visuals, &amp; primary sources address Oregon history and geography.                   <ul style="list-style-type: none"> <li>○ See <a href="#">more detailed review information here</a>.</li> </ul> </li> </ul> </li> </ul>

<b>K-5 Social Studies School Service (Active Classroom)</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Comprehensive K-5 curriculum with mostly digital content.</li> </ul>	<ul style="list-style-type: none"> <li>● The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the</li> </ul>

	<p>immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time</p> <ul style="list-style-type: none"> <li>● A comprehensive curriculum tends to isolate content areas</li> </ul>
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**K-5 McGraw-Hill School Education LLC**

*This curriculum (published in 2014) received a “Does Not Meet” rating from ODE, and specifically was not aligned to the 2018 or 2021 standards. See [more detailed review information here](#).*

**K-5 Discovery Education DE Experience Platform**

<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Comprehensive K-5 curriculum with massive amounts of digital content across all content areas, including social sciences.</li> <li>● Partnership with Dr. Sharroky Hollie: CLR Teaching and Learning</li> <li>● Also has “channels” which includes <ul style="list-style-type: none"> <li>● Hidden Figuras: features counterstories (ex. Dolores Huerta)</li> <li>● “Dissent, equity, and inspiring change” - created after George Floyd’s murder, African American experiences (developed in partnership with LASD, based on Learning for Justice 4 domains for social justice framework - similar to K-12 ethnic studies themes)</li> </ul> </li> <li>● Videos have closed captions, translation in 101 languages, etc.</li> <li>● Social-emotional learning center aligned with CASEL (which BSD uses)</li> <li>● Discovery Ed is partnering with a variety of different individuals and groups to provide robust content on a variety of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>● The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain many Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time</li> <li>● While the Middle School Adoption chose Discovery for its “Social Studies TechBook,” a Social Sciences specific resource, there is no such resource for K-5, but instead a very large database of digital activities that teachers report is challenging to navigate.</li> <li>● Resources are not currently and specifically aligned to 2021 Oregon Social Science standards for K-5</li> <li>● Searching for, curating, and creating instructional units and lessons from the Discovery database, aligned to the 2021 SS standards, would be an immensely</li> </ul>

	<p>large and time-consuming process. Many teachers shared feeling overwhelmed with the sheer amount of resources.</p> <ul style="list-style-type: none"> <li>• Some materials (videos especially as they are dated) seem old, pushing 6-15 years old.</li> <li>• BSD Teacher feedback: Students often get lost trying to navigate in Discovery</li> <li>• BSD Teacher Feedback: Due to digital nature, the resource feels like it is great for remote/digital instruction but not in-person instruction; concern with screen time</li> <li>• Would still need translations of supporting materials (ex. Graphic organizers)</li> </ul>
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<b>Grade K-5: InquirEd Social Sciences Curriculum</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Inquiry-based</li> <li>• Includes coaching calls for ongoing PD</li> <li>• Digital platform - teacher facing resources and teacher guides, with some videos and photo examples, but students will be engaged in activities off screen <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: "I like that each unit has an action module where students do something with the knowledge they have gained that will impact their community. There's also some great videos that would definitely be engaging for students."</li> </ul> </li> <li>• Teacher friendly and easy to follow</li> <li>• Digital content will be updated to reflect current events</li> <li>• BSD Teacher Feedback: "Love the inquiry questions to guide the units, appreciate that it's laid out with links, ideas for discussion, and a clear 'map' through the unit. The modules are connected through the inquiry question nicely. Clear what resources and prep are needed for each day."</li> </ul>	<ul style="list-style-type: none"> <li>• More content than time in the daily schedule / year allows (3-4 units, 25 core lessons per unit) <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: "I also am concerned that InquirED requires 75 lessons taught over the course of the school year with each lesson lasting 45 minutes. I honestly don't know how that could fit when looking at required minutes for reading, writing, math."</li> </ul> </li> <li>• As a national platform it does not offer Beaverton / Portland / Oregon specific content</li> <li>• Lots of time for onboarding training of a new platform</li> <li>• Requires a lot of materials prep (worksheets, vocabulary cards, etc.)</li> <li>• The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4</li> <li>• A comprehensive curriculum tends to isolate content areas</li> </ul>

<b>K-5 teacher and TOSA-created Booklists</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Engaging</li> <li>● High quality children’s literature that supports teaching the standards and essential question</li> <li>● Highlights the Ethnic Studies Themes</li> <li>● Includes bilingual books at each grade level</li> <li>● Read alouds with layering of additional resources, such as art, media, music, primary sources, etc.</li> <li>● Customized lists created for Dual Language classes and Specialized Programs</li> <li>● Variety of representation of authors</li> <li>● Books serve as a launching point / provocation into a unit or exploration of an inquiry question               <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “Some books are great launches for Social Science Analysis followed by a dive into particular standards.”</li> <li>○ BSD Teacher Feedback: “I love how this could be layered with family stories and connections.”</li> </ul> </li> <li>● Each grade level includes books about changemakers and ways students can take action</li> <li>● Multiple and diverse perspectives</li> <li>● Supports integration across content areas               <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “This is a great book for multiple subjects all year long.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Any gaps in representation could always be modified</li> <li>● Teacher Scaffolding would be needed               <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “Teachers need to have support to know how to connect this with the local community.”</li> <li>○ Guidance documents with pronunciation and cultural contexts are needed</li> </ul> </li> <li>● Professional development needed for instructional read aloud and facilitating class discussions with an Inquiry lens</li> </ul>

<b>Grade 3 &amp; 4: Student Atlas of Oregon Maps and activities</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● 85 pages of high quality, color maps of the state/regions of Oregon that include (but not limited to) thematic maps, map projections, map scale, physical regions, plate tectonics, natural hazards, average temperatures/precipitation/etc., ecoregions, vegetation zones, forests,</li> </ul>	<ul style="list-style-type: none"> <li>● Will require intentionality and planning to align select maps aligned to state geography standards for 3rd &amp; 4th grade               <ul style="list-style-type: none"> <li>○ Would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as a stand-alone</li> </ul> </li> </ul>

<p>timber, forest fire risk, watersheds, dams, mineral deposits, energy production, Native American language groups, Oregon Trail info, Oregon statehood, population, local ancestry and race, land ownership, major crops and products, transportation, employment, counties, recreation and tourism, rivers, and place names.</p> <ul style="list-style-type: none"> <li>• Created by Center for Spatial Analysis and Research at Portland State University (2009; 2015)</li> <li>• Available in <a href="#">Spanish</a></li> <li>• Has <a href="#">accompanying lessons</a>, though they could be improved</li> </ul>	<ul style="list-style-type: none"> <li>○ resource.</li> <li>○ This will require lots of planning and collaboration.</li> </ul>
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<b>Grade 3: Oregon Historical Society’s 3 Student Texts: “Portland Becomes A City,” “Portland Biographies,” “Portland Stories of Action and Impact” and Workbooks</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Brand new (drafted in winter/spring 2022) resources from the Oregon Historical Society telling an updated and more authentic perspective of local history.</li> <li>• Open to feedback from a statewide teacher/educator advisory group and incorporating teacher feedback from BSD and across the state</li> <li>• Aligned to Oregon 2021 Social Science standards <ul style="list-style-type: none"> <li>○ <a href="#">Portland Biographies</a></li> <li>○ <a href="#">Portland Becomes a City</a></li> <li>○ <a href="#">Portland Action and Impact</a></li> </ul> </li> <li>• Can be printed as a book that will only need to be purchased once.</li> </ul>	<ul style="list-style-type: none"> <li>• Could be considered a “text book”</li> <li>• Student workbooks could/would benefit from more teacher guidance on how/when to use them.</li> <li>• All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> <li>○ This will require lots of planning and collaboration.</li> </ul> </li> </ul>

<b>Grade 4: Oregon Historical Society Student Text “Since Time Immemorial”</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Brand new (drafted in winter/spring 2022) resources from the Oregon Historical Society telling an updated and more authentic perspective of local history.</li> <li>• Open to feedback from a statewide teacher/educator advisory group and incorporating teacher feedback from BSD</li> </ul>	<ul style="list-style-type: none"> <li>• Could be considered a “text book”</li> <li>• Student workbooks could/would benefit from more teacher guidance on how/when to use them.</li> <li>• All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment</li> </ul>

<ul style="list-style-type: none"> <li>and across the state</li> <li>● Aligned to Oregon 2021 Social Science standards <ul style="list-style-type: none"> <li>○ <a href="#">Since Time Immemorial</a></li> </ul> </li> <li>● Includes student workbooks</li> <li>● Can be printed as a hardcover book that will only need to be purchased once.</li> </ul>	<ul style="list-style-type: none"> <li>with units so as not to treat this as text book.</li> <li>○ This will require lots of planning and collaboration.</li> </ul>
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<b>Grade 4: “This is Kalapuyan Land” text/workbook</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Highlights authentic perspectives on local Indigenous history, perspective, and presence: <ul style="list-style-type: none"> <li>○ Created in collaboration with Curator Steph Littlebird Fogel (Grand Ronde, Kalapuya)</li> <li>○ Includes history and perspectives with/from Kalapuyan peoples, contemporary Native artwork, added historical content from David G. Lewis, Phd: preeminent scholar on Western Oregon tribes.</li> </ul> </li> <li>● Aligned to 2021 OR SS standards and has suggested curriculum pairings with ODE SB13 Tribal History lessons and some Grand Ronde curriculum.</li> <li>● Has <a href="#">teacher’s guide</a></li> <li>● Available in Spanish (gracias Marcela!!)</li> <li>● Prompts critical thinking around representation of Indigenous history and identity in non-Indigenous institutions.</li> <li>● Presents key vocabulary related to Indigenous identity in the Tualatin Valley and beyond.</li> <li>● Describes how to refer to Native identity and tribes</li> <li>● Recognizes living, current Native presence in Oregon and beyond</li> <li>● Reinforces that history can be told from multiple perspectives</li> <li>● Includes arts integration and projects <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “The colored pictures were engaging and brought up a lot of conversations. “</li> </ul> </li> <li>● BSD has a relationship with content creators and Five Oaks museum to continue collaboratively improving the resource and learning experience(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Upon glance can be viewed as primarily worksheets/student packets. <ul style="list-style-type: none"> <li>○ BSD teacher feedback: “Too much packet work. It is good but educators didn’t make the curriculum, if so they should know packet work isn’t successful.”</li> <li>○ BSD teacher feedback: “The writing portion seemed unnecessary for most sections. Just busy work We ended up reading and then having a class discussion. It seemed like a huge waste of paper. Also not engaging and finding time to complete the art activities was very difficult.”</li> </ul> </li> <li>● All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> <li>○ This will require lots of planning and collaboration.</li> </ul> </li> <li>● BSD teacher feedback: “While the packet has some good things, it is not meant for a classroom teacher to use. It needs a lot more support for it to be used well, such as videos or any sort of curriculum to accompany the information to make it cohesive and comprehensible.”</li> <li>● Method of delivery (packet/worksheets) goes against our inquiry approach and best practices: <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “It is very limited and circling and underlining words do not really help synthesize the topic.”</li> <li>○ BSD Teacher Feedback: “It is not an inquiry driven, agency building</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● BSD teacher feedback: “This resource opened up great conversations. Students responded very positively and had a lot to say.”</li> <li>● BSD teacher feedback: “Wonderful! This was a well thought out resource and the presentation was very smooth. We enjoyed learning and talking together using this resource.”</li> </ul>	<p>unit. We grabbed bits and pieces but it doesn’t support high level concept based thinking. It is far too spoon fed and direct.”</p> <ul style="list-style-type: none"> <li>○ BSD Teacher Feedback: “Please raise the level of analysis and discourse (there are lots of circling and underlining -- that doesn't take any thinking).”</li> </ul>
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<b>Grade 4: “Oregon is Indian Country” text/workbook</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Highlights authentic perspectives on local Indigenous history, perspective, and presence. <ul style="list-style-type: none"> <li>○ Created in collaboration with the Oregon Historical Society and tribal consultants from all 9 federally-recognized tribes in Oregon</li> <li>○ All photos included were provided by 9 tribes.</li> </ul> </li> <li>● This resource is referenced as key mentor text in the 4th grade SB13 Tribal History lessons, and therefore is foundational for student understanding.</li> <li>● Prompts critical thinking around representation of Indigenous history and identity in non-Indigenous institutions.</li> <li>● Presents key vocabulary related to Indigenous identity</li> <li>● Recognizes living, current Native presence in Oregon and beyond</li> <li>● Reinforces that history can be told from multiple perspectives</li> <li>● Includes arts integration and projects</li> </ul>	<ul style="list-style-type: none"> <li>● Published in 2009 and not aligned with 2021 OR SS standards.</li> <li>● Upon glance can be viewed as primarily text/worksheets/student packets. <ul style="list-style-type: none"> <li>○ Text/lexile is high for 4th grade students.</li> </ul> </li> <li>● All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> <li>○ This will require lots of planning and collaboration.</li> </ul> </li> <li>● Not available in Spanish</li> <li>● No teacher’s guide</li> </ul>

<b>K-2 Studies Weekly</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>● Easy to use</li> <li>● Covers themes such as civic and government, financial literacy and geography</li> <li>● Print and digital</li> </ul>	<ul style="list-style-type: none"> <li>● Limited Spanish resources</li> <li>● Did not cover local, Oregon history and/or perspectives.</li> <li>● This program doesn’t align closely with our SS position and direction in our</li> </ul>

	<p>district of moving an towards inquiry-based approach</p> <ul style="list-style-type: none"> <li>• Not enough time to use all the resources that would be purchased through this platform</li> <li>• General content, and US-centric</li> </ul>
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<b>K-2 Time for Kids</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Print AND Digital versions</li> <li>• Affordable subscription (\$5.50/student annually)</li> <li>• Aligned to CCSS</li> <li>• Current events and historical events</li> <li>• A few stories are in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Could not offer us trial access to pilot the platform</li> <li>• English-text/speech heavy, not MLL-friendly</li> <li>• Did not cover local, Oregon history and/or multiple perspectives.</li> <li>• Very general content, US-centric</li> <li>• Needs more depth and breadth of content for Social Sciences</li> <li>• Lack of differentiation for students</li> <li>• Inconsistent across content areas</li> <li>• We would have liked to see more tasks that asked students to apply critical and higher-order thinking skills</li> </ul>

<b>K-2 Teacher-Created-Materials Company</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Offers “a la carte” options to purchase only the components we need</li> <li>• Covers themes such as civics and government,</li> <li>• Offers primary sources</li> <li>• Untold stories component has</li> <li>• Integrates other content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Limited Spanish resources</li> <li>• Did not cover local, Oregon history and/or perspectives.</li> <li>• This program includes many components such as leveled readers which we don’t need and don’t fit</li> <li>• General concepts</li> <li>• Worksheet-based which does not align with our SS position or district direction toward a more inquiry-based approach</li> <li>• A comprehensive curriculum tends to isolate content areas</li> </ul>

<b>Grade 5: Newsela Custom Collection</b>	
<b>Strengths</b>	<b>Limitations</b>
<ul style="list-style-type: none"> <li>• Customized to align with the Oregon standards</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns about too much screen time with this platform</li> </ul>



- Some articles available in Spanish
- Integrates with Language Arts
- Option to adjust the lexile level to meet the needs of readers
- Not a new platform for many teachers, which would not require a lot of training
- BSD Teachers and TOSAs can provide feedback to Newsela to improve the collection based on our needs

- Teachers concerned that it is not a full curriculum
  - BSD Teacher Feedback: “While I love Newsela as a resource, I’m not convinced of it as a full curriculum.”
- Lacks a variety of engaging resources
  - BSD Teacher Feedback: “It’s just a collection of Newsela articles with some basic activities?! It doesn’t seem like a SS curriculum. Newsela has some great articles, but it seems more important to have a variety of resources.”
- Text / reading heavy
  - BSD Teacher Feedback: “This seems super text heavy. What do kids do other than read? History needs visual, storytelling, debate, art integration, music, etc.. If all kids are doing is reading, we are going to bore them into hating social studies pretty quickly.”
- Reading level does not go below 3rd grade, which is problematic for SPED and students reading below that level

## Appendix 6: \*Draft\* Grade K-5 Social Sciences Book Lists

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians.
- Alignment with [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- [Social Justice Books](#): a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- [School Library Journal](#): a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with IIA/AR standards, amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for elementary students (see [BSD IIA-AR Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected](#)"), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
  - The titles are also aligned & consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
  - The titles also meet IIA/AR standards.

**Note:** The draft book lists are examples of titles that may be included in book bins. The lists will be revisited and updated regularly based on teacher and student feedback and text availability.

**\*\*Draft\*\* Kindergarten Book List  
English Classrooms**

*All the Colors We Are/ Todos los colores de nuestra piel* (bilingual) by Katie Kissinger (2014)

*Camilla, Cartographer* by Julie Dillemoth (2019)

*Eyes that Speak to the Stars* by Joanna Ho (2022)

*Flash and Gleam: Light in our World* by Sue Fliess (2020)

*I am Every Good Thing* by Derrick Barnes (2020)

*Islandborn* by Junot Díaz (2018)

*Just Ask!* by Sonia Sotamayor (2019)

*Lily Learns about Wants and Needs* by Lisa Bullard (2013)

*Maybe Something Beautiful* by F. Isabel Campoy (2016)

*My Two Border Towns* by David Bowles (2021)

*One of A Kind, Like Me / Único como Yo* (bilingual) by Laurin Mayeno (2016)

*Our Favorite Day of the Year* by A. E. Ali (2020)

*Powwow Day* by Traci Sorell (2022)

*Quinito's Neighborhood / El vecindario de Quinito* (bilingual) by Ina Cumpiano (2009)

*Rise Up and Write It!* by Nandini Ahuja (2021)

*Speak Up!* by Miranda Paul (2020)

*The Proudest Blue* by Ibtihaj Muhammad (2019)

*The Shape of Home* by Rashin Kheiriyeh (2021)

*Vámanos a San Salvador* by Patty Rodriguez (2020)

*Vámonos a Oaxaca* by Patty Rodriguez (2020)

*We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun* (bilingual) by Carmen T. Bernier-Grand (2021)

*You Hold Me Up* by Monique Gray Smith (2017)

**\*\*Draft\*\* Kindergarten Book List  
Dual Language Classrooms**

*All the Colors We Are/ Todos los colores de nuestra piel* (bilingual) by Katie Kissinger (2014)

*¿De dónde eres?* by Yamile Saied Méndez (2019)

*¡Di Algo!* by Peter H. Reynolds (2019)

*Eyes that Speak to the Stars* by Joanna Ho (2022)

*Flash and Gleam: Light in our World* by Sue Fliess (2020)

*I am Every Good Thing* by Derrick Barnes (2020)

*La Luz de Lucia* by Margarita del Mazo (2015)

*La sombrilla grande* by Amy Krause Rosenthal (2020)

*Lola: Edición en español de Islandborn* by Junot Díaz (2018)

*Mango, Abuela, y Yo* by Meg Medina (2015)

*Mis dos pueblos fronterizos* by David Bowles (2021)

*One of A Kind, Like Me / Único como Yo* (bilingual) by Laurin Mayeno (2016)

*Our Favorite Day of the Year* by A. E. Ali (2020)

*Palettero Man / Que palettero tan cool* by Lucky Diaz (2021)

*Powwow Day* by Traci Sorell (2022)

*Quinito's Neighborhood / El vecindario de Quinito* by Ina Cumpiano (2009)

*Quizás algo hermoso* by F. Isabel Campoy (2018)

*Sembrando Historias: Pura Belpré, bibliotecaria y narradora de cuentos* by Anika Aldamuy Denise (2019)

*Somos guardianes del agua* by Carole Lindstrom (2021)

*Soñadores* by Yuyi Morales (2021)

*¡Solo Pregunta!* by Sonia Sotamayor (2019)

*Speak Up!* by Miranda Paul (2020)

*The Proudest Blue* by Ibtihaj Muhammad (2019)

*Tito Puente* by Monica Brown (2015)

*Vámonos a Havana* by Patty Rodriguez (2020)

*Vámonos a San Salvador* by Patty Rodriguez (2020)

*Vámonos a Oaxaca* by Patty Rodriguez (2020)

*We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun* (bilingual) by Carmen T. Bernier-Grand (2021)

*You Hold Me Up* by Monique Gray Smith (2017)

**\*\*Draft\*\* First Grade Book List  
English Classrooms**

*All Are Welcome* by Alexandra Penfold (2018)  
*Alma and How She Got Her Name* by Juana Martinez-Neal (2018)  
*Amira's Picture Day* by Reem Faruqi (2021)  
*Amy Wu and the Patchwork Dragon* by Kat Zhang (2020)  
*Bilal Cooks Daal* by Aisha Saeed (2019)  
*A Chair for My Mother* by Vera B. Williams (2007)  
*The Day You Begin* by Jacqueline Woodson (2018)  
*Harlem Grown* by Tony Hillery (2020)  
*The Most Beautiful Thing* by Kao Yang (2020)  
*The Oldest Student: How Mary Walker Learned to Read* by Rita Lorraine Hubbard (2020)  
*Paletero Man* by Lucky Diaz (2021)  
*Papa, Daddy and Riley* by Seamus Kirst (2020)  
*The Paper Kingdom* by Helena Ku Rhee (2020)  
*Peace* by Miranda Paul (2021)  
*Say Something!* by Peter H. Reynolds (2019)  
*Thank You, Omu!* by Oge Mora (2018)  
*Vámonos a Santo Domingo* by Patty Rodriguez (2021)  
*Vámonos a Antigua* by Patty Rodriguez (2021)  
*Vámonos a Bogotá* by Patty Rodriguez (2021)  
*We Are Grateful: Otsaliheliga* by Traci Sorell (2018)  
*We Are Water Protectors* by Carole Lindstrom (2020)  
*We Move Together* by Kelly Fritsch (2021)  
*When We Are Kind* by Monique Gray Smith (2020)

**\*\*Draft\*\* First Grade Book List  
Dual Language Classrooms**

*All Are Welcome* by Alexandra Penfold (2018)  
*All the Colors We Are / Todos los colores de nuestra piel* by Katie Kissinger (2014)

*Alma y cómo obtuvo su nombre* by Juana Martinez-Neal (2018)

*Amira's Picture Day* by Reem Faruqi (2021)

*De aquí como el Coquí* by Nomar Perez (2021)

*Cultivado en Harlem* by Tony Hillery (2022)

*¡Di Algo!* by Peter H. Reynolds (2019)

*El día en que descubres quién eres* by Jacqueline Woodson (2018)

*Evelyn del Rey se muda* by Meg Medina (2020)

*¡Gracias Omu!* by Oge Mora (2020)

*We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun* (bilingual) by Carmen T. Bernier-Grand (2021)

*Mi papi tiene una moto* by Isabel Quintero (2019)

*The Most Beautiful Thing* by Kao Yang (2020)

*Papá, Daddy and Riley* by Seamus Kirst (2020)

*The Paper Kingdom* by Helena Ku Rhee (2020)

*Paz* by Miranda Paul (2021)

*Quinito's Neighborhood / El vecindario de Quinito* by Ina Cumpiano (2009)

*Sembrando Historias* by Anika Aldamuy Denise (2019)

*Un sillón para mi mamá* by Vera B. Williams (2007)

*La sombrilla grande* by Amy Krause Rosenthal (2020)

*Somos guardianes del agua* by Carole Lindstrom (2021)

*Tú importas* by Christian Robinson (2020)

*Vámonos a Santo Domingo* by Patty Rodriguez (2021)

*Vámonos a Antigua* by Patty Rodriguez (2021)

*Vámonos a Bogotá* by Patty Rodriguez (2021)

*We Are Grateful: Otsaliheliga* by Traci Sorell (2018)

*We Move Together* by Kelly Fritsch (2021)

*When We Are Kind* by Monique Gray Smith (2020)

**\*\*Draft\*\* Second Grade Book List  
English Classrooms**

*All Because You Matter* by Tami Charles (2020)

*Coquí in the City* by Nomar Perez (2021)  
*Drawn Together* by Minh Lê (2018)  
*Dumplings for Lili* by Melissa Iwai (2021)  
*Everything Naomi Loved* by Katie Yamasaki (2020)  
*Fry Bread* by Kevin Noble Maillard (2019)  
*Hair Twins* by Raakhee Mirchandani (2021)  
*Home is In-Between* by Mitali Perkins (2021)  
*Josie Dances* by Denise Lajimodiere (2021)  
*Just Ask!* by Sonia Sotamayor (2019)  
*Malala's Magic Pencil* by Malala Yousafzai (2017)  
*Mapping Sam* by Joyce Hesselberth (2018)  
*Mario and the Hole in the Sky: How a Chemist Saved Our Planet* by Elizabeth Rusch (2019)  
*Mixed* by Arree Chung (2018)  
*Rainbow Weaver / Tejedora del arcoiris* by Linda Elovitz Marshall (2016)  
*Right Now! Real Kids Speaking Up for Change* by Miranda Paul (2021)  
*The Arabic Quilt* by Aya Khalil (2020)  
*Vámonos a Panama City* by Patty Rodriguez (2021)  
*Vámonos a Tegucigalpa* by Patty Rodriguez (2021)  
*Wanda* by Sihle Nontshokweni (2021)  
*When Aiden Became a Brother* by Kyle Lukoff (2019)  
*Where are You From?* by Yamile Saied Méndez (2019)

**\*\*Draft\*\* Second Grade Book List  
Dual Language Classrooms**

*¡Qué Cosas Dice Mi Abuela!* by Ana Galán (2013)  
*¡Sí se puede! / Yes, we can!* by Diana Cohn (2008)  
*¡Solo Pregunta! Sé Diferente, Sé Valiente, Sé Tú* by Sonia Sotamayor (2019)  
*¿De dónde eres?* by Yamila Saied Méndez (2019)  
*De aquí como el Coquí* by Nomar Perez (2021)  
*¡Di algo!* by Peter H. Reynolds (2019)

*Dumplings for Lili* by Melissa Iwai (2021)

*El día en que descubres quién eres* by Jacqueline Woodson (2018)

*El Lápiz Mágico de Malala* by Malala Yousafzai (2018)

*El puente de Luca* by Mariana Llanos (2019)

*Everything Naomi Loved* by Katie Yamasaki (2020)

*Fry Bread* by Kevin Noble Maillard (2019)

*La Casa de Algún Día* by Julie Durango (2020)

*Lola: Edición en español de Islandborn* by Junot Díaz (2018)

*Mario y el agujero en el cielo: cómo un químico salvó nuestro planeta* by Elizabeth Rusch (2019)

*Mi Papá es un Payaso* by José Carlos Andrés (2017)

*Mezclados* by Arree Chung (2018)

*Pasando páginas: La historia de mi vida* by Sonia Sotamayor (2018)

*Rainbow Weaver / Tejedora del arcoiris* by Linda Elovitz Marshall (2016)

*Rescatando Palabras* by Angela Burke Kunkel (2020)

*The Arabic Quilt* by Aya Khalil (2020)

*Tú importas* by Christian Robinson (2020)

*Un Nuevo Hogar* by Tania de Regil (2019)

*Vámonos a Lima* by Patty Rodriguez (2020)

*Vámonos a Panama City* by Patty Rodriguez (2021)

*Vámonos a Tegucigalpa* by Patty Rodriguez (2021)

*Wanda* by Sihle Nontshokweni (2021)

*When Aiden Became a Brother* by Kyle Lukoff (2019)

**\*\*Draft\*\* 3rd Grade Book List  
English Classrooms**

*A Vote is a Powerful Thing* by Catherine Stier (2020)

*Alejandría Fights Back! / ¡La Lucha de Alejandría!* by Leticia Hernández-Linares (2021)

*Areli Is A Dreamer* by Areli Morales (2021)

*Change Sings* by Amanda Gorman (2021)

*Harlem Grown* by Tony Hillery (2020)



*I Can Write the World* by Joshunda Sanders and Charly Palmer (2019)

*I Wish You Knew* by Jackie Azúa Kramer (2021)

*Jayden's Impossible Garden* by Mélina Mangal (2021)

*Just Help!* By Sonia Sotomayor (2021)

*Kamala and Maya's Big Idea* by Meena Harris (2020)

*My Name is Bana* by Bana Alabed (2021)

*My Papi Has a Motorcycle* by Isabel Quintero (2019)

*Playing at the Border: A Story of Yo-Yo Ma* by Joanna Ho (2021)

*Right Now: Real Kids Speaking Up for Change* by Miranda Paul and Bea Jackson (2021)

*Someone Builds the Dream* by Lisa Wheeler and Loren Long (2021)

*The Fearless Flight of Hazel Ying Lee* by by Julie Leung and Julie Kwon (2021)

*The One Day House* by Julia Durango and Bianca Diaz (2020)

*We Are Grateful: Otsaliheliga* by Traci Sorell (2018)

*We Rise, We Resist, We Raise our voices* by by Wade Hudson and Cheryl Willis Hudson (2019)

*When We Say Black Lives Matter* by by Maxine Beneba Clarke (2021)

*Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)

*Portland Biographies* (Oregon Historical Society, 2022)

*Portland Becomes a City* (Oregon Historical Society, 2022)

*Portland Stories of Action and Impact* (Oregon Historical Society, 2022)

**\*\*Draft\*\* 3rd Grade Book List  
Dual Language Classrooms**

*¡Gracias Omu!* by Oge Mora (2020)

*¡Solo Ayuda! / Just Help!* By Sonia Sotomayor (2021)

*A Vote is a Powerful Thing* by Catherine Stier (2020)

*Areli es Una Dreamer* by Areli Morales (2021)

*Alejandría Fights Back! / ¡La Lucha de Alejandría!* by Leticia Hernández-Linares (2021)

*Be Bold! Be Brave! 11 Latinas who made U.S. History* by Naibe Reynoso (2019)

*Change Sings* by Amanda Gorman (2021)

*Cultivado En Harlem* by Tony Hillery (2022)

*El día en que descubres quién eres* by Jacqueline Woodson (2018)

*I Can Write the World* by Joshunda Sanders and Charly Palmer (2019)

*Ojalá supieras / I Wish You Knew* by Jackie Azúa Kramer (2021)

*Jayden's Impossible Garden* by Mélina Mangal (2021)

*Kamala and Maya's Big Idea* by Meena Harris (2020)  
*La Casa de Algún Día/The One Day House* by Julia Durango and Bianca Diaz (2020)  
*My Name is Bana* by Bana Alabed (2021)  
*Mi Papi Tiene Un Moto / My Papi Has a Motorcycle* by Isabel Quintero (2019)  
*Playing at the Border: A Story of Yo-Yo Ma* by Joanna Ho (2021)  
*Separate is Never Equal* by Duncan Tonatiuh (2014)  
*Someone Builds the Dream* by Lisa Wheeler and Loren Long (2021)  
*The Fearless Flight of Hazel Ying Lee* by Julie Leung and Julie Kwon (2021)  
*We Are Grateful: Otsaliheliga* by Traci Sorell (2018)  
*We Rise, We Resist, We Raise our voices* by Wade Hudson and Cheryl Willis Hudson (2021)  
*When We Say Black Lives Matter* by Maxine Beneba Clarke (2021)  
*Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)  
*Portland Biographies* (Oregon Historical Society, 2022)  
*Portland Becomes a City* (Oregon Historical Society, 2022)  
*Portland Stories of Action and Impact* (Oregon Historical Society, 2022)

**\*\*Draft\*\* 4th Grade Book List  
English Classrooms**

*Buffalo Bird Girl: A Hidatsa Story* by S D Nelson (2015)  
*Classified: The Secret Career of Mary Golda Ross, Cherokee Aerospace Engineer* by Traci Sorell (2021)  
*Coolies* by Yin (2003)  
*Digging for Words: Jose Alberto Gutierrez and the Library He Build* by Angela Burke Kunkel (2020)  
*Drawn Together* by Minh Lê (2018)  
*La Frontera: El Viaje Con Papa / My Journey With Papa* by Alfredo Alva (2018)  
*I Am Not a Number* by Jenny Kay Dupius (2019)  
*Indian No More* by Charlene Willin Mcmanis (2019)  
*The Journey of York: The Unsung Hero of the Lewis and Clark Expedition* by Hasan Davis (2019)  
*No Voice Too Small: Fourteen Young Americans Making History* by Lindsay H. Metcalf (2020)  
*Sharuko* by Monica Brown (2020)  
*Thank You Omu!* by Oge Mora (2020)  
*The True West* by William Luong (2020)  
*We Are Still Here!: Native American Truths Everyone Should Know* by Traci Sorell (2021)

*We Are Water Protectors* by Carole Lindstrom (2020)

*We Rise, We Resist, We Raise Our Voices* by Wade Hudson (2021)

*When We Were Alone* by David A Robertson (2016)

*Woke: A Young Poet's Call to Justice* by Mahogany L Browne (2020)

*Your Name is a Song* by Jamil Thompkins-Bigelow (2020)

*Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)

*Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)

*Since Time Immemorial* (Oregon Historical Society, 2022)

**\*\*Draft\*\* 4th Grade Book List  
Dual Language Classrooms**

*Coolies* by Yin (2003)

*Drawn Together* by Minh Lê (2018)

*La Frontera: El Viaje Con Papa / My Journey With Papa* by Alfredo Alva (2018)

*¡Gracias Omu!* by Oge Mora (2020)

*I Am Not a Number* by Jenny Kay Dupius (2019)

*In My Family / En Mi Familia* by Carmen Lomas Garza (2000)

*Indian No More* by Charlene Willin Mcmanis (2019)

*The Journey of York: The Unsung Hero of the Lewis & Clark Expedition* by Hasan Davis (2019)

*My Diary From Here to There / Mi Diario De Aquí Hasta Allá* by Amada Irma Perez (2009)

*No Voice Too Small: Fourteen Young Americans Making History* by Lindsay H. Metcalf (2020)

*Ojalá Supieras* by Jackie Azua Kramer (2021)

*Pasando Páginas: La Historia De Mi Vida* by Sonia Sotomayor (2018)

*Rainbow Weaver / Tejedora Del Arcoiris* by Linda Elovitz Marshall (2016)

*Rescatando Palabras* by Angela Burke Kunkel (2020)

*Separate Is Never Equal: Sylvia Mendez and Her Family's Legacy* by Duncan Tonatiuh (2014)

*Sharuko* by Monica Brown (2020)

*Somos Guardianes Del Agua* by Carole Lindstrom (2020)

*The True West* by Wiliam Luong (2020)

*We Are Still Here!: Native American Truths Everyone Should Know* by Traci Sorell (2021)

*We Rise, We Resist, We Raise Our Voices* by Wade Hudson (2021)

*When We Were Alone* by David A Robertson (2016)

*Woke: A Young Poet's Call to Justice* by Mahogany L Browne (2020)

*Your Name is a Song* by Jamilah Thompkins-Bigelow (2020)

*Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)

*Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)

*Since Time Immemorial* (Oregon Historical Society, 2022)

**\*\*Draft\*\* 5th Grade Book List  
English Classrooms**

*Anna Strong: A Spy During the American Revolution* by Sarah Glenn Marsh (2020)

*Equality's Call: The Story of Voting Rights in America* by Deborah Diesen (2020)

*Escucha mi voz/ Hear My Voice* by Warren Binford (2021)

*For Which We Stand: How Our Government Works and Why it Matters* by Jeff Foster (2020)

*Her Name Was Mary Katherine* by Ella Schwartz (2022)

*Hiawatha and the Peacemaker* by Robbie Robertson (2015)

*Mumbet's Declaration of Independence* by Gretchen Woelfle (2014)

*Paper Son* by Julie Leung (2019)

*Sharice's Big Voice* by Sharice Davids (2021)

*Stamped (for kids)* by Sonja Cherry-Paul and Jason Reynolds (2021)

*The 1619 Project Born on the Water* by Nikole Hannah-Jones and Renée Watson (2021)

*The People Shall Continue* by Simon J Ortiz (2017)

*The Year We Learned to Fly* by Jacqueline Woodson (2022)

*This is a School* by John Schu (2022)

*We are the Change: Words of Inspiration from Civil Rights* by Harry Belafonte (2019)

*We Want to Go to School!* by Maryann Cocca-Leffler and Janine Leffler (2021)

*William Still and His Freedom Stories* by Don Tate (2020)

*Woke: A Young Poet's Call to Justice* by Mahogany L. Browne (2020)

*Your Legacy: A Bold Reclaiming of Our Enslaved History* by Schele Williams (2021)

**\*\*Draft\*\* 5th Grade Book List  
Dual Language Classrooms**

*Anna Strong: A Spy During the American Revolution* by Sarah Glenn Marsh (2020)  
*El Lapiz Magico De Malala* by Malala Yousafzai (2018)  
*El Movimiento Por Los Derechos Civiles de Los Mexicoamericanos* by Theresa Morlock (2017)  
*Equality's Call: The Story of Voting Rights in America* by Deborah Diesen (2020)  
*Escucha mi voz/ Hear My Voice* by Warren Binford (2021)  
*For Which We Stand: How Our Government Works and Why it Matters* by Jeff Foster (2020)  
*Her Name Was Mary Katherine* by Ella Schwartz (2022)  
*Manos que bailan* by Margarita Engle (2021)  
*Mumbet's Declaration of Independence* by Gretchen Woelfle (2014)  
*Paper Son* by Julie Leung (2019)  
*Sharice's Big Voice* by Sharice Davids (2021)  
*Sharuko* by by Monica Brown (2020)  
*Side by Side/Lado a lado* by Monica Brown (2020)  
*Stamped (for Kids)* by Sonja Cherry-Paul and Jason Reynolds (2021)  
*The 1619 Project Born on the Water* by Nikole Hannah-Jones and Renée Watson (2021)  
*El Pueblo Seguirá / The People Shall Continue* by Simon J Ortiz (2017)  
*El año en que aprendimos a volar/ The Year We Learned to Fly* by Jacqueline Woodson (2022)  
*We are the Change: Words of Inspiration from Civil Rights* by Harry Belafonte (2019)  
*We Want to Go to School!* by Maryann Cocca-Leffler and Janine Leffler (2021)  
*William Still and His Freedom Stories* by Don Tate (2020)  
*Woke: A Young Poet's Call to Justice* by Mahogany L. Browne (2020)  
*Your Legacy: A Bold Reclaiming of Our Enslaved History* by Schele Williams (2021)

**\*\*Draft\*\* Specialized Programs Book List**

**K-2**

*All Because You Matter* by Tami Charles (2020)  
*All the Colors We Are / Todos los colores de nuestra piel* by Katie Kissinger (2014)  
*Alma and How She Got Her Name* by Juana Martinez-Neal (2018)  
*Amira's Picture Day* by Reem Faruqi (2021)  
*Dumplings for Lili* by Melissa Iwai (2021)  
*Everything Naomi Loved* by Ian Lendler (2020)  
*Eyes that Speak to the Stars* by Joanna Ho (2022)  
*Fry Bread: A Native American Family Story* by Kevin Noble Maillard (2019)

*Harlem Grown* by Tony Hillery (2020)

*Home is In-Between* by Mitali Perkins (2021)

*Islandborn* by Junot Diaz (2018)

*Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor (2019)

*Mapping Sam* by Joyce Hesselberth (2018)

*Maybe Something Beautiful* by Isabel Campoy (2016)

*Mixed: A Colorful Story* by Arree Chung (2018)

*Our Favorite Day of the Year* by A.E. Ali (2020)

*Paletero Man* by Lucky Diaz (2021)

*Papa, Daddy and Riley* by Seamus Kirst (2020)

*The Paper Kingdom* by Helena Ku Rhee (2020)

*Peace* by Miranda Paul (2021)

*Powwow Day* by Traci Sorell (2022)

*The Proudest Blue* by Ibtihaj Muhammad(2019)

*Rainbow Weaver / Tejedora del arcoiris* by Linda Elovitz Marshall (2016)

*Speak Up* by Miranda Paul (2020)

*Thank You, Omu!* by Oge Mora (2018)

*We Are Water Protectors* by Carole Lindstrom (2020)

*We Laugh Alike / Juntos nos reímos* by Carmen T. Bernier-Grand (2021)

*We Move Together* by Kelly Fritsch (2021)

*Where Are You From?* By Yamile Saied Mendez (2019)

*You Hold Me Up* by Monique Gray Smith (2017)

**\*\*Draft\*\* Specialized Programs Book List**

**3-5**

*Anna Strong: A Spy During the American Revolution* by Sarah Glenn Marsh (2020)

*Areli is a Dreamer: A True Story* by Areli Morales (2021)

*Change Sings: A Children's Anthem* by Amanda Gorman (2021)

*Digging for Words: Jose Alberto Gutierrez and the Library He Built* by Angela Burke Kunkel (2020)

*Drawn Together* by Minh Lê (2018)

*Equality's Call: The Story of Voting Rights in America* by Deborah Diesen (2020)

*The Fearless Flights of Hazel Ying Lee* by Julie Leung (2021)

*Harlem Grown* by Tony Hillery (2020)

*Hear My Voice / Escucha Mi Voz: The Testimonies of Children* by Warren Binford (2021)

*Her Name Was Mary Katherine: The Only Woman Whose Name is on the Declaration of Independence* by Ella Schwartz (2022)

*I Wish You Knew* by Jackie Azua Kramer (2021)

*Just Help!: How to Build a Better World* by Sonia Sotomayor (2022)

*My Name is Bana* by Bana Alabed (2021)

*My Papi Has a Motorcycle* by Isabel Quintero (2019)

*No Voice Too Small: Fourteen Young Americans Making History* by Lindsay H Metcalf (2020)

*The One Day House* by Julia Durango (2020)

*Right Now!: Real Kids Speaking Up for Change* by Miranda Paul (2021)

*Sharice's Big Voice: A Native Kid Becomes a Congresswoman* by Sharice Davids (2021)

*A Vote is a Powerful Thing* by Catherine Stier (2020)

*We Are Grateful: Otasaliheliga* by Traci Sorell (2018)

*We Are the Change: Words of Inspiration from Civil Rights Leaders* by Harry Belafonte (2019)

*We are Water Protectors* by Carole Lindstrom (2020)

*We Rise, We Resist, We Raise Our Voices* by Wade Hudson (2019)

*We Want to go to School!: The Fight for Disability Rights* by Maryann Cocca-Leffler (2021)

*When We Were Alone* by David A Robertson (2016)

*Where Are You From?* by Yamile Saied Mendez (2019)

*William Still and His Freedom Stories: The Father of the Underground Railroad* by Don Tate (2020)

*Woke: A Young Poet's Call to Justice* by Mahogany L Browne (2020)

*The Year We Learned to Fly* by Jacqueline Woodson (2022)



## Appendix 7: Middle School Social Sciences Supplementary Text Lists

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians
- Alignment with 2021 Oregon Social Science Standards Integrated with Ethnic Studies, and Oregon Department of Education’s ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists
- Public Library resources and recommendations (Multnomah County and Washington County)
- Scholarly blogs, websites, and scholar suggestions from social media
- Own voices – books about characters who reflect the author’s own identity and the writing is based on the author’s own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with IIA/AR standards, amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for middle school students (see [BSD IIA-AR Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected](#)”), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
  - The titles are also aligned & consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
  - The titles also meet IIA/AR standards

**Note: The draft book lists are examples of titles that may be included in book bins. The lists will be revisited and updated regularly based on teacher and student feedback and text availability.**

### **Grade 6** (titles in English and Spanish)

- *Turtle Island: The Story of North America's First People* (Yellowhorn & Lowinger, 2017)
- *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)
- *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)
- *Map: Native American Nations: Traditional Names and Locations* (Carapella, n.d.)
- *Map: Tribal Nations of the Western Hemisphere: Traditional Names and Locations* (Carapella, n.d.)
- *The Revolution That Gave Birth to Haiti* (Dubois, 2020)
- *Sapiens: A Graphic History* (Harari, Vandermeulen & Casanave, 2020)
- *Sapiens: El Nacimiento de la humanidad* (Harari, Vandermeulen & Casanave, 2020)
- *Before Columbus: The Americas of 1491* (Mann, 2009)
- *An Indigenous Peoples' History of the United States for Young People* (Dunbar-Ortiz, Mendoza & Reese, 2019)
- *La historia indígena de Estados Unidos* (Dunbar-Ortiz, 2020)
- *A Young People's History of the United States: Volume One* (Zinn & Steffoff, 2007)
- *Historia de los Estados Unidos* (Captivating History, 2020)
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K–12 Curriculum* (Schmitke, Sabzalian & Edmundson, 2020)
- *National Geographic: Countries of the World: Mexico* (Gruber, 2009)
- *Sharuko: Peruvian Archaeologist* (Brown & Chavarri, 2020)
- *We Are Water Protectors* (Lindstrom & Goade, 2021)
- *Somos Guardianes del Agua* (Lindstrom & Goade, 2021)
- *The People Shall Continue* (Ortiz, 2017)
- *El Pueblo Seguirá* (Ortiz, 2017)
- *We Are Still Here! Native American Truths Everyone Should Know* (Sorell, 2021)
- *Haiti: The First Black Republic* (Derenoncourt, Jr., 2021)
- *The Honey Jar* (Menchú & Liano, 2020)
- *El Vaso de Miel* (Menchú & Liano, 2020)
- *3 DBQs from: ORIGINAL Mini-Qs in American History & NEW Mini-Qs in American History* (The DBQ Project, n.d.) \*English and Spanish

### **Grade 7**

- *Atlas of World History: 3rd Ed.* (Nystrom, 2020)
- *Atlas del Mundo* (Nystrom, 2011)
- *The Silk Roads: A New History of the World* (Frankopan, 2018)
- *Africa: Amazing Africa, Country by Country* (Atinuke, 2019)
- *Black History: Black Influence from Ancient Africa to Modern Times* (Milton Jr. & Freeman, 2021)
- *Black History: Modern Africa* (Milton Jr. & Freeman, 2021)
- *National Geographic Countries of the World: India* (Dalal, 2007)
- *National Geographic Countries of the World: China* (Green, 2009)
- *National Geographic Countries of the World: Japan* (Phillips, 2009)

- *1493 for Young People: From Columbus's Voyage to Globalization* (2014, Mann)
- *Born on the Water* (Hannah-Jones & Watson, 2021)
- *The Arabic Quilt* (Khalil & Semirdzhyan, 2020)
- *Where Three Oceans Meet* (LaRocca, 2021)
- *Watercress* (Wang & Chin, 2021)
- *The Star Festival* (Hadley, 2021)
- *The Ocean Calls* (Cho, 2020)
- *In My Mosque* (Yuksel, 2021)
- *Lailah's Lunchbox: A Ramadan Story* (Faruqi, 2015)
- *Historia Afroamericana y Revolución Haitiana* (Captivating History, 2019)
- *Historia Antigua* (Captivating History, 2019)
- *Historia Mínima de China* (Beja, 2010)
- *Historia Mínima de Japón* (Tanaka, 2011)
- *Historia Mínima de Corea* (León Manríquez, 2009)
- *DBQs from: World History Mini-Q Binders - Volume 1* (The DBQ Project, n.d.) \*English and Spanish
- *DBQs from: World History Mini-Q Binders - Volume 2* (The DBQ Project, n.d.) \*English and Spanish

## Grade 8

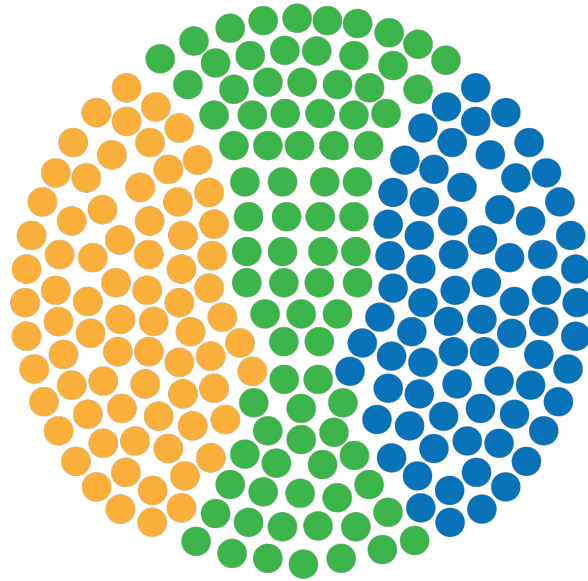
- *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)
- *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)
- *Map: Native American Nations: Traditional Names and Locations* (Carapella, n.d.)
- *An Indigenous Peoples' History of the United States for Young People* (Dunbar-Ortiz, Mendoza & Reese, 2019)
- *La historia indígena de Estados Unidos* (Dunbar-Ortiz, 2020)
- *A Young People's History of the United States: Volume One* (Zinn & Steffoff, 2007)
- *What the Eagle Sees: Indigenous Stories of Rebellion and Renewal* (Yellowhorn, 2019)
- *A Different Mirror for Young People: A History of Multicultural America* (Takaki & Steffoff, 2012)
- *Stamped (For Kids): Racism, Antiracism, and You* (Cherry-Paul, Reynolds, & Kendi, 2021)
- *Stamped: Racism, Antiracism, and You* (Reynolds & Kendi, 2020)
- *Stamped: el racismo, el antirracismo y tú* (Reynolds & Kendi, 2021)
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K–12 Curriculum* (Schmitke, Sabzalian & Edmundson, 2020)
- *A Queer History of the United States for Young People* (Bronski & Chevat, 2019)
- *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities* (Pohlen, 2015)
- *Fighting for YES!: The Story of Disability Rights Activist Judith Heumann* (Cocca-Leffler, 2022)
- *Rolling Warrior: The Incredible, Sometimes Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution* (Heumann & Joiner, 2021)
- *Finish The Fight!: The Brave and Revolutionary Women Who Fought for the Right to Vote* (Chambers et al., 2020)

- *History Smashers: Women's Right to Vote* (Messner, 2020)
- *For Which We Stand: How Our Government Works and Why It Matters* (Foster, 2020)
- *Sharice's Big Voice* (Davids & Mays, 2021)
- *The Undefeated* (Alexander & Nelson, 2019)
- *Woke: A Young Poet's Call to Justice* (Browne, Acevedo & Gatwood, 2020)
- *Your Legacy: A Bold Reclaiming of Our Enslaved History* (Williams & Engel, 2021)
- *Indian No More* (Mcmanis & Sorell, 2019)
- *Teaching a People's History of Abolition and the Civil War* (Sanchez, 2019)
- *ORIGINAL Mini-Qs in American History & NEW Mini-Qs in American History* (The DBQ Project, n.d.) \*English and Spanish

**Teacher Professional library:**

- *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* (Naseem-Rodriguez & Swalwell, 2022)
- *The Civically Engaged Classroom: Reading, Writing, and Speaking for Change* (Ehrenworth, Wolfe & Todd, 2020)
- *Rhythm and Resistance: Teaching Poetry for Social Justice* (Christensen, Watson & Watson, et al., 2015)
- *A People's Curriculum for the Earth: Teaching About the Environmental Crisis* (Bigelow, Swinehart, et al., 2014)

# BSD K-12 Social Sciences



**SOCIAL SCIENCES**  
BEAVERTON SCHOOL DISTRICT

Not simply to study the world, but to *change* it.

# Required Components of the QCC

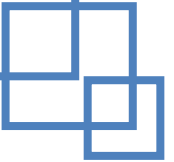
## BSD Quality Curriculum Cycle (QCC)

The QCC provides a systematic means for making decisions about curriculum review, revision, development, and adoption of practices and instructional materials in K-12 Social Sciences.

### **A content area Project Team is charged to complete the following:**

- (1) Description and evaluation of the current program
- (2) Review of current research on effective practices and programs
- (3) Philosophy/Position Paper articulating a vision and direction for the program
- (4) Recommendations for instructional and assessment practices
- (5) Recommendations for instructional materials
- (6) Recommendations for professional development and implementation support
- (7) Budget Implications

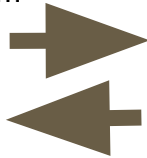
*\*Regular opportunities for input from all staff, parents, students and other community members are provided.*



# The work flow

## K-12 Teacher Cadre

- Elementary classroom teachers
- Middle School classroom teachers
- High School classroom teachers
- Social Sciences content specialists
- Teaching Specialists

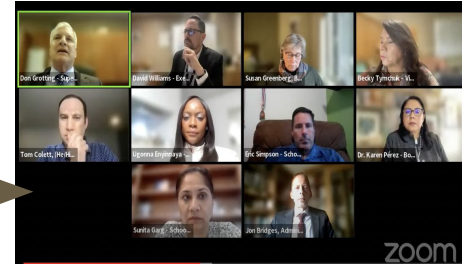


## Project Team

- Elementary classroom teachers
- Middle School classroom teachers
- High School classroom teachers
- Social Sciences content specialists
- Teaching Specialists
- Students
- Parents, Families & Community members
- School and District Administrators
- School Board representative



## BSD School Board



\*The Teacher Cadre and Project Team also took public review and community input data into consideration.

# Phase 1 (May 2021) included:

- **K-12 Social Sciences Position Paper**
- **K-12 Best Practices in Social Sciences**
- **Middle School (grades 6, 7, 8) Learning Targets**
- **Middle School Professional Development Plan**
- **Middle School Instructional Resources Recommendation**

*\*Middle School was prioritized in Phase 1 due to the initial implementation of the BSD Common Middle School Experience (SY 2021-2022).*



# Phase 2 (May 2022) includes:

- Elementary Learning Targets
- High School Learning Targets
- Specialized Programs Learning Targets (K-12)
- Elementary Instructional Resources Review Process & Recommendation
- Middle School Supplementary Instructional Resources Review Process & Recommendation
- High School Instructional Resources Review Process & Recommendation
- K-12 Specialized Programs Instructional Resources and Professional Development Recommendation
- Elementary Professional Development Plan
- Secondary (Grades 6-12) Professional Development Plan
- Community Engagement: BSD Community Conversations About K-12 Social Sciences (Fall 2022)
- K-12 Budget Implications

# Budget Implications



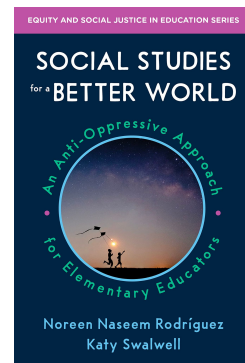
	K-5	6-8	9-12
<b>Description of Instructional Materials</b>	Variety of Core Targeted Materials; annual digital license (Newsela)	Supplementary Materials, annual digital licenses (Discovery and Newsela)	Variety of Core Targeted Materials, annual digital license (Newsela)
<b>Budget Impact (Startup)</b>	None - Current Contract and alignment to other priorities (SIA)	None - Current Contracts and alignment to other priorities (SIA)	None - Current Contracts and alignment to other priorities (SIA)
<b>Budget Impact (Maintenance)</b>	Ongoing Contract and book loss/update	Ongoing Contract and book loss/update	Ongoing Contract and book loss/update

	K-5	6-8	9-12
<b>Description of Professional Development</b>	Ongoing consultation and training with Dr. Katy Swalwell.	Ongoing consultation and training with Oregon Writing Project (Curriculum Camp)	Ongoing consultation and training with Oregon Writing Project (Curriculum Camp)
<b>Budget Impact (Startup)</b>	Initial Contract Sub Release Days	Initial Contract Sub Release Days	Initial Contract Sub Release Days
<b>Budget Impact (Maintenance)</b>	Sub Release Days	Sub Release Days 332	Sub Release Days

# Professional Development

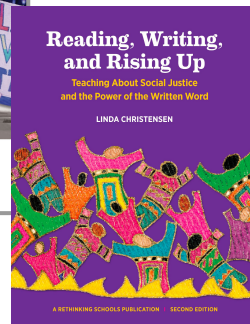
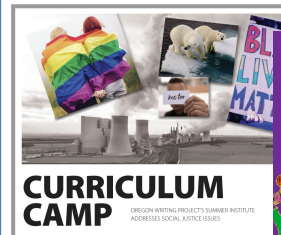
K-5

PD with Dr. Katy Swalwell, co-author of *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* (2022)



6-8 &  
9-12

PD with Oregon Writing Project Curriculum Development Institute ("Curriculum Camp") and Linda Christensen, author of *Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word* (2017)

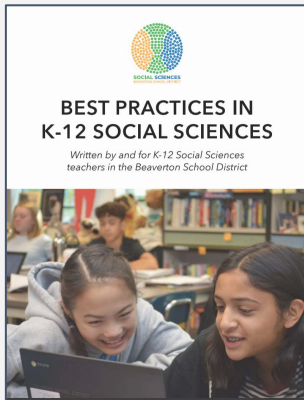


“I am proud of all of us and even when this cadre/project team ends the work is never finished so keep working and fighting :)”

- BSD High School Senior and student member of the BSD Social Sciences Project Team



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#### 2021 Social Science Standards Integrated with Ethnic Studies

##### Kindergarten 2021 Standards with Ethnic Studies New Standards Highlighted in Blue and with Asterisk

###### Civics and Government

- K.1 \*Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.
- K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
- K.3 \*Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.

###### Economics

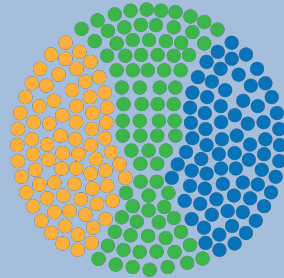
- K.4 Distinguish between personal wants and needs.

###### Financial Literacy

- K.5 Identify forms of US money and explain how money is used.
- K.6 Give examples of different jobs performed in communities.
- K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing.
- K.8 Explain how people earn income and that some jobs earn money while others are volunteer.

###### Geography

# Questions & Answers



**SOCIAL SCIENCES**  
BEAVERTON SCHOOL DISTRICT



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

Public Hearing: Instructional Time Compliance Began at 6:10 p.m. Ended at 6:25 p.m.  
No one signed up to speak.

### Questions and Comments:

Dr Jon Bridges went over what Instructional Time Compliance means and asked the board if they had any questions.

How do the numbers compare across the years? Is this more or less students before COVID? *It's about the same number as last year.*

Do you have to get an exemption from the Board every year for this? *That is correct.* Can you explain the data that shows Westview at 0% compliance? *I would like to address that in the regular portion of our meeting when I explain the steps, we will have to take to bring them into compliance which is to report professional development.* If 195 don't qualify for exemptions, what happens to those students? *It doesn't necessarily mean that they are not on track to graduate. If they have the number of credits in their senior year to graduate, depending on circumstances they may not meet the criteria that I use to calculate that.* Would newcomers be a part of that group? *Yes, they would only be in that group if they would be on a late arrival or early release schedule. The 12<sup>th</sup> graders at BASE are not going to meet the instructional time regardless. They would need to receive an exemption.* By granting this waiver we are not reducing the number of minutes offered to students. There are some students for whatever reasons, they are on track to graduate, or they are working, may not be taking the number of courses to avail themselves of all those minutes. When it comes to compliance with state standards, we need to make the adjustments, or we will be out of compliance. *Yes, the question is what happens to the students that are not meeting the minute mandate. The minute mandate is not on the student to meet, that is on the district. We don't have seat time requirements to meet graduation requirements.*

You said that BASE will not meet the instructional time? *BASE has a schedule this year that students have more advisory time in their schedule every day. The last day for seniors is nine days earlier than for other students. It is a combination of our calendar, the senior release date and their schedule.*

The issue is not an issue of students not availing themselves of the opportunity, but a lack of instructional time. Do we have a plan to bring that back into correction so that they will have enough instructional time? *That's a great question. We will have a new principal at BASE next year and hopefully that their schedule will change to increase the instructional time.* Part of the decision here was due to the pandemic and wanting to provide the students with support in their social emotional learning. I just want to bring that to the forefront.

I think it is important to note that as a Board we have discussed the importance of social emotional learning and making connections.

### Board Members Present:

Tom Collet, Chair  
Ugonna Enniyana  
Sunita Garg  
Susan Greenberg

Karen Pérez  
Eric Simpson  
Becky Tymchuk, Vice Chair

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**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
Sherry Marsh	Principal of Findley Elementary
Laurie Huntwork	Principal of Jacob Wismer
Patrick Meigs	Executive Administrator for Elementary Schools

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

School Board Chair Tom Colett called the meeting to order at 6:39 p.m. Chair Colett asked for changes to the agenda: None

**COMMUNITY RECOGNITIONS**

- A. Million Girls Moonshot Flight Crew – Olivia Yin-Doivig – Westview High School student
  - a. Introduced by Karen Perez
  - b. Olivia is a Junior and attended BSD schools since kindergarten, she spoke on her project.
- B. University of Oregon Stamps Scholar – Beatrice Kahn – Beaverton High School Student
  - a. Introduced by Becky Tymchuk
  - b. Beatrice is a Senior at BHS and is excited to be one of 5 students selected for the Stamps Scholar and first BHS winner.
  - c. Beatrice spoke about her excitement in receiving the honor.
- C. COVID Pandemic Leadership – Danielle Hudson, Joshua Gamez, Brian Sica
  - a. Introduced by Tom Colett
  - b. Danielle thanked the School Board and Superintendent Grotting for their faith in the leaders during this process. She also thanked their families for their support.

**Questions and Comments:** None

**BEA Comments – Sara Schmitt – President**

Written comments attached in Board Book

**OSEA Comments – Kyrsti Sackman – President**

Not present

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

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Neel Jain, WHS - Co-president – Mrs. Tymchuk was able to attend our last meeting and brought awareness to the upcoming Bond. We also are working with the SeeChange group for the SRO survey.

Grace Okoye, ISB – Social Media – shared information to those that are 18, the need to register to vote. We held an interview with the Inclusion committee and how to promote student inclusion throughout the district. Mental Health committee, trying to educate student on the different resources available in the district.

Beatrice Kahn, BHS – Co-president – we are trying to get the word out to our peers that are eligible to vote to register and to follow through on that privilege, encouraging them to have their voices be heard through voting.

#### **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 7 who requested to be included in person, along with the topics of those that they stated they would speak live on the zoom, 7 people 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

Findley Elementary – Principal Sherry Marsh

Jacob Wismer – Principal Laurie Huntwork

#### **Questions and Comments:**

##### **Findley-**

You mentioned that you ask two questions of your families. Can you share what type of answers did you receive? Our families have been very appreciative of the work that we have done, around micro-aggressions and being aware of how text might impact certain students. To make sure that all students are represented. Average classroom size is 25-26 students. Do you find that this works for the students? It does but it is a lot of work for the adults in the room.

Kindergarten readiness, is there a reason why there is no data for the economically disadvantaged students? *There are not enough students that fall into this category.*

There is not data for 19-20 and 20-21 for the teachers, why? *That data is not available from the Department of Education since the schools closed due to the pandemic. If the data is blank there are fewer than 10 students in that group and there is no data provided by the Department of Education.*

I am excited at seeing the way you are promoting social emotional systems for learning. I am wondering how you were able to manage that? *This is all about the adults we have in our*

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



*building. It is in large part the work they have done to work with our teachers to get them on board. It speaks to how we have spent our ESSER funds by providing these staff positions even if they aren't directly in the classroom. How do we provide more support to other schools that may not have the additional staff? Our specialist are able to go into classrooms to give teachers time to collaborate. The amount of funds you are able to access from your PTO provide other resources for the kids. We have schools that don't have those resources.*

**Jacob Wismer-**

It has been amazing to visit your school and the caring community and the learning that is happening. Your building is full of love and it shows. How did you choose your learning goals? *We asked the teachers what they needed for an academic focus on the needs of the students. Lots of students were struggling with their math thinking.* I wanted to commend you for your student advisory committee, it is valuable information.

**C. Financial Update— Mike Schofield**

Report attached in BoardBook

*Changes from the last forecast – the state school fund is up about 11 million than the first projections. Fewer students mean more funds for each school. Amount stays the same, but the piece gets bigger. It's about \$371 more per student. It is above what we forecasted and budgeted. We have begun the cost-of-living financials with bargaining units. We are down on staffing; it has been a difficulty getting staff positions filled.*

**Comments/Questions:**

If we were able to hire the teachers and substitutes we wanted, would that change the class sizes? *I don't believe we have any open classroom positions.*

Will the state funding formula be changed as we put our budgets together moving forward? *I don't see that happening. I believe we are on solid ground for funding for next year. There is somewhat of a down side that if we get back some of our students that left us the last couple of years due to the pandemic that might make a difference and we may receive a small amount per student. Once the legislative session begins, it will be interesting. We will be out there ready to share our story.* Because we have so many revenue streams right now, it is very difficult to explain this to our community. I am concerned that we are not comparing apples to apples. It's more money right now for the number of students but next year because of the enrollment loss there will be a difference next year. *I know what you are talking about, it is the hold harmless because of declining enrollment. What is really driving the dollar per student higher, is the declining enrollment in K-12 in Oregon.* The number of teachers we have in our system is higher than the teacher / student ratio this year. I want to make that clear that there will need to be an adjustment next year.

I sometimes get frustrated because we have people that say we are not transparent. I find that you are always sharing information and you have budget season coming up. *Yes, those sessions are open to the public and they are advertised. If you go on to our webpage we have meeting information for the upcoming sessions and past sessions.*

Can you explain how the ESSER funds and one-time dollars, are not smart to use for long term funding? *Yes, not funding teachers with one-time dollars was a conscience decision. It's not good for students to not have that consistency due to lack of sustainability. It as a combination of two things that Teaching and Learning used to help us in the decisions of spending that money. One, some of the items in previous years that we were not able to afford due to the limit on staffing allocations and two, some of the things that we were not able to afford in the SIA funds. They*

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*are things that were on our priority list that we couldn't fund in the past that we thought would benefit kids.*

There was a drop in student enrollment but we maintained the teachers. I have tried to explain that to our public. *Yes, that is right. We did not correspondingly lay off teachers. We built teams in the schools to support students.*

Right now, we are experiencing an increase of student dollars per student because of our declining enrollment. That will affect us next year in that if students start coming back we will receive less per student. *Yes, that's correct.* We haven't experienced the full impact of declining enrollment, but next year we will. How will that affect us in the future? *We will be using a significant amount of our reserves, over time, to maintain class sizes.* Are we starting to reach the original budget projections we had for hiring? *We don't currently show any open classroom positions. However, contractually we don't hire temporary teachers after February. Right now we are focusing on the staffing for the 22-23 school year. We are in better shape now than we have been. This has been a very challenging year. We have the reputation of be a desirable district. That works in our favor. We have been seeing more mid-term resignations which is unusual for us.* My understand that ESSER and SIA funds were assigned with input of our community. *It is a combination of the SAM and the other was the unfunded items in the SIA.* I will echo Becky's comments about advocacy and the importance of talking to our state legislators about what happens when this state funding ends. We need to support students and there is an incredible need in our system right now.

Recess for 10 minutes from 8:25-8:35

#### **DISCUSSION ITEMS –**

- A.** Transportation Supplemental Plan – Craig Beaver  
Report attached in BoardBook

##### **Questions/Comments:**

The research is appreciated. I hope that we continue to work with Washington County and Beaverton City to make all sites safe with sidewalks and crossing busy streets like Scholls Ferry. *That is the main focus of the Beaverton Safe to Schools coordinator right now. We are working with WaCo, City of Beaverton, WaCo Sheriff and our BSD public safety to improve many streets. This is a top topic at all safety meetings.*

This will begin in 2022-2023 not right now, correct? *Correct this will be in September of 2022 if approved by the school board next month and we will let all families know of the changes if it is in their neighborhoods before they happen.*

- B.** Nutrition Services Breakfast Cost Increase – Charity Ralls  
Report attached in BoardBook

##### **Questions/Comments:**

Will the schools that have free breakfast still continue and which ones will not? *Yes, we have schools that qualify to receive free lunch and breakfast and we have 13 schools that are on the Community Eligibility Provision. Those schools will continue for another two years with their eligibility.*

When will this increase take affect? *Fall of 2022 for the school year. Will community members be told that is an increase? Yes, we will communicate that with all of our families, currently all*

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*student are getting free breakfasts and lunches due to the pandemic. We have to let them know that the guidelines are back to qualify for free and reduced lunch with an application.*

We will have to vote on this? *Yes*

We need to take this up with our state and federal legislatures to support free and reduced meals.

We need to encourage students and families to apply if there is a need and not feel shame in the need. The need for healthy meals is so high. *Applications will be available July first and will be available during the summer programs. The summer programs are free and will continue to be free for 1-18 year-olds.*

*13 Title one schools will still get free lunches for two additional years with the community provisions. We will look at if we need to change schools. All students that attend that school get free breakfast and lunch. 40% of your population will make all students eligible. We can re do our numbers if needed and families can apply through our application process.*

Thank you for the creativity the past couple of years. Is there any advocacy at the federal level to continue these waivers? *Yes, there is a lot of advocacy going on right now to continue for another year, but we are hearing it will not pass. However, universal meals may pass at the state level.*

### C. Instructional Time Policy – Jon Bridges

Report attached in BoardBook

#### **Questions/Comments:**

I know you spoke to Mt. View and is the data due to the fire that was next to them? *Yes, that among other things, and mostly grades 7 and 8.*

Instructional time is face to face time, how does professional development time count as instructional time? *Things that the district can count, recess, parent teacher conferences, and professional development are things that contribute to student learning and well-being.*

You asked for two recommendations. Do you really need the Senior's on track to graduation? *The accountability is at the school level. We encourage students to take a full load if at all possible but we are not going to force them to do something that is not in their best interest at the time. We have students that leave early to go to work or to have other experiences.*

We want the students to have the category exemptions they need. We are so close with the pre-work, is there a buffer in case we get snow days? *Yes and no, we always struggle. Our Options schools are a challenge as is Westview. Our goal is to have a calendar that all students meet instructional time requirements.*

I support the recommendations. The school year is almost over so the PD will help with this. This Board needs to have a philosophical discussion about what we want this to look like. We keep coming up against this and we need to do a better job of thinking ahead about what the year looks like.

To me a student that is supporting their family by working should be considered educational. I think we need to look more out of the box. We need to look at the more untraditional to support student learning.

I am more traditional and go along with Becky. I think we are diluting the experience.

I concur with Becky. It is a matter of values. A balance needs to be struck in how we meet our students needs. There is not an easy answer I am excited to do the strategic work with my colleagues. By doing what Jon recommends with the waiver we won't have to submit a report to ODE. This is more aimed at ODE and their compliance.

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- D. Postpone Purchase of Instructional Materials – Jon Bridges  
Report attached in BoardBook

**Questions/Comments:** None

## **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 March 14 and March 16 Board Meetings and April 4 Work Session are hereby approved as submitted at this meeting.
  3. **Grant Report**  
BE IT RESOLVED that the School Board approve the Grant Report as submitted in this meeting.
  4. **Public Contracts**  
BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the public contract items as submitted at this meeting.
  5. **Declaration of Surplus Property**  
BE IT RESOLVED 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.
  6. **Beaver Acres Elementary and Chehalem Elementary Pre-K Program**  
BE IT RESOLVED that the School Board authorize Beaver Acres Elementary School and Chehalem Elementary School to offer instruction to Pre-Kindergarten students.
  7. **Policy JOA and Policy JOB**  
BE IT RESOLVED that the School Board approves the revised JOA/JOB policies.
  8. **BAC Membership Charter Resolution**  
BE IT RESOLVED that the School Board reviewed the plan to amend the terms of service for the BAC.
  9. **Supplemental Budget Approval Resolution 22-425B**  
BE IT RESOLVED that the School Board approves resolution 22-425B
  10. **COVID Summer 2022 Emergency Contracting Resolution 22-425A**  
BE IT RESOLVED that the School Board approve the Superintendent’s emergency declaration and 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.

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

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**BOARD COMMUNICATION – Board Members**

**A. Individual School Board Member Comments –**

OSBA legislative planning session this past weekend, we adopted an Equity statement. OSBA will advocate more on the state level.

I toured an early learning program and tour Errol Hassell

I was a panelist at the Passages program. I look forward to learning more about the programs. Thank you SRHS for the conversation on race. Students from the BSAC are amazing and their advocacy is wonderful. Staff appreciation week is the first week of May and I thank them. Our hard working staff have supported us on the Bond and the board that have gone to all the meetings that they have attended.

Thanks you to the community that have attended the Bond nights at schools. I got to spend a day at outdoor school, the staff was amazing. Appreciate the equity conversation on race. The advisory group getting kids to go out and register to vote. The OSEA bargaining team is amazing and have appreciated their hard work.

Appreciate the staff for supporting our students. We are 3 weeks out for the vote on the Bond and I hope all support the bond for students and staff safety. 755 of the people in our district don't have students in the district so we need to go out to tell them how impactful this Bond will be and go vote yes on this Bond.

**ADJOURNMENT**

Tom Colett adjourned the meeting at 9:44 p.m.

**Information Items – Bond Status Update**

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Submitted by Dianna Hess

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Tom Colett, School Board Chair

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### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Education Staff Retention and Recruitment Grants	Oregon Department of Education	\$5,089,328	27 May 2022	10 Jun 2022	Permission to apply
HB 4030 funds support implementation of strategies to: 1) Address high need specialties and workforce shortage areas for both classified and licensed staff; 2) Build on existing efforts which address root causes of workforce attrition while responding to urgent needs; and 3) Diversify the workforce, as well as ensure every educator and staff member can meet the academic and well-being needs of students, particularly students from historically and persistently underserved groups.					
Title IC (Summer School)– Education of Migratory Children	Oregon Dept. of Education	\$197,811	1 Jun 2022	30 Jun 2022	Permission to apply
The migrant summer school program provides help with reading and math for children who move frequently because they, their parents, or guardians work in agriculture, fishing, or forestry.					
McKinney-Vento Homeless Education Subgrant	Oregon Dept. of Education	\$92,132	23 May 2022	30 Jun 2022	Permission to apply
The purpose of McKinney-Vento (MV) funds is to identify and address barriers encountered by students experiencing homelessness. Services must supplement and/or enhance activities provided by a district.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Summer Learning Program Formula Grant	Oregon Department of Education	\$7,011,042	29 Apr 2022	13 May 2022
Summer Learning Program Formula Grant consists of two components. A 25% local match is required to access funding. <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>				
Title VI Indian Education Formula Grant	U.S. Department of Education	\$38,136	13 May 2022	30 Jun 2022
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.				

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Kindergarten Partnership Innovation and Readiness Grant	Washington County	\$113,200	28 Apr 2022	25 May 2022
Funding will support family engagement in early learning and professional development for early learning teachers.				
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
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.				
Seismic Rehabilitation Grant Program	Business Oregon	\$2,500,000	28 Feb 2022	30 Apr 2022
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.				
Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021
Community stewardship and restoration grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.				
Meyer Nature & Neighborhoods Grant Funds	Meyer Memorial Trust	\$60,000	NA	NA
The purpose of these funds is to restore native landscaping through invasive species removal at Terra Nova to enhance native plant learning gardens and food systems.				

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded

**RECOMMENDATION:**

It is recommended that the proposals be approved.

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WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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

### POLICY ISSUE/SITUATION

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

### BACKGROUND INFORMATION

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

### RECOMMENDATION

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



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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
OETC Microsoft Agreement	Steve Langford	OETC Cooperative Agreement	OETC	\$433,285.78	7/2022	6/2023	Authorization to Award Contract
Instructure Canvas Agreement	Steve Langford	Oregon Department of Education Contract	Instructure Canvas	\$184,224.00	7/2022	6/2023	Authorization to Award Contract
McKay Elementary Exterior Window Replacement	Ron Umali	Invitation to Bid (ITB) 21-0034	Construction Services Group, LLC.	\$358,860.00	6/2022	8/2022	Authorization to Award Contract
Five Oaks Middle School Main Roof Architectural/Engineering Consultant Services	Aaron Boyle	Request for Proposal (RFP) 21-0031	Commercial Industrial Design Architecture, Inc.	\$266,865.00	6/2022	9/2023	Authorization to Award Contract
Raleigh Hills Conceptual Design Architectural/Engineering Consultant Services	Aaron Boyle	Request for Proposal (RFP) 20-0031	DLR Group	\$4,604,390.00	6/2022	10/2026	Authorization to Award Contract
Architectural/Engineering Services Master Contracts-Deferred Maintenance	Aaron Boyle	Request for Proposal 21-0029 Architectural/Engineering Services-Deferred Maintenance Master Contracts	BLRB Architects, Commercial Industrial Design Architecture, Inc., IBI Group, KCL Engineering and OH Planning + Design	Master Contracts No specific dollar amount	6/2022	6/2028	Authorization to Award Master Contracts



**PROJECT NAME:** OETC Microsoft Agreement

**PROJECTTIMELINE:** 7/1/2022–6/30/2023

**PROJECT BUDGET:** \$433,285.78

**PROJECT SCOPE:** Provide Microsoft applications and services to staff and students. Contract includes security monitoring for the network to include endpoint protection for all staff device and servers.

**CONTRACT NAME:** OETC Microsoft Agreement

**RECOMMENDED BY:** Steve Langford

**SOLICITATION METHOD:** OETC Cooperative Agreement

**CONTRACTTIMELINE:** 7/1/2022–6/30/2023

**CONTRACT AMOUNT:** \$433,285.78

**CONTRACT SCOPE:** Licensing for Microsoft O365, A5 Security Suite, and licenses for Data Center servers.

**RECOMMENDATION:** Authorization to Award Contract to OETC

**FUNDING SOURCE:** General Fund



**PROJECT NAME:** Instructure Canvas Agreement

**PROJECTTIMELINE:** 7/1/2022–6/30/2023

**PROJECT BUDGET:** \$184,224.00

**PROJECT SCOPE:** Provide Canvas Learning Management System for student use.

**CONTRACT NAME:** Instructure Canvas Agreement

**RECOMMENDED BY:** Steve Langford

**SOLICITATION METHOD:** Oregon Department of Education Contract

**CONTRACTTIMELINE:** 7/1/2022–6/30/2023

**CONTRACT AMOUNT:** \$184,224.00

**CONTRACT SCOPE:** Provide Canvas Learning Management System for student use.

**RECOMMENDATION:** Authorization to Award Contract to Instructure

**FUNDING SOURCE:** General Fund



**PROJECT NAME:** McKay Elementary – Exterior Window Replacement

**PROJECTTIMELINE:** 06/22 – 08/22

**PROJECT BUDGET:** \$492,000.00

**PROJECT SCOPE:** Replace fifty-three single pane windows and window frames with new aluminum frames, and new double pane glass.

**CONTRACT NAME:** Building Modernization and Energy Efficiency upgrades

**RECOMMENDED BY:** Ron Umali

**SOLICITATION METHOD:** ITB 21-0034

**CONTRACTTIMELINE:** 05/22–08/22

**CONTRACT SCOPE:** Provide all labor and materials to replace fifty-three existing windows and frames with new aluminum frames and new double pane glass.

**CONTRACT AMOUNT:** \$358,860.00

**RECOMMENDATION:** Construction Services Group, LLC.

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements, McKay ES Window Replacement



**PROJECT NAME:** Five Oaks Middle School Main Roof

**PROJECT TIMELINE:** 6/2022–9/2023

**PROJECT BUDGET:** \$271,865.00

**PROJECT SCOPE:** This project will provide a complete roofing design for the roof replacement of the Five Oaks Middle School including roof level seismic strengthening.

**CONTRACT NAME:** A/E Consultant Services Five Oaks Middle School Roof Replacement

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposals (RFP) 21-0031

**CONTRACT TIMELINE:** 6/2022–9/2023

**CONTRACT AMOUNT:** \$266,885.00

**CONTRACT SCOPE:** Proposer shall provide a complete roofing design for the roof resurfacing, fall protection, roof access ladders and roof level seismic strengthening at the Five Oaks Middle School per RFP 21-0031 and Addenda.

**RECOMMENDATION:** Authorization to Award Contract to Commercial Industrial Design Architecture, Inc.

**FUNDING SOURCE:** 2014 Capital Improvement Bond; Modernization, Renovation Projects; Five Oaks; Five Oaks Main Roof



**PROJECT NAME:** Raleigh Hills Conceptual Design

**PROJECTTIMELINE:** 6/2022–10/2026

**PROJECT BUDGET:** \$66,821,753.00 (Total project cost including this contract)

**PROJECT SCOPE:** New construction – School Rebuild

**CONTRACT NAME:** Design Team for Raleigh Hills Elementary School Replacement

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposals (RFP) 20-0031

**CONTRACTTIMELINE:** 6/2022–10/2026

**CONTRACT AMOUNT:** \$ 4,604,390.00

**CONTRACT SCOPE:** Design and documentation of new construction

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

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects: Raleigh Hills K-8;  
Raleigh Hills Conceptual Design



**PROJECT NAME:** 2022 Capital Improvement Bond

**PROJECTTIMELINE:** June 2022 through project completion

**PROJECT BUDGET:** These are Master Contracts and no individual projects have been assigned. Individual projects will come before the Board as the Scopes of Work are developed and budgets are assigned.

**PROJECT SCOPE:** Master Contracts for Design Services for projects anticipated to be funded by the 2022 Capital Improvement Bond.

**CONTRACT NAME:** Architectural/Engineering Services Master Contracts - Deferred Maintenance category.

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request For Proposals

**CONTRACTTIMELINE:** Projects are anticipated to begin being assigned in June 2022

**CONTRACT AMOUNT:** These Master Contracts do not have a specific Not-To-Exceed amount. The specific projects assigned will have NTE amounts and budgets.

**CONTRACT SCOPE:** Design Services

**RECOMMENDATION:** Authorization to Award Contract to BLRB Architects, CIDA Architecture, IBI Group, KCL Engineering and OH Planning + Design

**FUNDING SOURCE:** 2022 Capital Improvement Bond

## 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.





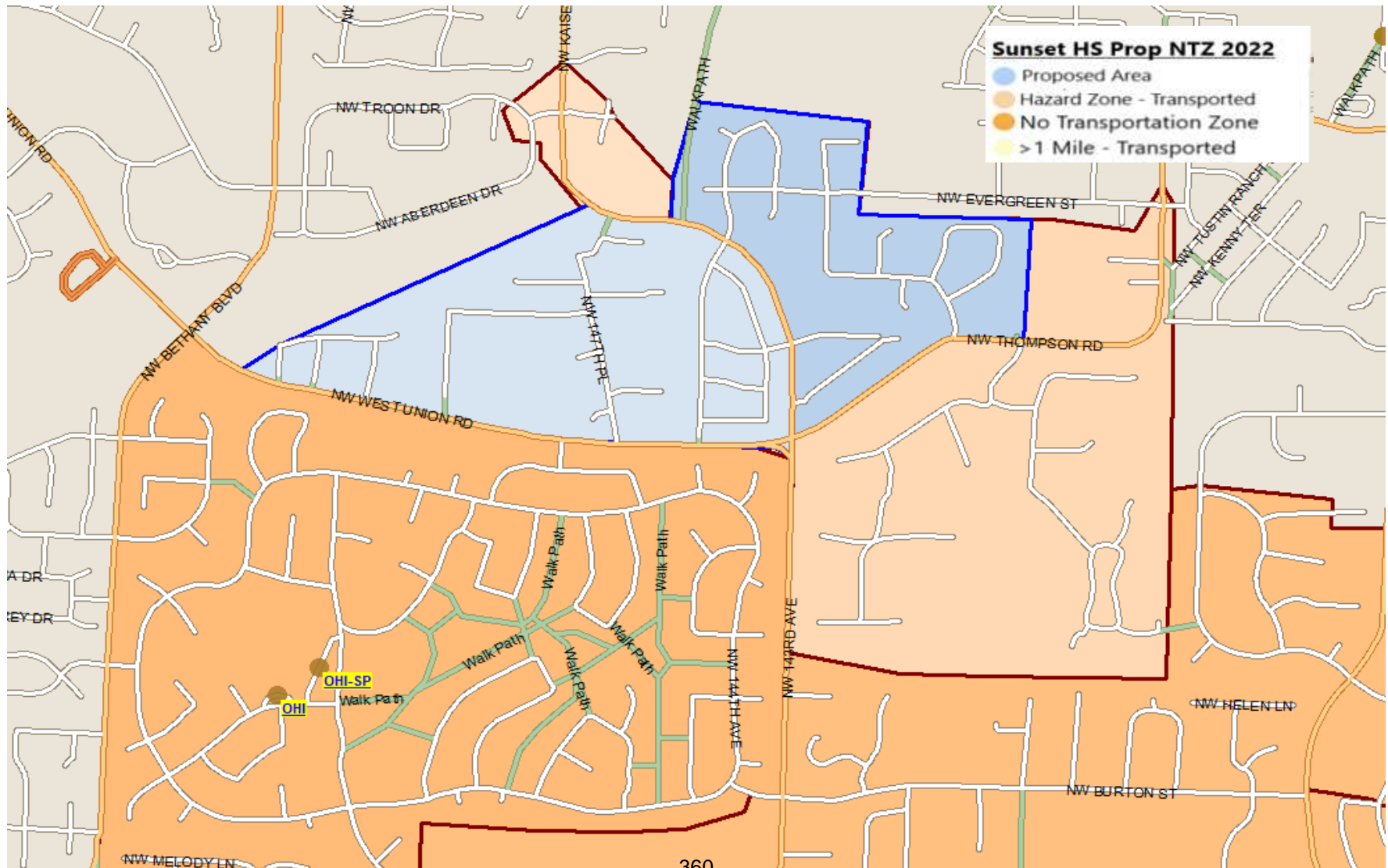






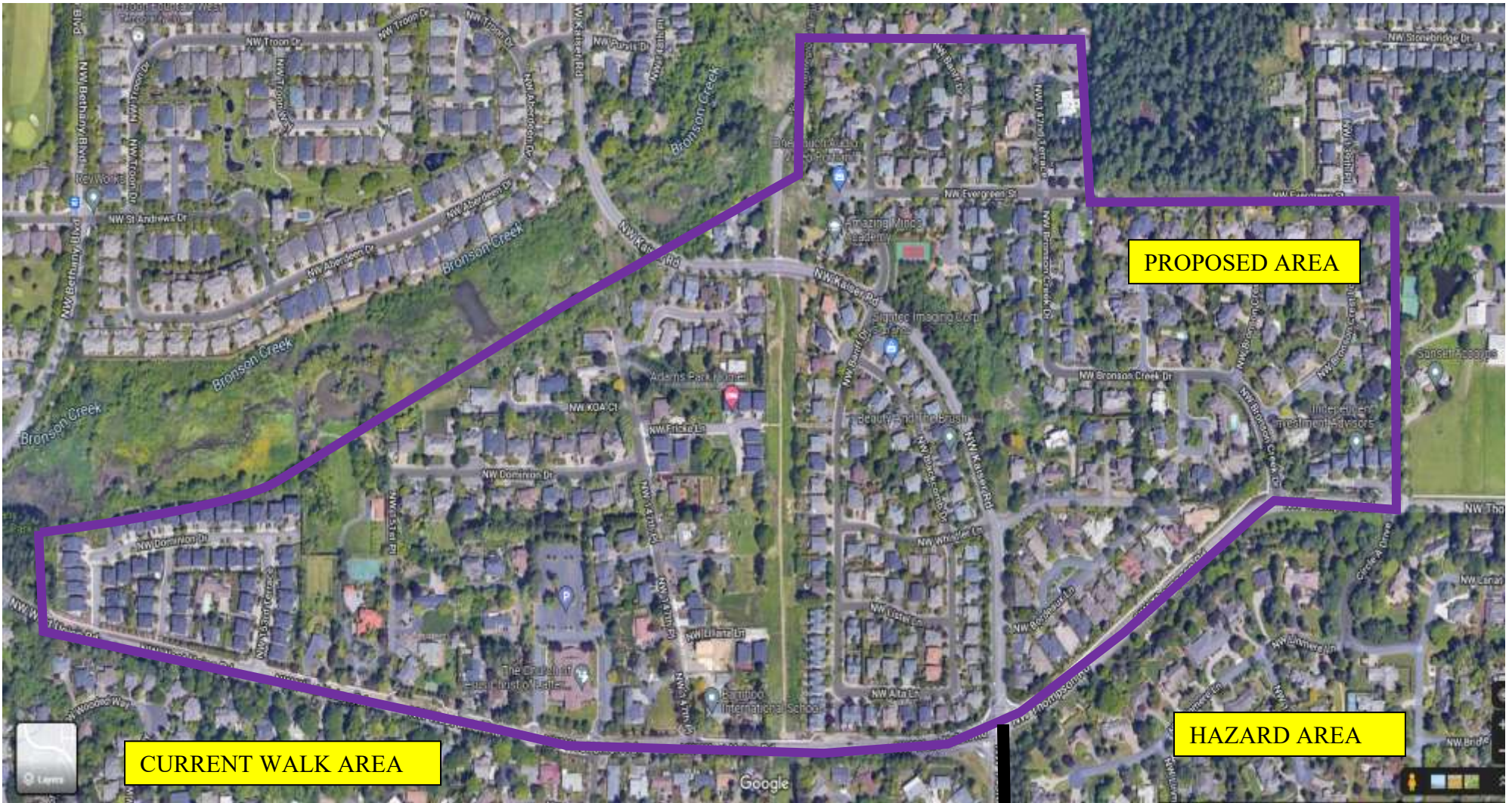
### Sunset High School Proposed NTZ

The proposed area received supplemental transportation service due a lack of a continuous sidewalk along the north side of NW West Union/NW Thompson between NW Circle A Drive and NW 153<sup>rd</sup> Terrace. In September 2021, 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.



360









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

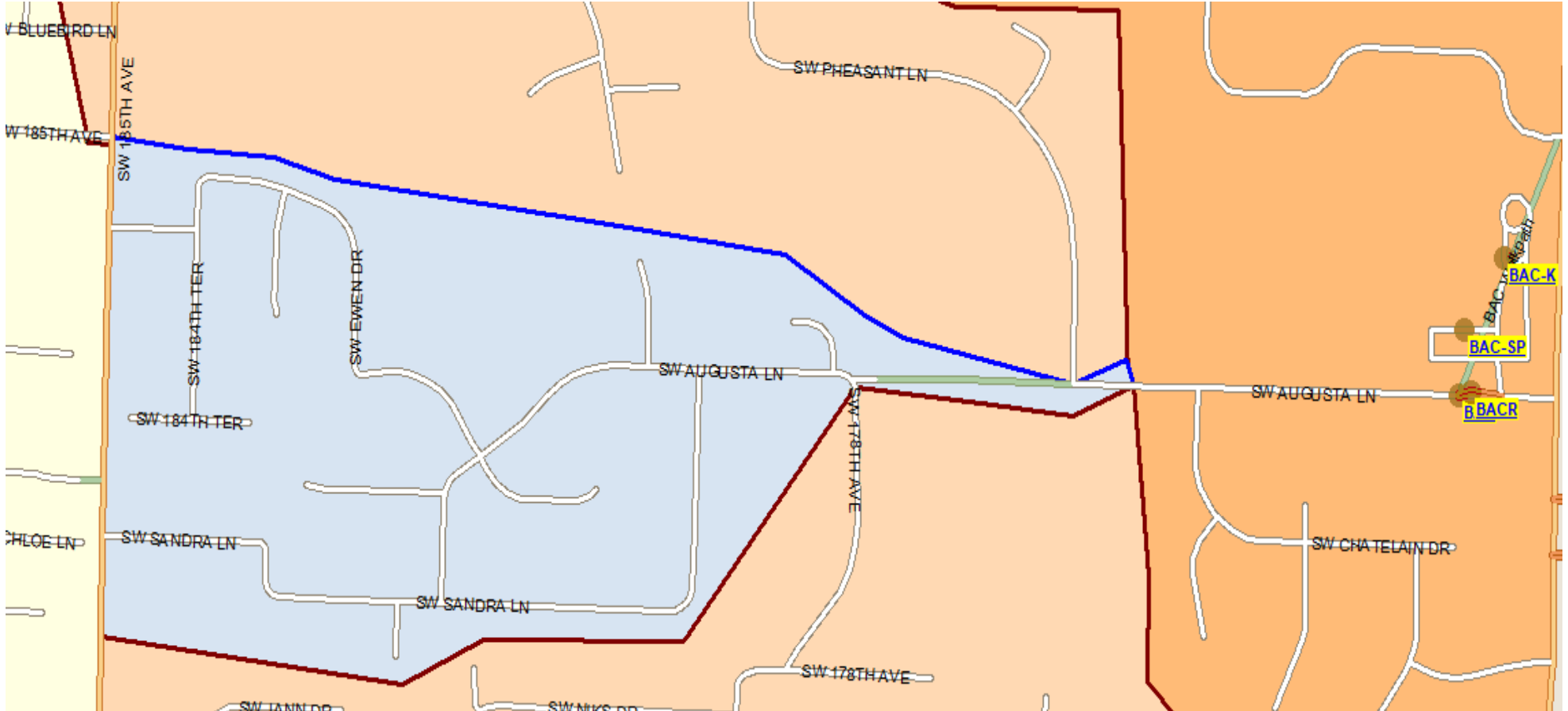




Completed sidewalks -  
NW Thompson Road.

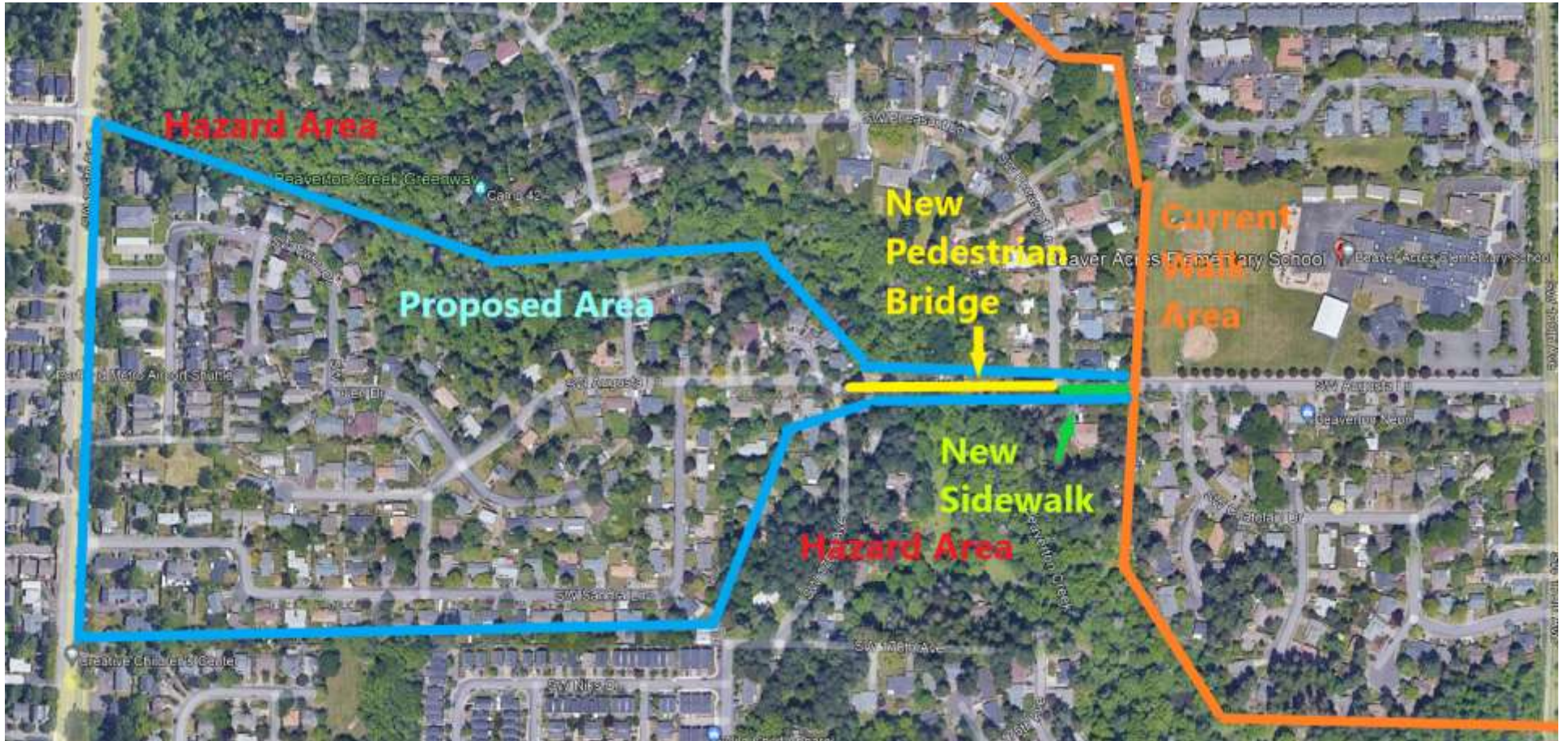
### Beaver Acres Elementary School

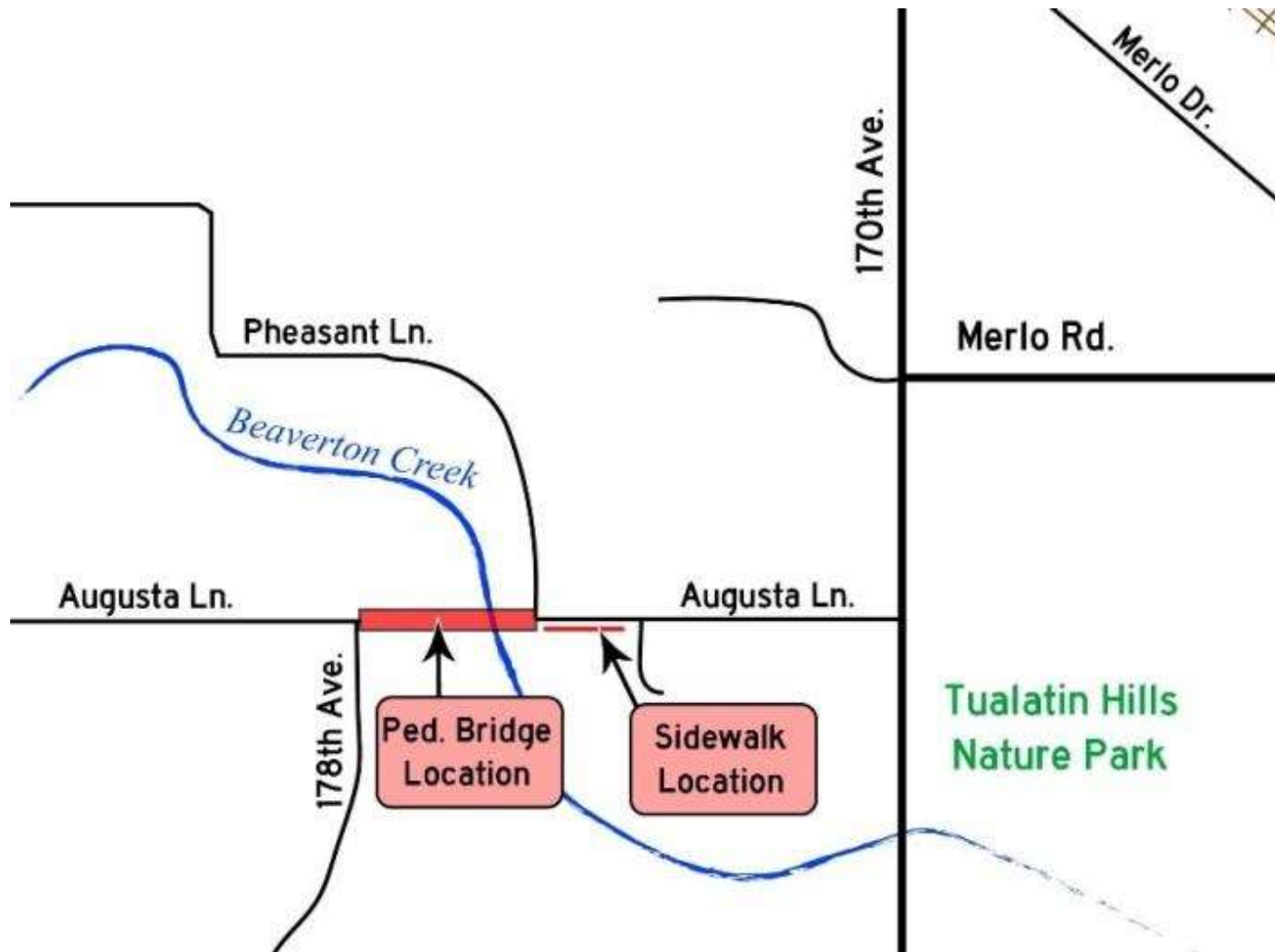
This neighborhood along SW Augusta Lane between SW Pheasant and SW 185<sup>th</sup> is over 1 mile from Beaver Acres Elementary. In September 2021, Washington County completed the Augusta Lane Pedestrian Bridge Project. The project built a bridge connecting SW Augusta Lane near SW 178<sup>th</sup> with 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.*



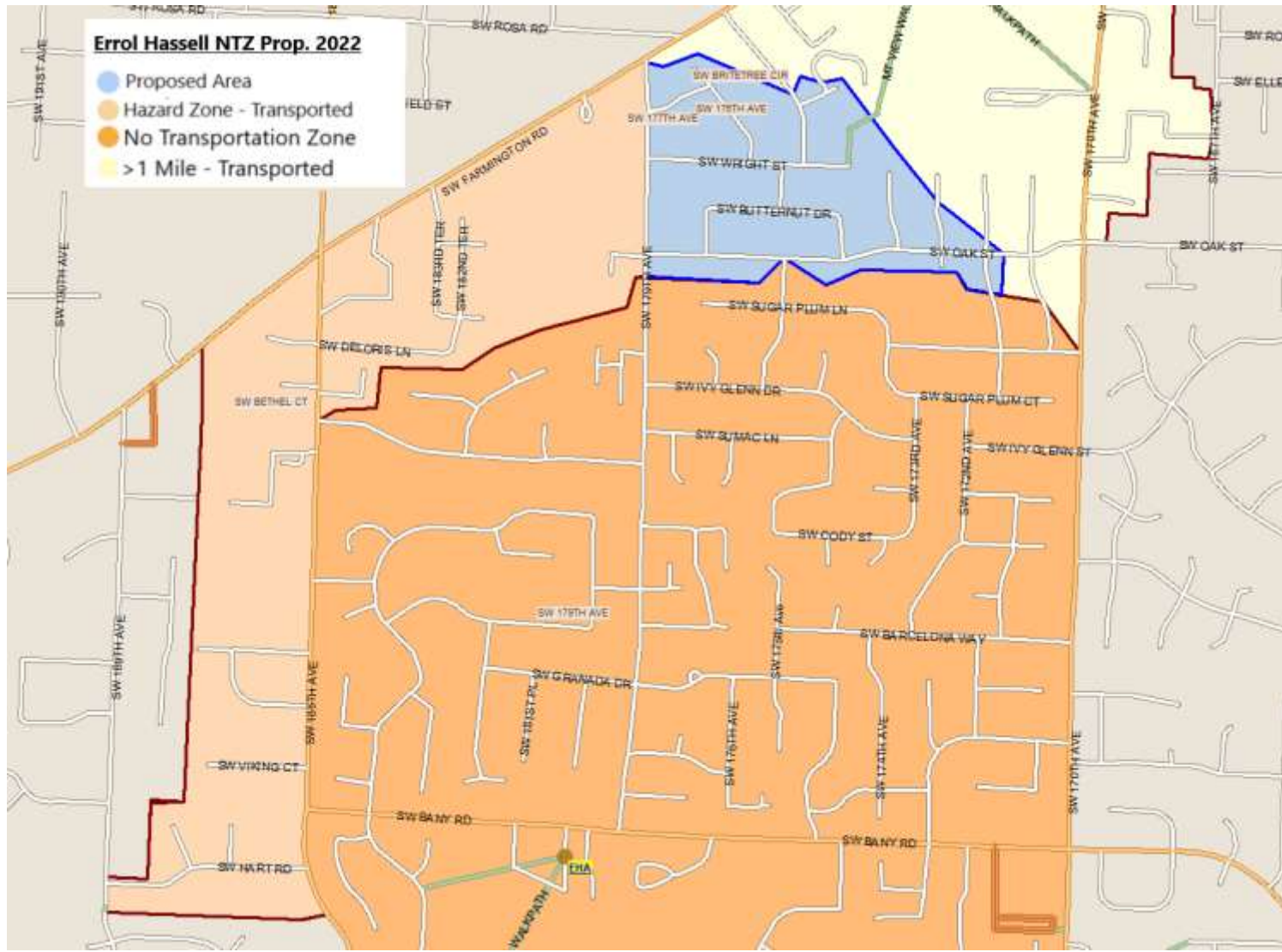




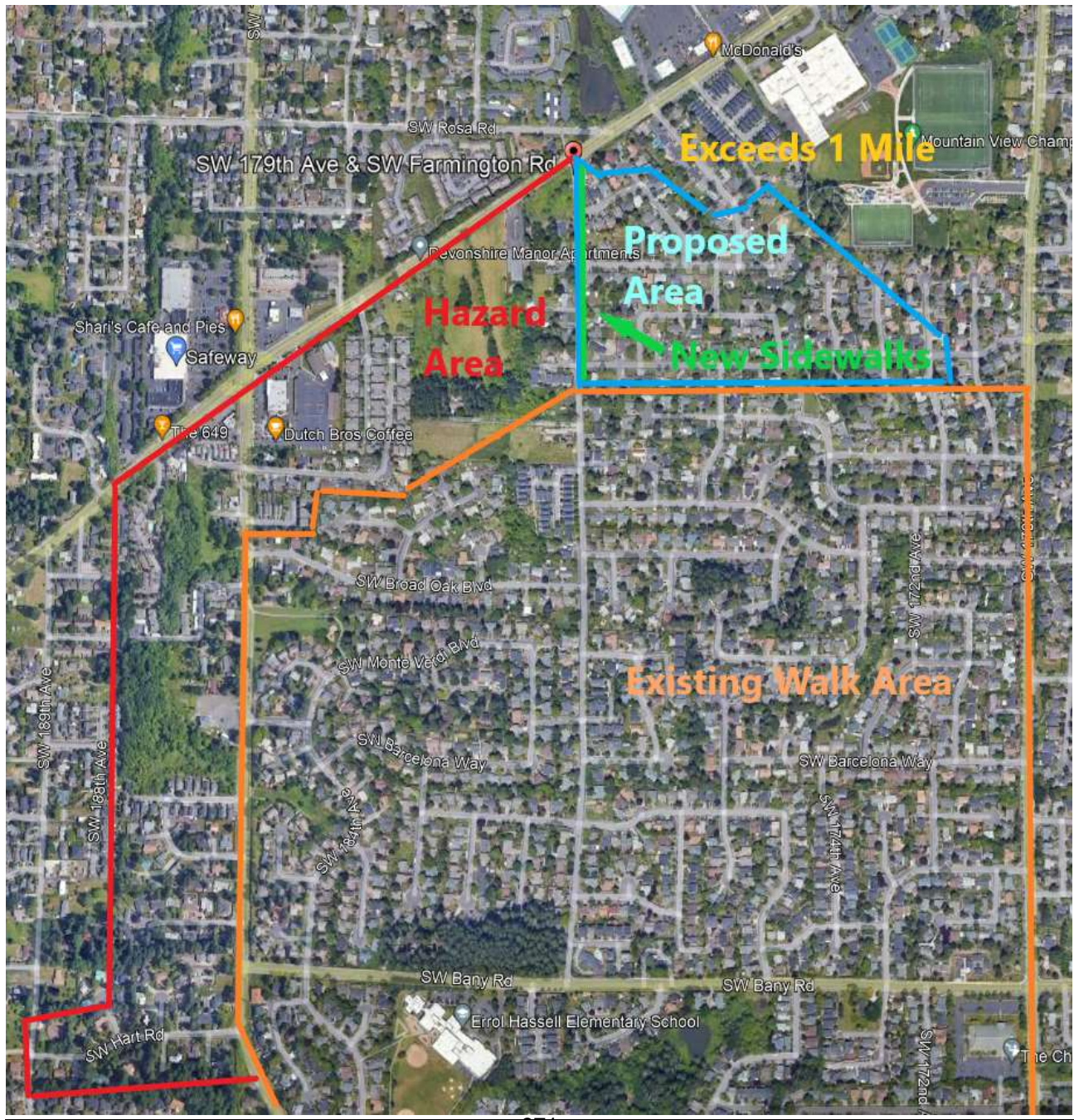


## Errol Hassell

The proposed areas receive supplemental transportation service due a lack of a continuous sidewalk along the east side of SW 179<sup>th</sup> 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 Oak (looking south)

New Sidewalks - SW 179th &  
SW Ivy Glenn

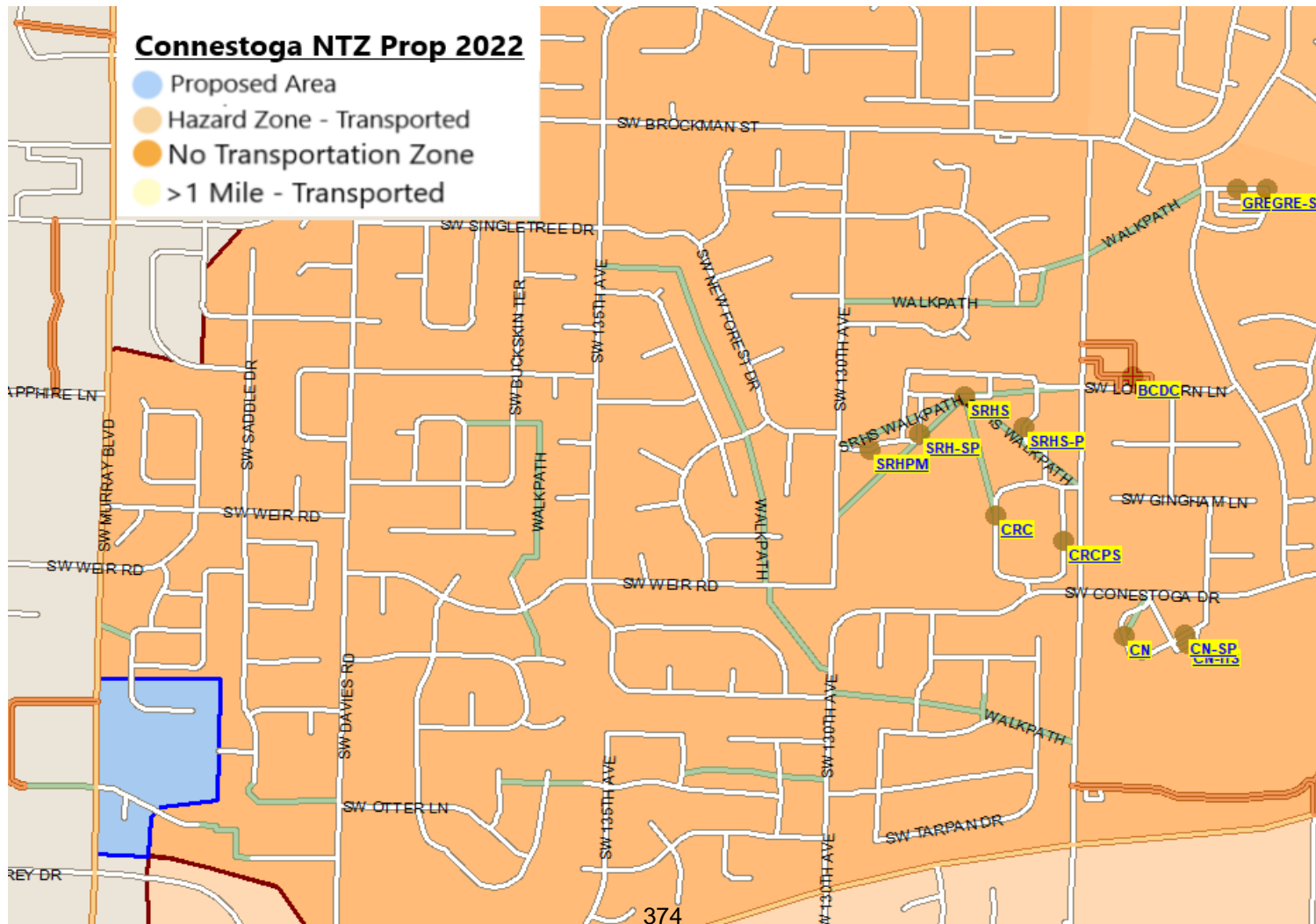


## Connestoga Middle School

The proposed area consists of 2 streets: SW Spaniel CT (to the north) and SW Cougar Ridge Dr (to the south).

SW Spaniel Ct previously received service due to construction north of this street. Construction was completed several years ago but the last segment was not removed from the supplemental transportation list.

SW Cougar Ridge Dr received service because it exceeded 1.5 miles to Connestoga. There is a walk path connecting the east end of SW Cougar Ridge Dr to SW Deer Lane, which is in the existing walk zone and creates a path under 1.5 miles for students.

















## 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

<b>School Year</b>	<b>School District</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Adult</b>
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
<b>2019-20</b>	<b>Portland Public</b>	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
<b>2019-20</b>	<b>Hillsboro SD</b>	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
<b>2019-20</b>	<b>Tigard -Tualatin</b>	1.75	2.00	2.00	2.40

<b>School Year</b>	<b>School District</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Adult</b>
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
<b>2019-20</b>	<b>Beaverton SD</b>	1.45	1.50	1.60	2.50
<b>Price Information for Districts with Lower Percent Free/Reduced Eligibility</b>					
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
<b>2019-20</b>	<b>West Linn-Wilsonville</b>	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
<b>2019-20</b>	<b>Lake Oswego</b>	2.25	2.50	2.50	N/A



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### 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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### Healthy and Safe Schools

**POLICY ISSUE/SITUATION:**

Oregon Administrative Rule (OAR) 581-022-2223 requires school districts in Oregon to develop a Healthy and Safe Schools (HASS) Plan and prepare annual statements. The plan includes information on how the District manages lead in drinking water, lead-based paint, asbestos, radon, integrated pest management, and carbon monoxide.

**BACKGROUND INFORMATION:**

The Beaverton School District HASS Plan was approved by the School Board in a business meeting on June 24, 2019. The Oregon Department of Education formally approved the final document on May 28, 2020.

The included Annual Statement certifies compliance with the HASS and is to be submitted to ODE this June 2022.

**RECOMMENDATION:**

Beaverton School District staff presents the ODE Healthy and Safe Schools Plan Annual Update for 2022.

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# Annual Statement

Beaverton School District certifies the following:

## 1. Responsible Persons

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Karl Granlund  
Position Title: Administrator for Risk Management  
Phone Number: 503-356-4560  
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

The person who is the designated Integrated Pest Management (IPM) Coordinator is:

Name: Richard Clark and Scott Loggins  
Position Title: Integrated Pest Management Coordinators  
Phone Number: 503-356-4450  
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

The person responsible for Asbestos Hazard Emergency Response Act (AHERA) information is:

Name: Andrea Radona  
Position Title: Project Coordinator/Local Education Agencies (LEA) Designated Person  
Phone Number: 503-356-4435  
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

Additionally, the Beaverton School District has an Environmental Health Specialist:

Name: Kathryn Ewing  
Position Title: Environmental Health Specialist  
Phone Number: 503-356-4342  
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

## 2. Copies of the Healthy and Safe Schools Plan

Copies of the plan are available at each of the following locations:

- Beaverton School District Administration Office address located at 16550 SW Merlo Road, Beaverton OR 97003
- Beaverton School District's website at <https://www.beaverton.k12.or.us/>.
  - Click on Departments > Risk Management > Healthy and Safe Schools Plan.

## 3. Testing Certification

Beaverton School District certifies that it is in compliance with plan components, including any and all testing required by any part of the plan.

## 4. Testing Results

Beaverton School District is current with all required testing as of the date of this document. Test results can be found on the website at <https://www.beaverton.k12.or.us/>. Beaverton School District will also

use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact [community\\_involvement@beaverton.k12.or.us](mailto:community_involvement@beaverton.k12.or.us) to be added to current district email lists and programs. Specific test results can be found as follows:

- Lead in Water: <https://www.beaverton.k12.or.us/departments/risk-management/healthy-and-safe-schools>
- Radon: <https://www.beaverton.k12.or.us/departments/risk-management/healthy-and-safe-schools>

**5. Website Link Maintenance**


Beaverton School District certifies that all website links for plan information and test results are current and functional.

**6. Major Exposure Reduction Activities**

Beaverton School District has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
Barnes	22430200	Major Remodel	Asbestos	Sep 2021	\$6,602
Chehalem	22430600	Remove Asbestos	Asbestos	Jul 2021	\$6,397
Fir Grove	22431100	Install Ventilation	Radon	May 2021	\$5,550
Five Oaks	22434700	Major Remodel	Lead in Water	Jun 2020	\$108,000
Highland Park	22434800	Major Remodel	Asbestos	Jul 2021	\$19,964
McKay	22431600	Major Remodel	Asbestos	Jul 2021	\$4,450
Meadow Park	22434900	Remove Asbestos	Asbestos	Dec 2021	\$1,611
Oak Hills	22432100	Remove Asbestos	Asbestos	Dec 2021	\$1,611
Raleigh Park	22432300	Install Ventilation	Radon	Jun 2021	\$7,250
Rock Creek	22432500	Remove Asbestos	Asbestos	Jul 2021	\$9,778
Whitford	22435000	Remove Asbestos	Asbestos	Jul 2021	\$1,868
Whitford	22435000	Remove Asbestos	Asbestos	Dec 2021	\$1,680

**I certify that the above information is true and accurate to the best of my knowledge.**

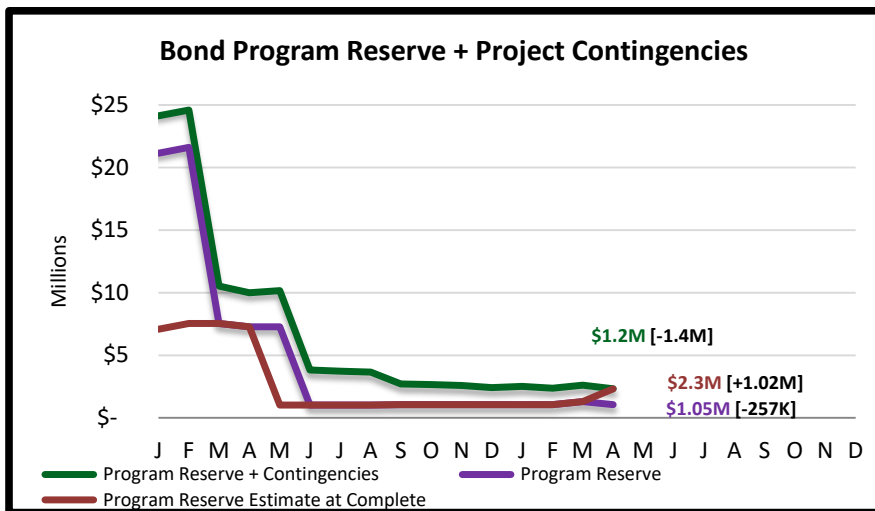
	Administrator for Risk Management	May 13, 2022
<b>Electronic signature of authorized representative</b>	<b>Title</b>	<b>Date of Annual Certification</b>

# Bond Program Status Report

Through April 2022

# 2014 Bond Program Executive Summary

April 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	- \$ 807,122,452
Bond Program Reserve	<b>\$ 1,054,536</b>
Bond Program Reserve	\$ 1,054,536
Net Contingency Balance	+ \$ 142,531
Bond Program Reserve + Contingencies	<b>\$ 1,197,067</b>
Bond Program Funding Total	\$ 808,176,988
Program Estimate at Complete (EAC)	- \$ 805,857,791
Projected Program Reserve Estimate at Complete	<b>\$ 2,319,197</b>

**Budget Perspective**

This month the overall Program Reserve EAC increased by \$1.02M. As all of the major projects are now complete, we plan to stop displaying project contingencies in the next report. Primary cost events were:

- ACMA's EAC decreased by \$1.02M due to the project being complete and in financial closeout. We anticipate moving these funds to the program reserve next month.
- Transfer of funds of \$230K from the Five Oaks renovation to the Five Oaks roof project scheduled for this summer as part of the District Wide Facilities repairs.
- As we near the end of the 2014 bond we are working to financially close-out as many projects as possible. This will help for a smooth transition to the next bond.

**Schedule Perspective**

- Construction for the Vose classroom addition is progressing well. All of the concrete slabs have been placed and the exterior walls have been framed. Once school is out for the summer there will be quite a bit of work to convert the existing library to classrooms.
- We have completed the conceptual design of the Raleigh Hills ES replacement and the Beaverton HS replacement. These projects 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 construction this summer.

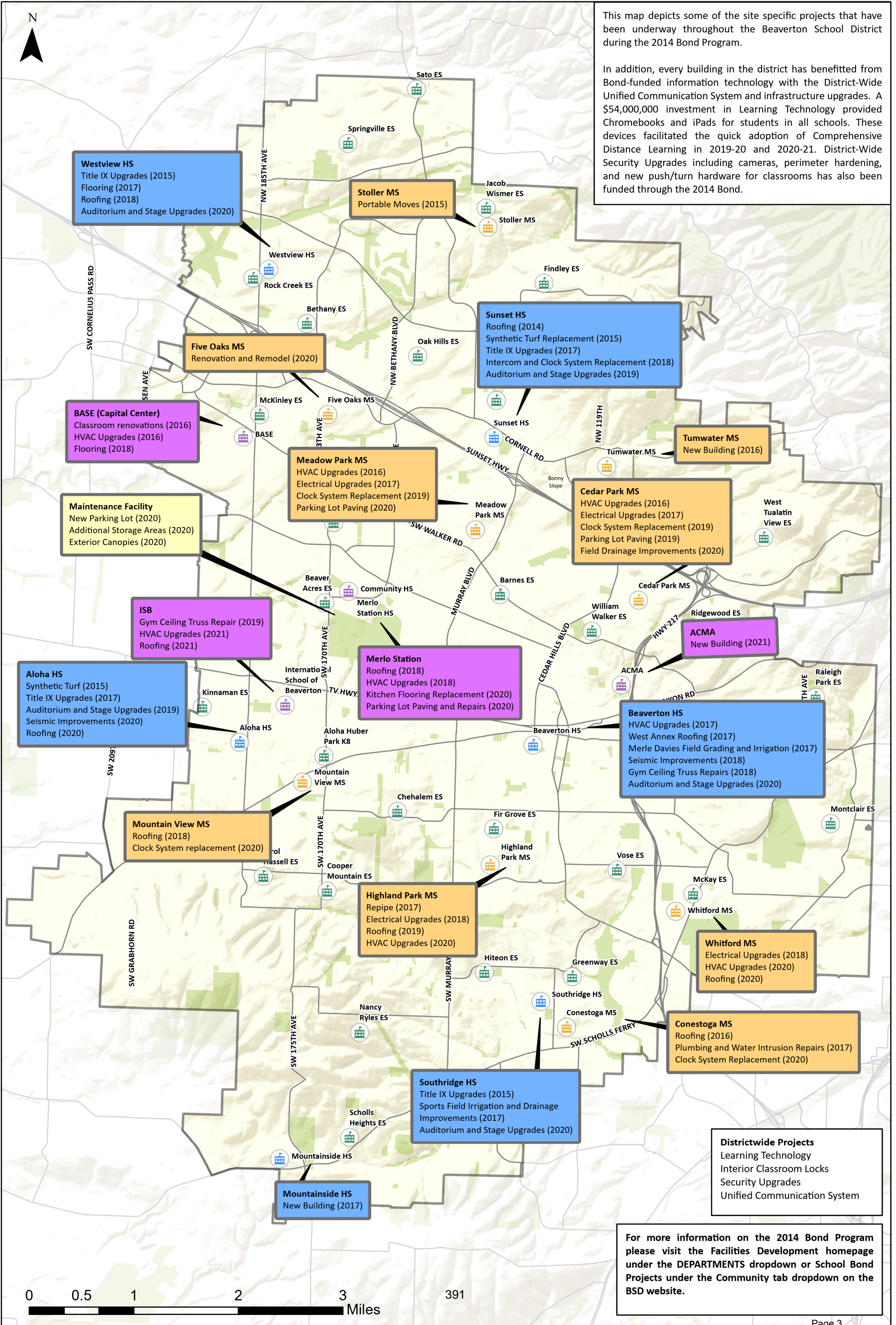
**Challenges and Opportunities**

- 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

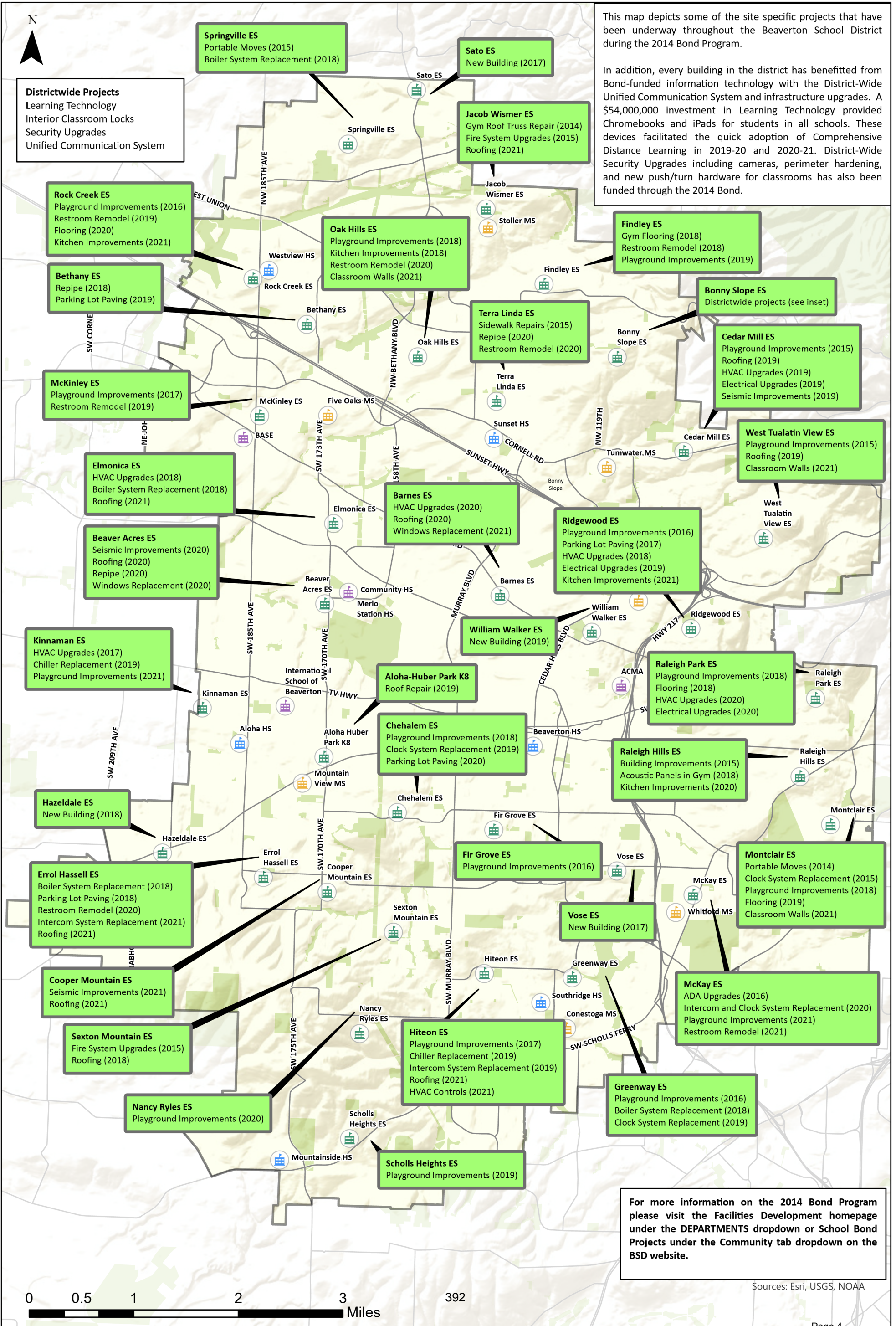
September 8, 2021





# 2014 Bond Program Elementary Schools

September 8, 2021



**Springville ES**  
Portable Moves (2015)  
Boiler System Replacement (2018)

**Sato ES**  
New Building (2017)

**Jacob Wismer ES**  
Gym Roof Truss Repair (2014)  
Fire System Upgrades (2015)  
Roofing (2021)

**Rock Creek ES**  
Playground Improvements (2016)  
Restroom Remodel (2019)  
Flooring (2020)  
Kitchen Improvements (2021)

**Oak Hills ES**  
Playground Improvements (2018)  
Kitchen Improvements (2018)  
Restroom Remodel (2020)  
Classroom Walls (2021)

**Findley ES**  
Gym Flooring (2018)  
Restroom Remodel (2018)  
Playground Improvements (2019)

**Bethany ES**  
Repipe (2018)  
Parking Lot Paving (2019)

**Bonny Slope ES**  
Districtwide projects (see inset)

**Terra Linda ES**  
Sidewalk Repairs (2015)  
Repipe (2020)  
Restroom Remodel (2020)

**Cedar Mill ES**  
Playground Improvements (2015)  
Roofing (2019)  
HVAC Upgrades (2019)  
Electrical Upgrades (2019)  
Seismic Improvements (2019)

**McKinley ES**  
Playground Improvements (2017)  
Restroom Remodel (2019)

**West Tualatin View ES**  
Playground Improvements (2015)  
Roofing (2019)  
Classroom Walls (2021)

**Elmonica ES**  
HVAC Upgrades (2018)  
Boiler System Replacement (2018)  
Roofing (2021)

**Barnes ES**  
HVAC Upgrades (2020)  
Roofing (2020)  
Windows Replacement (2021)

**Ridgewood ES**  
Playground Improvements (2016)  
Parking Lot Paving (2017)  
HVAC Upgrades (2018)  
Electrical Upgrades (2019)  
Kitchen Improvements (2021)

**Beaver Acres ES**  
Seismic Improvements (2020)  
Roofing (2020)  
Repipe (2020)  
Windows Replacement (2020)

**William Walker ES**  
New Building (2019)

**Raleigh Park ES**  
Playground Improvements (2018)  
Flooring (2018)  
HVAC Upgrades (2020)  
Electrical Upgrades (2020)

**Kinnaman ES**  
HVAC Upgrades (2017)  
Chiller Replacement (2019)  
Playground Improvements (2021)

**Aloha-Huber Park K8**  
Roof Repair (2019)

**Chehalem ES**  
Playground Improvements (2018)  
Clock System Replacement (2019)  
Parking Lot Paving (2020)

**Raleigh Hills ES**  
Building Improvements (2015)  
Acoustic Panels in Gym (2018)  
Kitchen Improvements (2020)

**Hazeldale ES**  
New Building (2018)

**Errol Hassell ES**  
Boiler System Replacement (2018)  
Parking Lot Paving (2018)  
Restroom Remodel (2020)  
Intercom System Replacement (2021)  
Roofing (2021)

**Fir Grove ES**  
Playground Improvements (2016)

**Montclair ES**  
Portable Moves (2014)  
Clock System Replacement (2015)  
Playground Improvements (2018)  
Flooring (2019)  
Classroom Walls (2021)

**Cooper Mountain ES**  
Seismic Improvements (2021)  
Roofing (2021)

**Vose ES**  
New Building (2017)

**McKay ES**  
ADA Upgrades (2016)  
Intercom and Clock System Replacement (2020)  
Playground Improvements (2021)  
Restroom Remodel (2021)

**Sexton Mountain ES**  
Fire System Upgrades (2015)  
Roofing (2018)

**Hiteon ES**  
Playground Improvements (2017)  
Chiller Replacement (2019)  
Intercom System Replacement (2019)  
Roofing (2021)  
HVAC Controls (2021)

**Greenway ES**  
Playground Improvements (2016)  
Boiler System Replacement (2018)  
Clock System Replacement (2019)

**Nancy Ryles ES**  
Playground Improvements (2020)

**Scholls Heights ES**  
Playground Improvements (2019)

# 2014 Bond Program Scorecard

Data as of April 30, 2022

April 2022

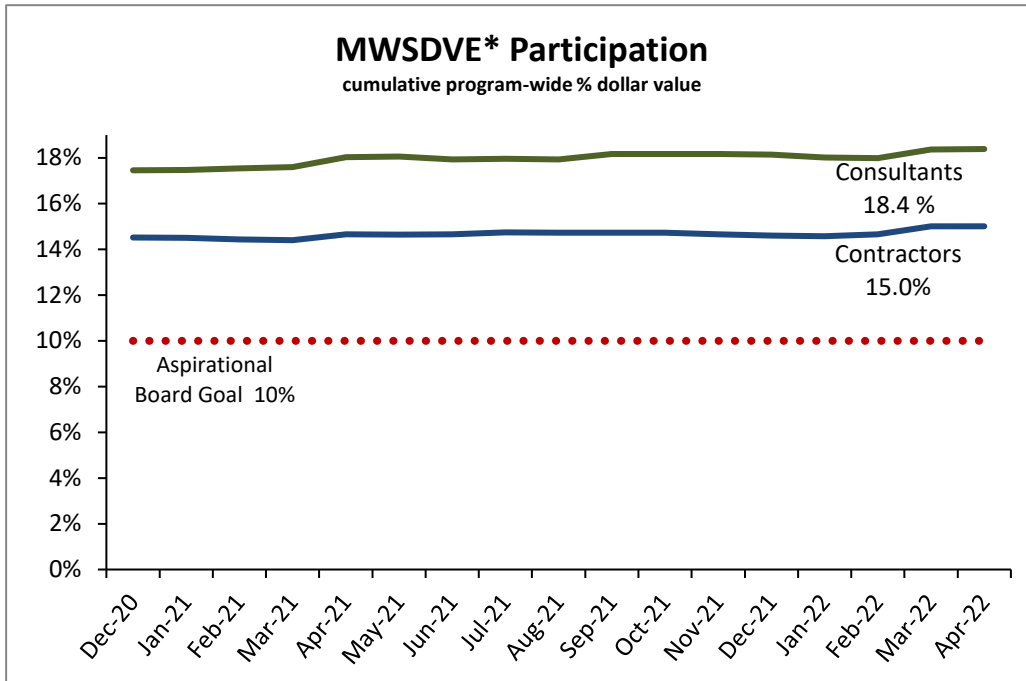
Performance Key	
Green = On Track	
Yellow = Watchlist	
Red = Trouble	
Gray = Milestone Complete	
(Date) = Target	
Date = Actual	
N/A = Not Applicable	

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)	<b>(8-2022)</b>	<b>(9-2022)</b>	<b>(8-2022)</b>	<b>(8-2022)</b>	<b>(9-2022)</b>	<b>(8-2022)</b>	<b>(8-2022)</b>
Equity Goals							
Participation	Target %	Current %	Change %				
MWSDVE - Consultants	10.0%	18.0%	-0.20%				
MWSDVE - Contractors	10.0%	14.6%	-0.10%				
Apprenticeship	10.0%	19.0%	No change				

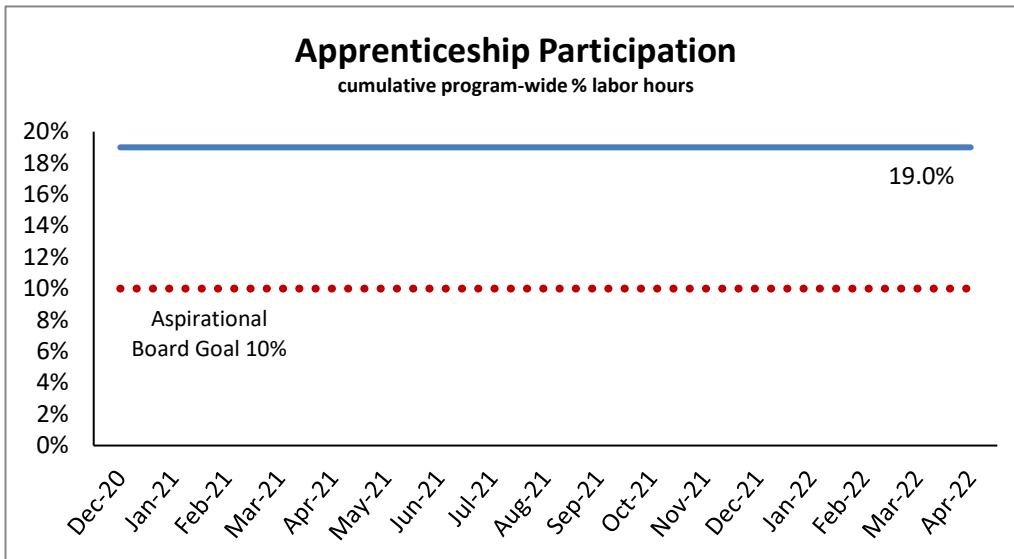


# 2014 Construction Bond Program

## Equity Performance April 2022 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises





# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of April 30, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	March-22 Est @ Comp	April-22 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 36,552,767			EAC reduced by \$1M
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			<b>Completed; Final Cost</b>
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			<b>Completed; Final Cost</b>
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777			Projects in Process; budget 52% complete
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			<b>Completed; Final Cost</b>
District-Wide Facility Repairs	\$ 98,000,000	\$ 121,506,350	\$ 121,275,785	\$ 121,506,350			Increased \$230K for Five Oaks Roof
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 Project)</i>					
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,195,854	\$ 28,426,419	\$ 28,195,854			In Close-Out; Transferred \$230K to FOMS Roof in Facility Repairs
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877			<b>Completed; Final Cost</b>
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>					<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 80% complete
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			<b>Completed; Final Cost</b>
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 19,511		In Close-Out;
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			<b>Completed; Final Cost</b>
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 23,020		In Close-Out;
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642			<b>Completed; Final Cost</b>
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096			Construction completed 2016;
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			<b>Completed; Final Cost</b>
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 100,000		Conceptual Design for 2022 Bond is Complete
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	\$ 26,197,692	\$ 26,197,692			Projects in Process; budget 86% complete

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of April 30, 2022

Project List	Original Budget Allocations	Revised Approved Current Budget	March-22 Est @ Comp	April-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		Projects in Process; budget 65% complete
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828		Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 727,122,452</b>	<b>\$ 726,875,179</b>	<b>\$ 725,857,791</b>	<b>\$ 142,531</b>	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>		
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 807,122,452</b>	<b>\$ 806,875,179</b>	<b>\$ 805,857,791</b>	<b>\$ 142,531</b>	Contingency Balance reduced by \$1.2M
<b>Added Funding to Bond Program</b>						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 16,034,445					
<b>Grand Total Added Funding</b>	<b>\$ 128,176,988</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 808,176,988</b>					Total Funding did not change.
<b>Program Reserve</b>		<b>\$ 1,054,536</b>		<b>\$ 2,319,197</b>		Program Reserve EAC increased by \$1.02M
<b>Program Reserve + Project Contingencies</b>					<b>\$ 2,461,728</b>	PR EAC + Contingencies reduced by \$135K

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of April 30, 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	\$ -	
<b>TOTAL</b>	<b>\$16,034,445</b>		<b>\$10,191,148</b>	

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of April 30, 2022

Added Projects	Approved by & Date	Original Budget	Revised Approved Current Budget	March-22 Est @ Comp	April-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368		\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685		\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257		\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697		\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,179,293	\$ 2,179,293		\$ -	Budget 85% complete; phase 2 work ongoing
Security Upgrades: Classroom Walls	SB 6/15/20		\$ 2,045,710	\$ 2,045,710		0.0%	
Security Upgrades: Paging	SB 6/15/20		\$ 500,000	\$ 500,000		\$ -	
Security Upgrades: Site Fencing	SB 6/21/21		\$ 1,700,000	\$ 1,700,000		\$ -	
Vose Classroom Addition	SB 6/21/21		\$ 3,900,000	\$ 3,900,000		0.0%	Transferred \$150K to Sato Classroom
Sato Classroom Addition	SB 2/28/22		\$ 150,000	\$ 150,000			Design approved at 2/28/22 SB Meeting.
<b>Added Projects Total</b>		\$ -	\$ 12,491,010	\$ 12,491,010			

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of April 30, 2022

Project	Initial Budget	Revised Approved Current Budget	March-22 Est @ Comp	April-22 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 27,832,905	\$ 59,421,061	\$ 59,421,061	\$ 59,421,061		<b>Completed; Final Cost</b>
Projects in Close-out	\$ 6,883,538	\$ 21,605,377	\$ 21,605,377	\$ 21,605,377	\$ 545,097 2.6%	
2022 Repipes	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 150,000 11.1%	
2021 Roof Replacements	\$ 1,972,000	\$ 5,100,797	\$ 5,100,797	\$ 5,100,797	\$ 119,256 2.4%	All projects are complete, except Montclair which will be constructed this summer.
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 563,783	\$ 563,783	\$ 563,783	\$ - 0.0%	
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 100,000	\$ 25,000 11.1%	Project is under contract and will take place this summer.
ISB HVAC & Roof	\$ 864,000	\$ 2,326,733	\$ 2,712,112	\$ 2,326,733	\$ - 0.0%	
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ 2,474,120	\$ 2,474,120	\$ - 0.0%	
2022 Roof Replacements 1 (NR, McK, Findley)	\$ 1,380,000	\$ 3,076,000	\$ 3,323,273	\$ 3,323,273	\$ 307,600 11.1%	These will be 2023 roof projects.
2022 Roof Replacements 2 (Fir Grove, Grwy)	\$ 277,000	\$ 615,000	\$ 2,665,152	\$ 2,665,152	\$ 58,576 2.2%	
2022 HVAC Upgrades 1 (EH, Kinnaman, McK)	\$ 882,000	\$ 2,291,380	\$ 2,291,380	\$ 114,080	\$ - 0.0%	Approximately \$2.2M of this project cost will be funded by ESSER.
2022 HVAC Upgrades 2 (NR, Grwy, EIM, Stoller)	\$ 1,712,000	\$ 1,712,000	\$ -	\$ 1,712,000	\$ -	
Five Oaks Roof	\$ -	\$ 416,000	\$ 416,000	\$ 416,000	\$ 29,000 7.5%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000		
Maint Dept Repair & Improvement Projects*	\$ 9,068,708	\$ 9,068,708	\$ 10,439,322	\$ 10,439,322		
<b>Repair Projects Total</b>	<b>\$ 52,422,151</b>	<b>\$ 111,070,959</b>	<b>\$ 113,412,377</b>	<b>\$ 112,411,697</b>		
<b>Repair Program Balance Available</b>	<b>\$ 45,577,849</b>	<b>\$ 10,435,391</b>	<b>\$ 8,093,974</b>	<b>\$ 9,094,653</b>		
<b>Repair Program EAC Balance</b>	<b>\$ -</b>	<b>\$ -</b>				
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 121,506,350</b>	<b>\$ 121,506,350</b>	<b>\$ 121,506,350</b>		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
<b>Transfer Tracking</b>						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ 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					
Transfer from Five Oaks for Roof Project	\$ 230,565					
<b>Balance</b>	<b>\$ 121,506,350</b>					

# 2014 Bond Program Financial Status Report

Data as of April 30, 2022

## Financial Summary

Seismic Projects	Original Budget	Revised Approved Current Budget	March-22 Est @ Comp	April-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	\$ 2,729,215	0.0%	In Close-Out;
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)	\$ -	\$ 239,700	\$ 208,928	\$ 239,700		Project is now under contract, bid results increase budget from seismic funding hold by about \$30K.
Seismic Funding Hold	\$ -	\$ 81,122	\$ 111,894	\$ 415,463		
(Projects Financially Complete)						
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 33,460,978</b>	<b>\$ 33,460,978</b>	<b>\$ 33,460,978</b>		
<b>TAPS Seismic Grant</b>	<b>\$ -</b>	<b>\$ (22,545)</b>	<b>\$ (22,545)</b>	<b>\$ (22,545)</b>		
<b>AHS Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>		
<b>Beaver Acres Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>	<b>\$ (2,500,000)</b>		
<b>Cooper Mnt Seismic Rehabilitation Grant</b>	<b>\$ -</b>	<b>\$ (2,240,741)</b>	<b>\$ (2,240,741)</b>	<b>\$ (2,240,741)</b>		
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 26,197,692</b>	<b>\$ 26,197,692</b>	<b>\$ 26,197,692</b>		
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 26,197,692</b>					
<b>Transfer Tracking</b>						
Initial Budget	\$ 4,200,000					
Program Escalation	\$ 1,006,740					
AHS Roofing - From Facility Repairs	\$ 575,193					
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000					
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807					
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000					
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)					
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000					
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950					
Beaver Acres Windows - From Facility Repairs	\$ 605,000					
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500					
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000					
West TV Seismic (Gym) Transfer	\$ 460,827					
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  
April 30, 2022

Data as of April 30, 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 4/30/22	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	70%	\$ 8,102,622	\$ 5,181,920	\$ 1,742,016	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	97%	\$ 5,111,942	\$ 698,711	\$ 523,868	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%	\$ 29,390,083	\$ 202,361	\$ 96,083	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	84%	\$ 2,441,971	\$ 560,182	\$ 92,330	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>93%</b>	<b>\$ 51,811,123</b>	<b>\$ 6,643,174</b>	<b>\$ 2,454,297</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
April 30, 2022

Data as of April 30, 2022

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 4/30/22	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	\$ 1,022,389	94%	\$ 956,156	\$ 279,634	\$ 213,400	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	74%	\$ 1,685,112	\$ 843,784	\$ 239,677	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	\$ 14,713	100%	\$ 14,713	\$ 5,347	\$ 5,347	Playground equipment for Early Learning program at seven elementary schools.
Flex Devices	\$ 36,500	100%	\$ 36,484	\$ 36,500	\$ 36,484	5 iMacs, 5 Mackbook Pros, 11 iPads with pencils and keyboards, and 11 Dell monitors for Flex in December 2021
Other Equipment Purchases	\$ 18,692,054	98%	\$ 18,318,463	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018. The District purchased \$16M in buses over the first 7 years of the bond. All are included in this line.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>94%</b>	<b>\$ 22,679,212</b>	<b>\$ 1,465,265</b>	<b>\$ 518,067</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>93%</b>	<b>\$ 74,490,334</b>	<b>\$ 8,108,439</b>	<b>\$ 2,972,364</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 5,509,666</b>					



