



Beaverton School District School Board Meeting

District Administration Center
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Monday, August 29, 2022 6:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

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Good evening Supt. Balderas, Board Chair Colett and members of the School Board.

For the record my name is Lindsay Ray and I am a high school math teacher currently serving as the president of the Beaverton Education Association.

I don't know about y'all, but I had trouble getting to sleep last night. As a new school year is upon us, the excitement is palpable. While I know we're not out of the woods of the pandemic just yet (and I encourage folks to stay up to date on vaccines and be thoughtful about choices that affect your health and the health of others), it is invigorating to be starting a year for the first time since 2019 without a range of restrictions. Students in PE will be able to run and be active indoors, students in music and band classes will be able to sing and play. Students will be able to eat and laugh together in cafeterias. These small bits of life at school are huge, and I know that we are all feeling hopeful that we can move out of the shadow of COVID-19 this year.

Last year was unbelievably challenging for almost everyone in public education, including students, educators, and administrators, and we lost a lot of people to retirement, resignation, leaves of absence, to other districts and even to other careers. That means there are a whole lot of new faces in BSD, including our superintendent Dr. Balderas.

I'm hopeful that we seize this opportunity to clearly define who we are as a district: a place where educators create safe, welcoming, compassionate and diverse communities in which students feel empowered to be themselves. We need to be a district that commits to deep equity work and anti-racist practices, that supports and lifts up students and staff who are people of color or part of the LGBTQ+ community or other historically marginalized groups. We need to be a district of true collaboration, with meaningful ways for BEA, OSEA, BSD leadership, and our students to establish genuine partnerships and decision-making processes that benefit our schools and communities. We need to be a district where we challenge each other every day to bring our best for each and every one of our students.

I want to thank Dr. Balderas for his email this morning—your commitments to equity, to developing actionable plans for our district to become better, and communicating with staff about district priorities and decisions are appreciated, and I am hopeful that they will set a positive and impactful tone for this year.

I also want to mention that our union is in the midst of negotiating agreements for licensed substitute educators in BSD. We know that substitutes help to keep this district running, provide continuity for students, and to ensure that our salaried educators can confidently leave

their students in good hands. We're hopeful that we come to an agreement soon that recognizes the value of these educators in our district.

To our staff, thank you for your continued commitment to our students and to making our district and this community a place to learn, to grow, and to thrive. To our students, we're SO excited to welcome you back. And to our community, thank you for your continued support—we're able to do our jobs better because of your trust in us. Let's have a great year.

Thank you

Good evening school board, Chair Collett, Dr. Balderas

Hello, I am Kyrsti Sackman, I am a para 2 in an elementary SPED classroom & the president Elect for Beaverton's OSEA chapter.

Wow, look at these beautiful in person faces!

We second Lindsay and the BEAs communications tonight.

My board and I want to say thank you to the board and to the BSD Management team for all the hard work collaborating on our new classified contract. Yay

We as OSEA are grateful for our partnership with both district leadership and the BEA.

We as OSEA are excited for this new year, to gain some resemblance to a normal reality of educating.

This year we have a board, with a year under our belt & we are looking forward to getting into the thick of things and we are excited for all the things to come this year.



PUBLIC COMMENTS

Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, August 25, 2022, through 12:00 p.m. on Monday, August 29, 2022.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, August 29, 2022, at 12:00 p.m.

Heather	Loeffler	Parent/guardian	Please reconsider constructing the fence at Oak Hills Elementary. A chain link fence is not a deterrent for someone looking to cause harm. The funds that it would cost to build the fence could easily be put toward other safety measures WITHIN or at the school building - not hundreds of feet away. Additionally, the fence would block half of the student population walkers who cross Bethany Blvd at the west side of the school. This divided the school, the community, and the students. Please look at other safety measures that could actually make an impactful difference.
Irwin	Yablok	Community Member	What happened to the Beaverton math program? Both of my daughters received an outstanding math education from Beaverton schools and are now in successful STEM careers. Unfortunately the current math program specifically AGS1-3 has countless deficiencies. I fear this is putting Beaverton students at a competitive disadvantage. Here is a summary of some of those disadvantages. 1. The theory or key concepts are never really presented. Instead there is a long complex set of questions that are intended to help the student discover these key concepts.
Sara	Calvert-Kubrom	Parent/guardian	I'm very concerned by the update in COVID policies that parents will only be notified if a cohort has a high level of COVID spread and that the COVID dashboard will not be used. With a vulnerable baby at home with asthma, this strips out ability to partner with our doctor to make informed decisions on how to protect my kindergartner's baby sister as we navigate this school year.
Elizabeth	Ranweiler	Parent/guardian	Please sign BSD up for OHSU's free weekly saliva PCR testing for COVID-19 so that BSD families can participate if they wish. PPS and other districts are participating in the program for 2022-23. There is no equivalent program available for students whose districts do not enroll. The program has been redesigned to minimize the district staff time needed. For 2022-23, sample kits will be mailed to participating students' homes and students will drop them for OHSU collection. This link describes the redesigned program and includes a link to information about districts that are already enrolled: https://www.ohsu.edu/health/k-12-covid-19-screening-program?fbclid=IwAR0fpjUjZsbk6lfqelB4rAPGf-wChCxeG6AeEbl9mfplTKk9UrEZbK-RTAY
Katie	Curtis	Community Member	I urge the school to reconsider the installation of the 6ft metal fence around the Oak Hills school property. I am a parent of two young kids, not yet in elementary school but they will attend Oak Hills in the future. I am also a homeowner in Oak Hills and feel the fence installed as planned will negatively impact the community and kids at the school. I feel a compromise could be found using homeowners existing fences to secure the property. Please consider the publics opinion before proceed with the plans. Thank you for the consideration.
Allison	Bernaldez	Parent/guardian	Schools are supposed to be safe places for our children. Current & proposed COVID guidelines for BSD schools will not keep our kids safe from the ongoing pandemic. The guidelines are not equitable - BSD students & families have varying degrees of risk for severe disease & many will experience extreme economic hardship due to COVID infections. The policies in our schools should be equitable & inclusive, to keep our most vulnerable community members safe.

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.

			<p>A group of over 100 doctors, scientists, & public health professionals have endorsed an Equity Schools Policy Plan (http://equitypolicyplan.org/), which provides a practical approach to implementing sensible mitigation, to help keep kids & educators healthy & in school. The plan includes temporary mask mandates, vaccination campaigns, scheduled testing, & improved air ventilation & filtration.</p> <p>Negative rapid tests should be required to return after a COVID infection & mask mandates should be in place during high transmission periods.</p>
Cindy	McHenry	Parent/guardian	<p>I am opposed to fencing in the playground and track at Oak Hills Elementary School. Oak Hills is a very close knit community and prohibiting access to these spaces will change our neighborhood unity. I understand the intent of the fence and can empathize with those that feel it is necessary as my own children have attended Oak Hills, one of whom is still attending. In my opinion, in the case of a threat or dangerous person on the property the fence would do the opposite of keeping our kids safe and would actual keep them contained in a dangerous situation as opposed to keeping a dangerous person out. I am for cameras, restricted building access, and resource officers being present, but I believe the fence will create a less safe space in reality and will hinder our amazing community and our own parental protection in the case of a threat. I ask that you please reconsider the decision to fence in Oak hills Elementary School.</p>

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SUPERINTENDENT'S ENTRY PLAN

Proposed by: Dr. Gustavo Balderas, Superintendent of Schools

July 1, 2022



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

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PURPOSE



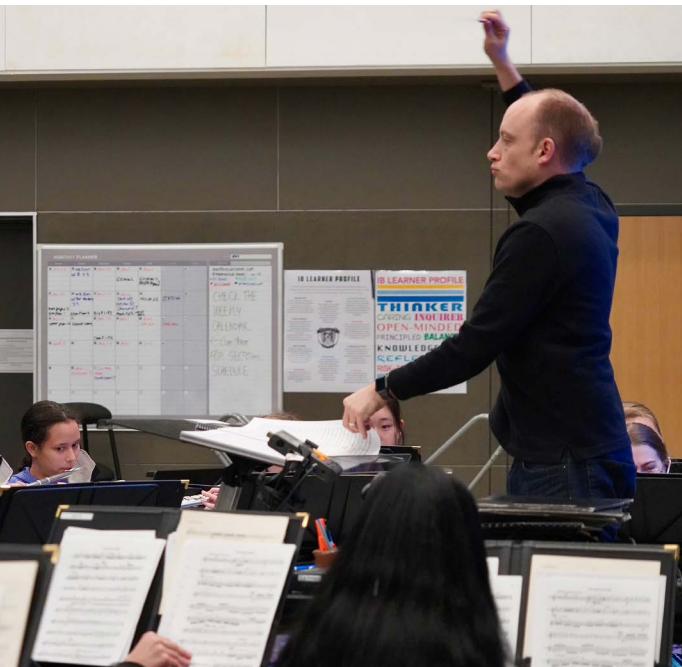
The purpose of the Superintendent’s Transition/ Acceleration Plan is to provide a roadmap for the direction of the school district. This road map will be created through deep analysis of information gathered through listening sessions. This information will guide the Superintendent’s work plans and will inform staff during the development of future action plans.

Listening and learning sessions will dominate Phase I. The sessions will consist of numerous meetings with district leadership and central office support staff, as well as external leaders, including other area superintendents and community leaders, school principals and administrators, professional associations, leadership groups, student groups, parent groups and community organizations.

Reflection and the analysis of data collected and of anecdotal information gathered will guide Phase II, in which we will verify assumptions and identify the gaps in our programs. Those challenges that generate a sense of urgency and merit our full attention will become catalysts for change during the Superintendent’s tenure.

Leading will dominate the final phase of the Transition/ Acceleration Plan, culminating with the full development of a Beaverton School District Strategic Plan. This strategic plan will have holistic goals and action plans to achieve these goals. The series of explicit action plans will be presented to the BSD Board of Directors and community. These action plans will serve as tactical blueprints – roadmaps to improve the level of academic achievement of all students and to firmly establish internal operating, reporting and accountability systems. These action plans will become the guiding documents for our focused efforts to improve continuously.

Lastly, it should be noted that the successful transition of the Superintendent will occur simultaneously with the responsibility of operating a large school district and a transition that is made more difficult as all districts are still struggling to recover from the worldwide pandemic crisis. The Superintendent’s duties and responsibilities associated with the daily operations and problem-solving are in full course while the entry plan takes place.



PLANNED ACTIVITIES



Board of Directors

Purpose: Establish a strong working relationship with each individual member of the Board and build a cohesive governance team with a common purpose.

District and Site Administrators

Purpose: Establish strong professional relationships with key personnel inside the district and begin to assess the strengths and needs of the leadership team.

Faculty and Support Staff

Purpose: Establish strong and collaborative relationships with each of the district's professional associations and groups of employees.

Community Leadership

Purpose: Meet civic leaders, business leaders, non-profit foundation leaders, neighboring school district leaders, law enforcement and parent organizations to generate good will, restore confidence in our mission, solicit and build support, establish communication channels and lay the groundwork for the strategic plan.

Political Leadership

Purpose: Meet local and state political leaders and establish means for regular communication.

District Tour and School Visitations

Purpose: Understand the district's communities, demographics and differences within schools.

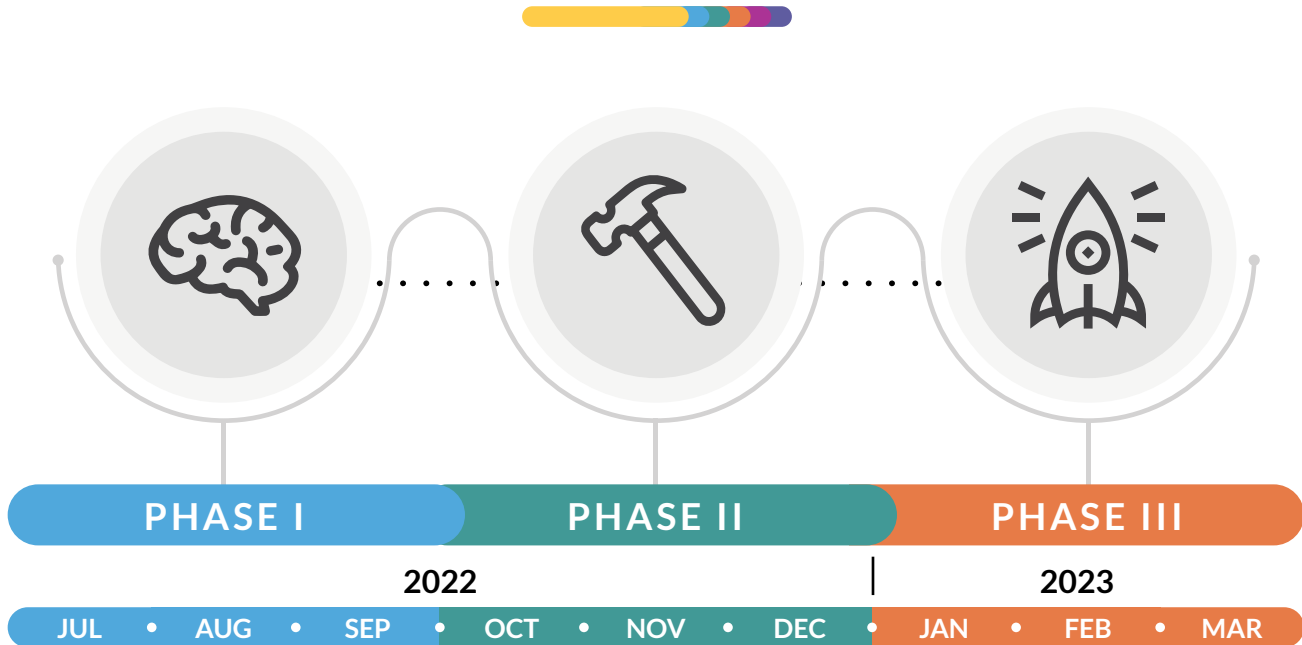
Local Media

Purpose: Articulate goals clearly, explicitly and early so that the public, press and the education community know what to expect. Generate publicity and awareness for initial "listen-and-learn" efforts. Demonstrate the sense of urgency behind the successful completion and initial implementation of a district strategic plan and successful execution of board goals.

Student Leadership/Student Voice

Purpose: Meet with diverse student groups to understand students' perspective.

GOALS & OBJECTIVES



Transition Acceleration: Understanding the Context

Listening-and-learning sessions will dominate Phase I. The sessions will consist of numerous meetings with district staff, school site leaders, students, community leaders, community organizations, professional associations and parent organizations.

Building Momentum: Securing Early Wins and Establishing Credibility

Inquiry, reflection and the analysis of data and qualitative information gathered will dominate Phase II, in which we will verify assumptions and identify the supports needed for our programs. Those deficiencies and challenges that generate a sense of urgency and merit our full attention will become “our work” and the catalysts for change during the Superintendent’s tenure.

Planning to Implement: Beaverton Strategic Action Plan

Leading will dominate the final stage of the Transition Acceleration Plan, culminating with the full development and adoption of a completed Beaverton School District Strategic Plan. This plan will be comprised of a series of holistic goals with explicit action plans presented to the BSD Board of Directors and community. A clear and focused plan is critical to communicate district priorities to all stakeholders, serving as a roadmap to success and guide to align efforts toward a common, student-centered outcome. The Board of Directors has final approval of the strategic plan.

1

GOAL 1: OUR COMPACT



Ensure effective district governance through positive and productive Board – Superintendent relationships



OBJECTIVES

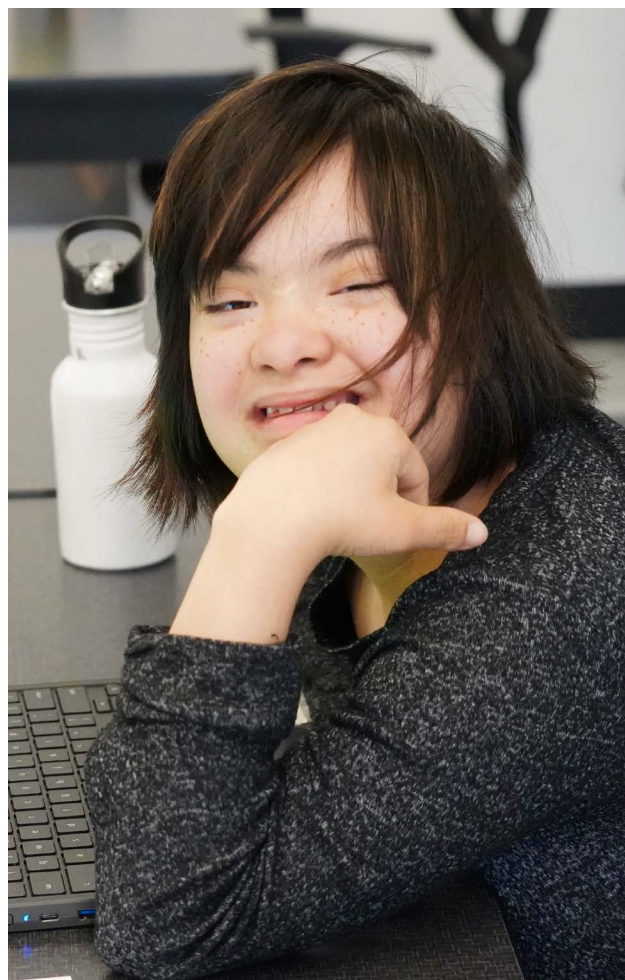
- + Establish the Board and Superintendent as a cohesive governance team with a singular agenda on improving the achievement of all students.
- + Build positive, productive and trusting working relationships with the Board members.





INTENDED ACTIVITIES

- + Meet with the Board Chair and Vice Chair to schedule Board-Superintendent retreat.
- + Establish clear understanding of roles, responsibilities, expectations and systems for mutual accountability.
- + Establish clear understanding of Board-Superintendent protocols.
- + Establish regular meeting times with the Board Chair and Vice Chair for reviewing board agendas.
- + Establish regular meetings with each board member for one-on-one conversations and perspectives.
- + Establish superintendent evaluation process, procedures, timelines and goals.
- + Establish regular communications systems with the Board.
- + Schedule Board-Cabinet retreats and workshops.



2

GOAL 2:
CONNECTIONS

Increase public trust and confidence through open and honest communication and positive relationships among stakeholder groups



OBJECTIVES

- + Increase personal knowledge and understanding of the various regions and neighborhoods within the Beaverton School District.
- + Establish positive relationships with key district leadership and meet with central office and school staff to validate each as individuals who are critical to the district's success.
- + Communicate with parents and encourage positive partnerships on behalf of students.
- + Establish a positive, professional and collaborative relationship with professional associations and labor groups.
- + Connect with the political leadership in the city, county and state to forge clear lines of communications, advocacy and support for district students.
- + Establish positive working relationships with members of the business community, leadership service groups, support and non-profit agencies in the community.
- + Increase opportunities to promote the district's image within the community and enhance advocacy for the district's needs and mission.
- + Determine the effectiveness of internal and external communication processes.
- + Continue to expand the district's open and positive relationship with the media.
- + Establish a relationship with diverse student groups at each of the middle schools and high schools.



INTENDED ACTIVITIES

- Identify the community's business leaders, civic leaders, foundation leaders and educational leaders and their respective affiliation with the school district.
- Attend and participate in key city and county committees.
- Attend meetings of key organizations such as the Chamber of Commerce and service/civic clubs/organizations for initial listening-and-learning sessions. Establish routine communications protocols with these groups.
- Become a member of self-selected service/civic/social clubs/organizations.
- Schedule meetings with the established parent organizations for initial listening-and-learning sessions. Establish regular meetings and communications with these organizations.
- Schedule meetings with each employee associations' leadership group for initial listening-and-learning sessions. Establish regular meetings and communications with these groups.
- Schedule meetings with established student leadership groups for initial listening-and-learning sessions. Establish regular meetings and communications with these organizations.
- Schedule regular visitations to all district schools for the purpose of interacting with students and visiting classrooms.
- Assess the quality, quantity and effectiveness of all existing forms of communication with various stakeholders.
- Assess internal and external communications and the roles of staff, Superintendent and Board of Directors in each of these domains.
- Write letters/articles to various stakeholders, using direct and media-facilitated communication expressing my goals, expectations, hopes and plans for continuous improvement for our schools, students and community.

3

GOAL 3:
EXECUTION

High expectations and increased student achievement for all students



OBJECTIVES

- + Analyze patterns in student achievement data and the gaps in achievement between/among identifiable groups of students to determine an appropriate course of action for improving instruction and learning.
- + Engage parents/guardians as primary supporters of their children's academic achievement.
- + Establish formal and informal internal and external monitoring and evaluation designs for instructional support and intervention systems.
- + Understand current strategies, strengths and opportunities for improvement in the district's instructional program.
- + Understand and assess the current plan in place for the district and school sites to meet student performance goals.





INTENDED ACTIVITIES

- + Meet with the Superintendent's Cabinet to discuss the performance of district schools to assess the quality of actions proposed for continuous improvement of schools.
- + Meet with Cabinet and site principals/ assistant principals to analyze and review the instructional program, practices, curriculum and support materials for evidence of effectiveness in improving student achievement.
- + Review student data for all student populations.
- + Review district curriculum, instruction and assessment for high expectations, alignment to standards and appropriate instructional modifications for students in English Language Development programs and for students that are differently abled.
- + Complete visits to district classrooms to observe the current state of teaching and learning in the district.
- + Review the scope of interventions considered, attempted or in place at all our schools.
- + Assess which schools need additional support due to variance in student demographics and provide an action plan to provide this support.
- + Review and analyze the district's student information system(s), monitoring systems and evaluation systems for effectiveness and accountability in terms of how the data enhances instructional decision-making.
- + Review the district's professional development plan.
- + Develop a plan to increase parent participation in their children's education.
- + Utilize a common theme in all district communications, effort and actions.
- + Connect all board goals to the priorities and goals identified to the District Strategic Plan.
- + Review all option school and all transfer/ entrance procedures
- + Review dual language program alignment efforts

4

GOAL 4:
EXCELLENCE
BY DESIGN

Increase organizational effectiveness, efficiency and accountability



OBJECTIVES

- + Assess and determine departmental alignment within the organization to ensure a student-centered agenda.
- + Consolidate and streamline similar functions in order to maximize service and support to schools.
- + Establish a strong and focused district management team.
- + Understand the district's Facility Master Plan.





INTENDED ACTIVITIES

- +

 - Review all critical documents:
 - Board policies and administrative regulations
 - District Instructional Plans
 - Employee handbooks
 - Student achievement by school
 - Financial projections and budget processes
 - Alignment of standards, curriculum, assessment and professional development
 - Legal proceedings and settlements
 - Accountability plans and processes
 - Facilities utilization, plans and projects
 - Safety and emergency plans
- +

 - Request an assessment of current status from each department, an analysis of the critical work priorities for the upcoming year and the proposed plan of action for each.
- +

 - Establish a schedule to meet with all administrators and key staff.
- +

 - Conduct organizational analysis.
 - What do we need to start, stop, and continue doing?
 - How can each department be supportive of improvement in student achievement?
 - What support is needed to be successful?
- +

 - Review and assess the central office structure to enhance workflow and redirect, where appropriate, service delivery to continue improvement of school sites.
- +

 - Establish accountability measures and determine data to be collected, reviewed and analyzed each quarter.
- +

 - Review appropriate technology use throughout all levels of the organization and revise technology plan, as needed.
- +

 - Review funding streams supporting each area of district operations and reassess ways to maximize support.

5

GOAL 5:
SAFETY & WELLNESS

Establish clear and definitive strategy to address issues related to school safety, security and climate for all schools



OBJECTIVES

- + Increase student attendance— and thus achievement opportunities— by decreasing tardiness, absences and truancy.
- + Connect school safety, security, climate perceptual data and quantitative data to existing strategies to determine gaps.
- + Understand established enforcement of policies and practices related to student conduct and discipline.





INTENDED ACTIVITIES

- + Staff to brief Superintendent on existing student attendance, tardiness, suspension, expulsion and truancy data, policies, regulations and practices.
- + Staff to brief Superintendent on overlapping district, law enforcement, social services and other agency related action to aforementioned item.
- + Design and implement an attendance campaign, if necessary.
- + Conduct organizational analysis
 - What do we need to start, stop and continue doing?
 - How can each department be supportive of dramatic improvements in student achievement?
 - What support is needed to be successful?
- + Review and assess the central office structure to enhance workflow and redirect, where appropriate, service delivery to continue improvements of school sites.
- + Review all district emergency procedures.







SUPERINTENDENT'S ENTRY PLAN

BACKGROUND INFORMATION:

Dr. Gustavo Balderas began serving as superintendent of the Beaverton School District on July 1, 2022. The Superintendent's Transition/Acceleration Plan identifies goals, objectives and planned activities, framing how the superintendent will engage in purposeful, community-engaged, systematic and strategic work to rapidly create connections and gain insights, develop a roadmap for the district's direction, and support long-term success.

- **Goal 1: Our Compact** • Ensure effective district governance through positive and productive board–superintendent relationships
- **Goal 2: Connections** • Increase public trust and confidence through open and honest communication and positive relationships among stakeholder groups
- **Goal 3: Execution** • High expectations and increased student achievement for all students
- **Goal 4: Excellence By Design** • Increase organizational effectiveness, efficiency and accountability
- **Goal 5: Safety & Wellness** • Establish clear and definitive strategy to address issues related to school safety, security and climate for all schools

Phase I: Listening and learning will dominate Phase I. Listening and learning sessions will include numerous meetings with district leadership and central office support staff, school principals and administrators, professional associations, leadership groups, student groups, parent groups, community organizations, and external leaders including other area superintendents and community leaders. Community members will be invited to share their thoughts with the superintendent in community listening sessions held at varied locations across the district throughout the school year.

Phase II: Reflection and the analysis of data collected and of anecdotal information gathered will guide Phase II, in which we will verify assumptions and identify the gaps in our programs. Those challenges that generate a sense of urgency and merit our full attention will become catalysts for change during the superintendent's tenure.

Phase III: Leading will dominate the final phase, culminating with the full development, adoption and implementation of a Beaverton School District strategic plan. A clear and focused plan is critical to communicate district priorities to all stakeholders, serving as a roadmap to success and guide to align efforts toward a common, student-centered outcome. The strategic plan will establish holistic goals and action plans to achieve these goals—roadmaps to improve the level of academic achievement of all students and to firmly establish internal operating, reporting and accountability systems. The school board has final approval of the strategic plan.

The Superintendent's Transition/Acceleration Plan document is included in the board meeting materials packet.

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."

Safe Return to School: COVID-19 Protocol Updates

Update to School Board – August 29, 2022

COVID-19 Advisory Team

Members

Danielle Hudson

Josh Gamez

Ken Struckmeier

Lori Perkins

Keshia Weston

Shellie Bailey-Shah

Kerry Delf

Team Purpose

An advisory group to provide cabinet with briefings, recommendations, and answer questions related to BSD's COVID-19 response.

Act as liaison between BSD and Washington County Health and Human Services, NWRESA, and ODE regarding COVID-19 response.

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Overview

This presentation will provide information regarding COVID-19 practices that will be:

- **Ongoing Practice**
- **Previous Practice**
- **New Practice**

COVID- 19 Testing

Ongoing Practice

- Continue onsite diagnostic testing for students and staff with symptoms consistent with COVID-19 or for known exposure.
- Students and staff who develop symptoms at home may arrange to return to the school site for diagnostic testing.
- Discontinued central testing site as of June 2022.
- Discontinued OHSU COVID screening program as of June 2022.

Face Coverings

Ongoing Practice

- *At All Times*
 - Disposable masks are available for staff and students at all district facilities.
 - Staff working in health rooms and isolation rooms are strongly encouraged to wear a face covering.
 - Disposable KN95 masks and additional PPE are available for staff in health rooms and isolation rooms.
- *Low Transmission*
 - Masks are recommended but not required.
- *High Transmission*
 - School communities will be notified if a school and/or the county are experiencing a high transmission rate of COVID-19. A letter will be sent to the school community recommending mask use, but it will not be required.
- *Following COVID-19 Positive Test*
 - Staff and students are encouraged to wear masks on days 6–10 when they return.

Isolation

Ongoing Practice

- Staff and students who test positive for COVID-19 will not be able to return to work/school and will need to isolate at home for 5 days from when symptoms begin or the individual receives a positive test result.
- Staff and students are encouraged to wear masks on days 6–10 when they return.

Isolation Rooms

Ongoing Practice

- Schools have been instructed to have an isolation space for students and staff. The isolation and health rooms can be the same area, but the school has to have a plan to implement medical tasks without contact to an individual in isolation.

Cohorts Definitions

Ongoing Practice

- Elementary Classrooms and Special Education Specialized Program Classrooms (ALC, ELC, EGC, ISC, SCC, SLC, SRC)
- Middle and High School Grade Levels
- Middle and High School Whole School
- Middle and High School Academic Communication Enhancement (ACE) Classrooms, Independent Skills Center (ISC) Classrooms, Structured Learning Center (SLC) Classrooms, and Structured Routines Center (SRC) Classrooms
- Community Transition Program (CTP) Classrooms

Student Instruction and Absence Reporting During COVID-19 Cohort Quarantine

Ongoing Practice

- If a cohort of students is recommended by Washington County Department of Health and Human Services to quarantine, the cohort will transition to Temporary Remote Learning.
- The teacher will have one day to prepare to transition to Temporary Remote Learning. The teacher planning day will be a non-instructional day for the cohort.
- If the cohort's teacher(s) is able to teach, they will teach the class virtually. If the teacher(s) is unable to teach due to illness, a sub will be secured to teach the class remotely.
- Attendance procedures for cohorts in quarantine will remain the same as attendance for students who are attending school in person. If a student attends class virtually, they will be marked present. Students who do not attend class virtually will be marked absent.

COVID-19 High Transmission Level Definition

Previous Definition

- Undefined

New Definition

- School-based high transmission levels are defined by meeting the following absence thresholds and at least some students are known to have influenza or COVID-like symptoms:
 - At the school level: $\geq 30\%$ absenteeism, with at least 10 students and staff absent
 - At the cohort level: $\geq 20\%$ absenteeism, with at least 3 students and staff absent

*Definition provided by Washington County Health and Human Services on July 6, 2022.*³³

COVID-19 Staff and Family Notification

Previous Practice

- Notify staff and families of any confirmed positive COVID-19 cases in the school.

New Practice

- Notify staff and families if there is high transmission in a cohort.

COVID-19 Dashboard

Previous Practice

- COVID-19 dashboard on the BSD website reporting COVID-19 quarantine and isolation numbers by school.

New Practice

- Discontinue the use of the COVID-19 dashboard.

Cohort Quarantine

Previous Practice

- School sites with central office approval initiate the quarantine of a cohort/schools based on the high transmission rate definition.

New Practice

- Cohort/school quarantine will only be initiated if recommended by Washington County Health and Human Services.

Student Instruction and Absence Reporting During COVID-19 Isolation

Previous Practice

- Students who are required to isolate had access to virtual quarantine instructors during the isolation period.
- Students were marked Other Authorized (OA) during their isolation period in Synergy.

New Practice

- Students who are required to isolate will no longer have access to remote quarantine tutors. Families/students should contact their teacher to determine what assignments need to be completed. Teachers will treat these absences as any other illness.
- Students who are required to isolate will be marked as absent due to illness in Synergy.

Physical Distance

Previous Practice

- *Low Transmission*
 - Schools were encouraged to maintain 3 feet of distance.
- *High Transmission*
 - It was recommended, but not required, that events (parent/family conferences, fundraisers, etc.) were held online, rather than in-person.

New Practice

- *Low Transmission*
 - Schools are no longer required to implement physical distance protocols.
- *High Transmission*
 - The school will make every effort to hold the event outside and recommend that all participants wear masks and maintain a physical distance.

School-Level COVID-19 Management Plan

Previous Practice

- District COVID-19 Management Plan

New Practice

- Per ODE, each school is required to develop an individual School/Program COVID-19 Management Plan which has be posted centrally by IT.

Questions & Discussion

RETURN TO SCHOOL UPDATE
Board Meeting Date: August 29, 2022

POLICY ISSUE/SITUATION:

As we enter the 2022-2023 school year, the Centers for Disease Control (CDC), the State of Oregon, Washington County Department of Health and Human Services, and the Oregon Department of Education have updated guidance for school district response to COVID-19. The Beaverton School District has identified COVID-19 practices that will be ongoing and practices that will change.

Ongoing Practices:

- COVID-19 Testing
- Face Coverings
- Isolation
- Isolation Rooms
- Cohort Definitions
- Student Instruction and Absence Reporting During COVID-19 Cohort Quarantine

New Practices:

- COVID-19 High Transmission Level Definition
- COVID-19 Staff and Family Notification
- COVID-19 Dashboard
- Cohort Quarantine
- Student Instruction and Absence Reporting During COVID-19 Isolation
- Physical Distance
- School Level COVID-19 Management Plan

RECOMMENDATION:

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



School Resource Officer Program Review Update

SeeChange presented their School Resource Officer Study to the School Board at the Board Work Session on August 8, 2022. Under the direction of Superintendent Dr. Gustavo Balderas an internal work group has been established to review recommendations by SeeChange. The Board will hear an update by this team in preparation for final recommendations at the October Business Meeting.

Recommendation

We recommend the Board hear the update and ask any clarifying questions.



LOCAL OPTION LEVY UPDATE

BACKGROUND INFORMATION:

Beaverton schools' staffing is supported by a local option levy which provides funding beyond what is provided to all Oregon schools through the State School Fund.

Levy revenues remain 100% in the Beaverton School District to preserve teachers and protect class sizes. The levy currently funds 286 teaching positions, allocated to all 54 schools in the district: 150 in Beaverton's elementary schools, 48 in middle schools, 68 in high schools and 20 in option schools.

Voters first approved the levy in 2013 and voted to renew it in 2018. The current levy expires in June 2023. The board on August 8 unanimously decided to refer to the November 2022 ballot a measure to renew the local option levy for five years at the same tax rate.

Renewal of the levy would continue the current tax rate for 5 years, \$1.25 per \$1,000 assessed property value. The levy is subject to Measure 5 limitations so property owners may pay less than the maximum rate. The owner of a home with an average assessed value of about \$303,000 would continue to pay less than \$32 per month.

If the local option levy renewal is approved by voters, the levy is projected to provide \$39–\$43 million per year to continue to fund teaching positions. Over the five-year period the levy would raise about \$205 million.

If the levy is not renewed before it expires in June 2023, the district's annual budget would be reduced by \$39–\$43 million starting in the 2023–24 school year. The district would need to cut operating costs by the equivalent of reducing staffing by about 286 teachers.

Staff will provide an update on the local option levy renewal measure on the November ballot.

LOCAL OPTION LEVY Update

School Board Meeting
August 29, 2022



CURRENT WORK

DISTRICT LEVEL

- Levy Renewal Website
- Levy Renewal Explainer Video
- Explanatory School Posters
- Explanatory Flyers for Elementary
- Mailers
- Social Media Campaign

SCHOOL LEVEL

- Back-to-School Nights
- Principal Coffees
- PTO/PTC Meetings
- Weekly Newsletters
- ParentSquare Message in October

COMMUNITY OUTREACH

DISTRICT

- Superintendent Listening Session - October 25, Aloha High School
- Media Outreach

BOARD

- PTO/PTC Meetings
- Community Presentations



EDUCATIONAL EQUITY ADVISORY COMMITTEE

BACKGROUND INFORMATION:

Senate Bill 732, approved by the legislature last year, requires each school district in Oregon to establish an educational equity advisory committee.

The duties of the committee include informing and advising the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate.

The committee must be composed of parents, employees, students and community members, and its membership must be primarily representative of underserved student groups and elevate underrepresented voices. Current members of the school board and the superintendent are not eligible for appointment to the committee. The superintendent is responsible for coordinating the member nomination process and recommending finalists to the board for appointment. One member of the equity committee must be appointed to the budget committee once a vacancy on the budget committee occurs.

The Beaverton School District has previously established an equity advisory group, the equitable policies task force, with members appointed after an open community application process in 2021. This fall the district will reconstitute the committee to be further aligned with the new legislation, with membership recommended from the current task force and new applicants. Students, families, staff and other community members will be invited to apply for appointment to the reconstituted equity advisory committee.

RECOMMENDATION:

In a future meeting the superintendent will recommend committee members to be appointed by the board.

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

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Educational Equity Advisory Committee

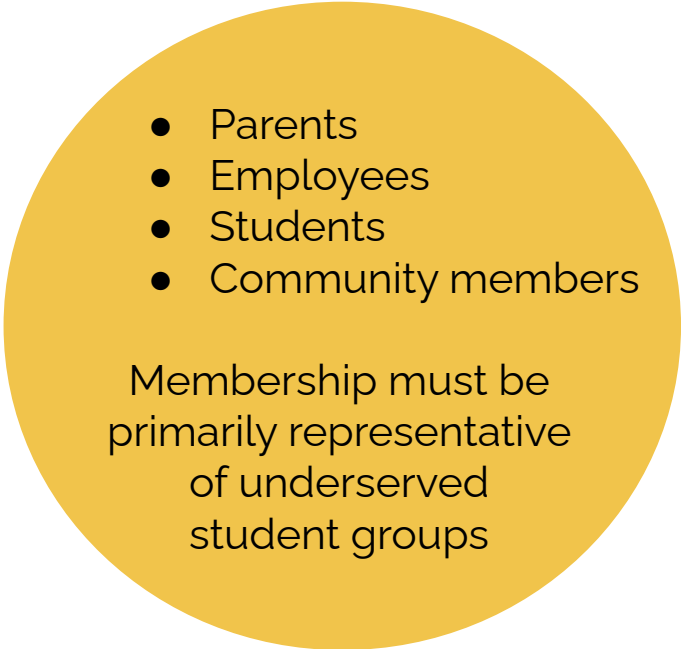
Update to School Board – August 29, 2022

Purpose

To inform and advise the board and superintendent on:

- Educational equity impact of policy decisions
- Experiences of underserved student groups
- Situations that impact underrepresented students
- Larger district-wide climate
- Additional topics related to educational equity impacts to student experience in the district

Membership

- 
- Parents
 - Employees
 - Students
 - Community members

Membership must be primarily representative of underserved student groups

Process

Initial:

- Current Equitable Policies Task Force members were appointed following an open application process in 2021
- Additional student interest was solicited with outreach through high school principals in June 2022

Going forward:

- Application open to the BSD community
 - Communicated in 11 languages
 - Outreach to underserved communities
- Reconstituted equity committee
 - Selection from current task force & new applicants
 - Superintendent recommends members
 - School board approves appointment
- Considerations for selection
 - Application and rubric
 - Participation commitment
 - Representation of underserved student groups
 - Elevation of underrepresented voices

**BUDGET COMMITTEE MEMBER SELECTION UPDATE****POLICY ISSUE / SITUATION:**

The Budget Committee has two vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
4	Sunita Garg	Alok Mehrotra	2022
7	Tom Colett	Dr. Lisa Shultz	2022

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 4 and 7 to serve three-year terms on the Budget Committee. Members who previously served on the Budget Committee are not excluded from appointment.

The School Board is using the following process to appoint committee members:

- Openings will be publicized using all communication channels, with a deadline of October 31, 2022.
- A letter of interest and resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- The deadline will be October 31, 2022.
- Administration hopes to present appointees at the November 14, 2022 School Board Meeting for Board approval.

RECOMMENDATION:

Discussion only. If satisfied with the process and timelines suggested, action will be a part of the Consent Agenda.

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WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY

WE COLLABORATE



SCHOOL BOARD ELECTORAL ZONE REVISION PROJECT

POLICY ISSUE / SITUATION:

The most recent federal decennial census was conducted in 2020, and population data are available for reviewing and adjusting the seven Board Zones in accordance with Board Policy BBB (Board Elections) and the Oregon Secretary of State's 2021 Directive on Redistricting. The Board will hear a presentation from the District's consultant on the steps for the Board Zone Revision Project.

BACKGROUND INFORMATION:

Board Policy BBB (Board Elections) establishes the formation of School Board elective zones for the District.

By the Board's own motion, the Board will consist of seven members elected at-large representing zones, and will be known as the school board of the district. A term of office shall be four years. The Board shall divide the seven district zones so that they are nearly equal in population, as shown by the latest federal census, taking into account school attendance areas. A Board member must reside in their own zone.

The 2020 official population for the Beaverton School District, as estimated by the Portland State University Population Research Center, is 291,739. Each of the seven Board Zones, as directed in policy BBB, should have approximately 41,677 persons based on the estimated population. Due to population change across the District since the last Board Zone map was adopted, Board Zone geographies are in need of adjustment to bring them back into equilibrium. Electoral districts are governed by ORS 332.132 and the Secretary of State's 2021 Redistricting Directive.

Portland State University's Population Research Center (PRC) has been hired to conduct an analysis and present new Board Zone maps for consideration. PRC has conducted similar electoral zone revisions for Portland Public Schools and other districts. PRC will take the following steps for the project:

- On August 29th present the project to the Board and gather any Board-directed criteria to be considered, in addition to ORS 332.132 and the Secretary of State's Redistricting Directive;
- Collect and prepare geographic, population, and supplemental data to support developing map alternatives;
- Develop two alternative maps for new Board Zones;
- Present the two alternatives to the Board for discussion,
- Make revisions and deliver final maps to BSD along with a report.

The objective is to have the new Board Zone map adopted in time for candidate filings in the May 2023 election.

At the August 29th, 2022 meeting, PRC's Director, Professor Ethan Sharygin, will provide an overview of the project and gather Board Members' input on any additional criteria in redrawing the zone map. PRC is scheduled to bring alternative maps to the Board for consideration in Fall and a final map by the end of 2022.

RECOMMENDATION:

Staff recommend the Board listen to the presentation and discuss with PRC the project and any desired criteria for consideration in the Board zone revision project.

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

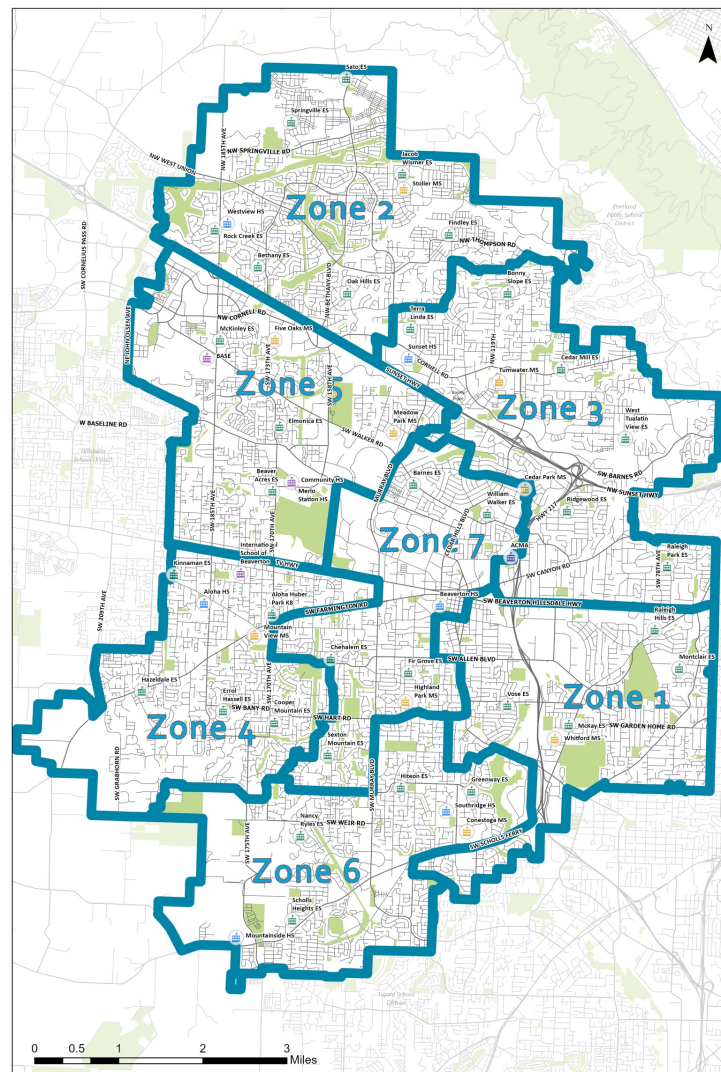
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SCHOOL BOARD ELECTORAL ZONE REVISION PROJECT

School Board Meeting
August 29, 2022

Today's 7 Board Zones Policy BBB

By the Board's own motion, the Board will consist of seven members elected at-large representing zones, and will be known as the school board of the district. A term of office shall be four years. **The Board shall divide the seven district zones so that they are nearly equal in population, as shown by the latest federal census, taking into account school attendance areas. A Board member must reside in their own zone.**



Project Consultant: Portland State University Population Research Center

Ethan Sharygin,
Director, PRC

Major Project Steps

1. Present the project to the Board and gather any Board-directed criteria to be considered;
2. Collect and prepare geographic, population, and supplemental data to support developing map alternatives;
3. Develop two alternative maps for new Board Zones;
4. Present the two alternatives to the Board for discussion; and
5. Make revisions and deliver final maps to BSD along with a report.

ORS and Secretary of State's Directive

ORS 332.132

Zoning process

Except as provided in ORS 255.400 (Definitions for ORS 255.400 to 255.424) to 255.424 (Notice requirements to bring action), if a common school district or union high school district is zoned, the school board of the district shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible. The board shall readjust zone boundaries if necessary to comply with this section, upon any change in the boundaries of the district.

[Formerly 331.097; 2019 c.449 §15]

Secretary of State's 2021 Directive

Each district or precinct, as nearly as practicable, shall:

- Be contiguous;
- Utilize existing geographic or political boundaries;
- Not divide communities of common interest; and
- Be connected by transportation links.
- For districts, be of equal population.

No district shall be drawn for the purpose of favoring any political party, incumbent elected official or other person.

No district shall be drawn for the purpose of diluting the voting strength of any language or ethnic minority group.

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

Board Members Present:

Tom Collet, Chair
Susan Greenberg
Karen Perez
Sunita Garg

Eric Simpson
Ugonna Enyinnaya
Becky Tymchuk, Vice-Chair

Staff Present:

Don Grotting
Ginny Hansmann
Carl Mead
Mike Schofield
Josh Gamez
Steve Langford
Susan Rodriguez
David Williams
Danielle Hudson
Tatiana Cevallos
Toshiko Maurizio
Camellia Osterink

Superintendent
Deputy Superintendent of Teaching and Learning
Deputy Superintendent of Operations
Associate Superintendent for Business Services
Chief Facilities Officer
Chief Information Officer
Chief Human Resources Officer
Executive Administrator for Strategic Relations
Executive Administrator for Student Services
Administrator for Equity and Inclusion
Administrator for Multilingual Programs
District Legal Counsel

6:19 PM Budget Hearing – Called to Order by Chair Tom Colett

Mike Schofield reported that there was one request to submit public comments on Zoom or questions regarding the 2021-22 Budget.

He went on to explain that the 2022-23 budget was approved in May by the Budget Committee, tonight we will see a modification of 8 million due to the Awesome Grant. That is the only modification.

6:23 PM Budget Hearing ended**CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett**

School Board Chair Tom Colett called the meeting to order at 6:31 p.m. Chair Colett asked for changes to the agenda: No changes

COMMUNITY RECOGNITION

Flag of Learning and Liberty – presented by Chair Tom Colett

- Jill McGovern and Michelle Solberg

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Regeneron International Science and Engineering Fair 2022 – presented by Karen Perez

- Rishab Jain, Alexander Plekhanov, Nikhil Nayak

TechStart Technology Educators of the Year – presented by Becky Tymchuk

- Rick Bush and Jason Galbraith

District Flight Team – presented by Tom Colett

- Leslie Rodgers

BEA Comments – Lindsay Ray – Incoming President

Comments attached in Board Book packet

OSEA Comments – Kyrsti Sackman – President – not present

Questions and Comments: None

Public Comments - Board Chair Tom Colett stated there were 13 written public comments received and 4 live zoom participants (as one removed themselves from the list), see Public Comments and Live Zoom Comments attachment for a full listing of public comments submitted. Any comments not following the guidelines were sent to the Board but will not be published in the minutes.

REPORTS

A. Superintendent Comments – Don Grotting

- Attached in Board Book packet

Questions and Comments: None

B. Financial Update– Mike Schofield

- Attached in Board Book packet

Comments/Questions: None

DISCUSSION ITEMS

A. Acceptance of Election Results – Mike Schofield

- Attached in Board Book packet

Questions/Comments: We lost in Multnomah County by 2 votes, however it passed overall due to Washington Co voters.

B. Bond Authorization – Mike Schofield

- Attached in Board Book packet

Questions/Comments: I sent some questions and they have been answered. They were about the rising interest rate and how that might affect us.

Something else you taught me was that we sell part of the bonds now and then wait until we need the balance for upcoming projects. Thank you.

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Questions and Comments: I support this budget and appreciate all of the work of the Budget Committee, we know how hard it is to do this work. We are fortunate that the staff are good stewards of our funds.

Thank you to our staff for putting this together. Thank you to Mike Schofield for answering questions and making things clear.

Thank you for the transparency to the BAC committee and finance team.

BE IT RESOLVED that the School Board approves 2022-2023 Budget Resolution (22-621A) Adopting the budget, making appropriations, and imposing taxes is as submitted at this meeting.

Susan Greenberg made the motion to approve Resolution 21-621A adopting the budget, making appropriations, and imposing taxes as submitted at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Becky Tymchuk, and Tom Colett.

C. Budget Calendar for 2023 – 2024 - Mike Schofield

Questions and Comments: None

BE IT RESOLVED that the School Board of Beaverton School District approves the submitted Budget Calendar for 2023-2024.

Susan Greenberg made the motion to approve the budget calendar for 2022-2023. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Becky Tymchuk, and Tom Colett.

D. Behavioral Health and Wellness Project Team Phase 1 Adoption- Danielle Hudson

Questions and Comments: I just want to emphasize that it would be great to have bilingual members on the committee and to assure that our bilingual and BIPOC students have access to this.

This is a big undertaking and thank you. It has made a huge difference to our students after the pandemic. Appreciate all the work.

Mental health of our students is a top priority.

The need was already there, and I am happy this is happening in our schools. Tracking it and letting the Board know how it is going, so we can make it better as we go.

Mental health has been a really important advocacy and I'm excited to have it added to our curriculum.

BE IT RESOLVED that the School Board accepts and approves the Phase 1 Behavioral Health and Wellness Project Team Report for the Beaverton School District Behavioral Health and Wellness curriculum adoption.

Susan Greenberg made the motion to approve the Behavioral Health and Wellness Project Team Phase 1 Adoption as listed above. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Becky Tymchuk, and Tom Colett.

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E. Social Science Curriculum Adoption Phase 2 – Brian Sica

Questions and Comments: Thank to the team, BSD is leading the way with this curriculum. It was good to be a part of the team and see the curriculum. You have my full support This is important work and for us to do it right. Thank you to Matt Hiefield, Brad Parker and Dr. Sica for all the hard work.

Thank you to Dr. Brian Sica and we will miss you and know that Banks will appreciate having you as their Superintendent as much as we have enjoyed having you.

BE IT RESOLVED that the school board accepts and approves the Phase Two Social Sciences Project Team Report for the Beaverton School District Social Sciences curriculum adoption. Phase Two includes Elementary, High School and Specialized Programs Learning Targets, Instructional Resources, and Professional Development recommendations.

Susan Greenberg made the motion to approve the Social Science Curriculum Adoption Phase 2 as listed above. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Becky Tymchuk, and Tom Colett.

F. Consent Agenda – Becky Tymchuk

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 May 23, 2022, Board Meeting and June 9, 2022, Special 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. Acceptance of Election Results

The results of the May 17, 2022, Bond Measure Election 34-313 were reported by Multnomah County and Washington County election offices as follows:

	<u>Multnomah</u>	<u>Washington</u>	<u>Total</u>
<u>Yes</u>	66	36,334	36,400
<u>No</u>	68	30,159	30,227
<u>Total</u>	134	66,493	66,627

BE IT RESOLVED the School Board accepts the results of the May 17, 2022 bond measure 34-313 election as accurately reported by the Multnomah County and Clackamas County elections offices.

6. Bond Authorization

BE IT RESOLVED the School Board authorizes and approves resolution no. 22-621B as presented.

7. Approval of Policy IGACA and Policy JED

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BE IT RESOLVED that the School Board approves the changes made to Policy IGACA and Policy JED.

8. Declaration of Surplus Real Estate

BE IT RESOLVED that the School Board declares 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 an 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.

9. Boundary Adjustment Objectives for Bonny Slope and Findley

BE IT RESOLVED that the School Board adopts 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.

10. Approval of School Board Meetings Calendar for 2022-2023

BE IT RESOLVED that the School Board approves the School Board meeting calendar as presented.

11. 2022-2023 Appointment of Budget Officer

BE IT RESOLVED that the School Board approves Michael Schofield, Associate Superintendent for Business Services, to be the designated Budget Officer for the Beaverton School District for the fiscal year 2022-2023.

12. 2022-2023 Appointment of Clerk and Deputy Clerks

BE IT RESOLVED that the School Board appoints Gustavo Balderas, Superintendent, to serve as Clerk of Beaverton School District for the fiscal year 2022-2023.

BE IT FURTHER RESOLVED that the School Board appoints Carl Mead and Heather Cordie to serve as Deputy Clerks of Beaverton School District for the fiscal year 2022-2023.

13. 2022-2023 Appointment of Custodians of School Funds

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Gustavo Balderas, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Tracy Westerfield as Custodians of School Funds for the 2022-2023 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, School District obligations may be paid by check bearing the original signature of any Custodian of School Funds or the Custodian's facsimile signature. Alternatively, School District obligations may be paid by bank wire transfer.

14. 2022-2023 Appointment of Financial Auditor

BE IT RESOLVED that Grove, Mueller & Swank, P.C., is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2022-2023 by the School Board.

15. 2022-2023 Appointment of Legal Counsel

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BE IT RESOLVED the following attorneys are hereby designated by the school board as legal counsel for Beaverton School District for the 2021-2022 fiscal year:

<u>Firm</u>	<u>Attorney</u>	<u>Services</u>
Miller Nash LLP	Michael Porter Naomi Levelle-Haslitt Erin Burris Ivan Resendiz Gutierrez Cody Elliott	Charter Schools, Education, Employment & Tort Liability
Ball Janik LLP	Jack Orchard Bruce Cahn Christopher Walters Adele Ridenour	Real Estate & Contracts
Smith, Foster, King LLP	Anne Foster	Tort Liability Labor & Employment
Reinisch Wilson Weier PC	Rebecca Fey Katerina Wolfe	Workers' Compensation
Hawkins Delafield & Wood LLP	Gulgun Ugur	Bond Counsel
The Hungerford Law Firm	Brian Hungerford	Labor & Employment
Cummin, Goodman, Denly	George Goodman	OSHA Litigation

16. 2022-2023 Approval of May 18, 2022 Budget Meeting Minutes

BE IT RESOLVED that the minutes of the May 18, 2022 Budget Meeting are hereby approved by the School Board.

17. 2022-2023 Designation of Depositories

BE IT RESOLVED that US Bank, Wells Fargo Bank, and State of Oregon Local Government Investment Pool, be and hereby are designated as depositories for Beaverton School District for the fiscal year 2022-23 by the school board.

18. Construction Excise Tax Increase

BE IT RESOLVED that the School Board approves increasing the Construction Excise Tax and amending the Intergovernmental Agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect increased tax rates.

19. Approval of Legal Settlement

BE IT RESOLVED that the authority to pay a total of \$180,000 is granted to enter into a Resignation and Release of Claims agreement to resolve potential employment claims. The agreement will be in a form approved by the General Counsel.

Susan Greenberg made the motion to accept the Consent Agenda by the School Board as submitted. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by

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Susan Greenberg, Karen Perez, Eric Simpson, Ugonna Enyinnaya, Becky Tymchuk, and Tom Colett.

Questions/Comments: None

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments –

It's the end of an era, thank you to Don Grotting for putting kids first. Excited about our new Superintendent joining us, in July. I want to recognize Ginny Hansmann, David Williams and Brian Sica, you will all be missed as they are leaving BSD as well.

Thank you to Don and the Cabinet for your work and service. This was my first time attending graduations and it was very nice. It was an honor to be there. Thank you.

Thank you to Brian, Ginny, David, Matt, Don and all those that are retiring. Thank you, teachers, we made it to the last day of school. Thank you to all families to getting their children to school. Enjoyed seeing graduation and aging out ceremony. I am happy that we will have a bilingual BIPOC Superintendent next year.

I was struck by the amazing people that went to the Leadership scholarship celebration it was amazing.

Congratulations to all the graduates. Thank you to the staff that made it through this year. I want to congratulate Tom and Karen for the Leadership roles on our Board. Thank you, Brian Sica for your Leadership, during Covid and being the voice of that. I know you will be the very best in Banks. Thank you to Dr. Ann Erwin and your ten years at BHS. She will be missed. Sean Leverty at Montclair and Deputy Superintendent Ginny Hansmann, thank you for your years of service and growing your own. You will be sorely missed.

I cannot imagine being the Board chair with anybody other than Don Grotting. You walk the walk and talk the talk for Equity. The new district office will be the Grotting legacy. You come alive when you are able to be with students, as seen in your retirement video. The difference you have made with early learning is amazing and we will keep it growing. Thank you for investing in Early Learning we are up to 11 schools. You ask every time I saw you, "What can I do for you?" Well, this time the answer is, Enjoy your retirement.

Attending the graduation ceremonies was amazing. I was touched by some of the stories and the challenges that our students have overcome to earn their diplomas. I want to acknowledge our special education team. Your jobs are not easy. I finally want to thank Don for your support and I wish you well.

It has been an incredibly difficult year and I want to acknowledge the students and their resiliency. Our staff and administrators have stepped up throughout the pandemic and have supported our students. Deputy Superintendent Mead and Operations, HR with Susan Rodriguez, bargaining and working through sub shortages. Brian Sica for leading us through the pandemic. Ginny Hansmann for all the service. David Williams to help us with all the statewide issues. Don you have made a huge impact on our students. Always talking to parents even during tough conversations. Thank you for your legacy. Look forward to working with Dr. Balderas. Hope all get good rest over the summer.

ADJOURNMENT

Tom Colett adjourned the meeting at 7:57 p.m.

Submitted by Dianna Hess

Tom Colett, School Board Chair

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



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

Board Members Present:

- | | |
|-------------------|-----------------------|
| Tom Collet, Chair | Karen Pérez, Co-Chair |
| Eric Simpson | Becky Tymchuk |
| Sunita Garg | Ugonna Enniynaya |
| Susan Greenberg | |

Staff Present:

- | | |
|----------------------|--|
| Dr. Gustavo Balderas | Superintendent |
| Heather Cordie | Deputy Superintendent of Teaching and Learning |
| Carl Mead | Deputy Superintendent of Operations |
| Mike Schofield | Associate Superintendent for Business Services |
| Josh Gamez | Chief Facilities Officer |
| Susan Rodriguez | Chief Human Resources Officer |
| Pat McCreery | Administrator for Equity and Inclusion |
| Tatiana Cevallos | Administrator for Equity and Inclusion |

A. CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett

School Board Chair Tom Colett called the meeting to order at 7:30 a.m. Chair Colett asked for changes to the agenda: None

B. ACTION ITEM

A. Ratification of Collective Bargaining Agreement with the Oregon School Employees Association – Tom Colett

The Beaverton School District and the Oregon School Employees Association have completed negotiations and reached tentative agreement on a three-year contract, effective July 1, 2022 – June 30, 2025.

Susan Greenberg made the motion to approve the Collective Bargaining Agreement between the School Board and the Oregon School Employees Association, for the period of July 1, 2022 through June 30, 2025, be ratified by the School Board of the Beaverton School District. Eric Simpson seconded, and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Tom Colett, Karen Perez, Susan Greenberg, Ugonna Enyinnaya and Sunita Garg.

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

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Questions and Comments: Thank you to the staff and all that worked to get this contract together. Thank you to all OSEA Classified staff.

I appreciated being on the team and appreciated everyone working together, BSD cannot run without the Classified staff.

Thank you to the Bargaining teams for your time and work. Much appreciation to bring this forward here.

B. Consent Agenda – Tom Colett

1. Grant Report

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

2. 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.

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

C. ADJOURNMENT

Tom Colett adjourned the meeting at 7:40 a.m.

The next scheduled School Board Business meeting will be held in person on Monday, August 8, 2022.

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WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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

Board Members Present:

Tom Collet, Chair
Eric Simpson
Sunita Garg
Susan Greenberg

Karen Pérez, Co-Chair
Becky Tymchuk
Ugonna Enniynaya

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Carl Mead
Mike Schofield
Susan Rodriguez
Camellia Osterink
Shellie Bailey-Shah
Dr. Danielle Hudson
Rick Puente

Superintendent
Deputy Superintendent of Teaching and Learning
Deputy Superintendent of Operations
Associate Superintendent for Business Services
Chief Human Resources Officer
District Legal Counsel
Public Communications Officer
Executive Administrator of Student Services
Director of Public Safety

WELCOME – Chair Colett

School Board Chair Tom Colett called the meeting to order at 8:01 a.m. Chair Colett asked for changes to the agenda:

ICE BREAKER – Dr. Gustavo Balderas

Board members asked to share what they have learned, what has changed since sitting on the Board and why they are here.

SCHOOL RESOURCE OFFICER STUDY – SeeChange / District Staff

Presentation and Report attached in Board Book

Questions/Comments:

Are you recommending choosing one package or both? We recommend both.

If we recommend this will the City of Bvtn still support the SRO's? That will be up to the City of Bvtn. We will move forward after they review the report.

What are you recommending to us to decide? We are just giving you information to make your decision.

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We will take the time needed to move forward appropriately. This takes a lot of time. We have had the SRO's since 1970 and we'll work with our partners to train our folks to utilize them appropriately.

We have the recommendation. Our Superintendent will now take these recommendations to move forward.

We want to have the City Council on the same page as us.

It looks as though we need more training for sexual assaults especially for the LGBTQ+ students.

We feel that many students will go to a parent, counselor, teacher before a SRO. Will we have a process to report if there is a negative impact from an interaction with an SRO.

Active shooter preparations – what is the training for this, should they train the teachers. *We don't have a recommendation on this one.*

IGA – clarifying the roles.

There are no guidelines on how this program is utilized, this bothers me. Have you seen other districts that have eliminated the program and how they are doing after eliminating them?

It looks like 43% want the SRO's? Yes, it is. There was also 46% between the undecided and don't know anything about SRO's that we should be educating our kids on? Correct but seeing an officer with the gun and vest can feel intimidating, another student can see the same thing and have a very different experience.

Thank you very much for the full report. Were you able to track what people overall feel of the police in Beaverton as a whole, not just the SRO's? We

People had their opinions asked right after COVID and there were not a lot of interactions.

Youths of color have been arrested at a higher rate according to WaCo records.

How is the interaction of the campus supervisor as compared to the SRO's and we will want to look at the BH&W Teams as well since they have not been around long enough to track.

We didn't ask about the Campus Supervisors as this was based on the SRO's. One Admin stated they didn't want SRO's but wanted more Campus supervisors.

Is there any attempt to get more training for SRO's statewide. Having a standardization for them all. No there is not due to different jurisdictions.

We need to understand the impact to families of color is different.

Whatever happens with this, we will still have law enforcement on our campus's. We have to work with our kids and families to work through this. We need to engage with our kids to understand and be safe with this. We provide so much training with our staff, maybe we can collaborate with the school resource officers to be trained.

We value SRO's that have the training and dedication to work with our students.

When the focus groups were going on, we have seen the crimes change, active shooters, fentanyl, assaults increase and be scary. There is a difference between what they do and what we think they do? What are they dealing with on a daily basis? We don't know and should get more information to our families on that.

Hate crimes against people of color as well is something that we are now dealing with.

Perception of the public changes on a daily basis. Collecting the data is continuous and will change again.

The details of this report is appreciated, the engagement with our Board is also appreciated. We are working with our partners in terms of what is in their control.

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BREAK

LEVY OVERVIEW – Board / Mike Schofield, Carol Samuels and from Piper Jafree

Presentation and Report attached in Board Book

Questions/Comments:

Did we experience any compression on the levy of the past 5 years? I do not have that in front of me but it is very small. If you had 0 compression its rate x value.

So, we (BSD) do not receive the same amount every year? Correct. Some of us even on the Board may pay different amounts due to our homes, location and size and value? Correct

Has compression happened in the past? Carol's example in 2008 was a great example of compression.

Are any other entities going out for a levy this fall? PCC is going out for a Bond, you are really only competing with yourself for the Local Option Levy.

BOARD COMMITTEE DISCUSSION

Presentation and Report attached in Board Book

Questions/Comments:

Changes to committees and members were discussed and will be posted in Board Book, along with the Board Page.

BREAK

BOARD GOALS REVIEW – Chair Colett

Presentation and Report attached in Board Book

Questions/Comments:

What goals did we accomplish and what do you think we can do better for this next year?

Working together to pass the Bond, Labor agreements, Strategic Budgeting. Area we can continue to work on – Board and Staff roles.

There was a lot of time and energy on things we wouldn't for see, perfect no, well, yes.

Mental Health adoption was good. We can work more on the common middle school experience in my opinion, we need to look at what is working and what is not working.

Pleased with consensus for a new superintendent, the Bond, Labor agreements completed while we were still dealing with COVID. Looking at the Strategic Plan and Advocacy for the future.

Having Equity training planning and work move into items that you see this year. Dual language programming, look forward to the reporting on how that is going? Continuing to understand the roles that the Board and staff play.

Looking at all that we achieved, I am proud of where we are as a Board.

Set for looking at the Strategic Plan and looking at academics. We have to think about the future.

Achievement gap closure, eliminate that gap. Making sure everyone can participate.

I would like to have Equity training as a Board.

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Continue to learn from everyone, have good input from multiple stakeholders for our new Strategic Plan.

How do we know when we are successful? Do we need to put in more resources or processes. When do we need to make a course correction? What kind of tools can we put in place to measure our successes.

How are we measuring up and able to course correct?

SUPERINTENDENT TRANSITION PLAN – Dr. Gustavo Balderas

Presentation and Report attached in Board Book

Questions/Comments:

How are you doing with not having all staff back at this time? We have hired 35 new Supervisory/Administrator staff, there are a lot of new leaders in the district.

The community listening sessions are going to be key to getting communities to have a chance to speak. There will be one at each comprehensive high school. There is a strong sense of hope for the system.

Dr. Balderas' goal is to come back to the Board and report on his goals.

Focus on the Levy, Strategic Plan, SRO and ensuring the Pre-K program continues to build.

What about our new zones for the Board members. We will add that to our Board goals as we do need to do this. Areas would be set in time for the those that run in the next election to represent the population in that Zone.

STRATEGIC PLANNING – Chair Colett / Dr. Balderas

This a year long endeavor, there will be much community involvement and stakeholders involved, to create a solid Instructional Plan. The new strategic plan will be where we are heading, it is a fluid plan that we will continue to work on. Later this month, I hope to come back to the Board with the plan.

When was the last time we created a new strategic plan? It was in 2014.

ACTION ITEMS

A. PROPOSED LOCAL OPTION LEVY PROPOSAL – Chair Colett

The Beaverton School District suggests the School Board adopts the attached Resolution No. 220808 that will place a 5-year local option levy renewal on the November 8, 2022 election ballot, renewing the existing levy of \$1.25 per \$1,000 of assessed property value, beginning in July 2023.

Susan Greenberg made the motion to approve the attached Resolution No. 220808 that will place a 5-year local option levy renewal on the November 8, 2022 election ballot, renewing the existing levy of \$1.25 per \$1,000 of assessed property value, beginning in July 2023.

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

Questions/Comments:

Wants to thank the voters for the previous bond that was passed. Teachers are key to this option levy, as this funds so many of them. Approving to move forward with this levy in November, allows us the ability to keep over 280 teaching positions.

Timing and whether we go for a renewal or increase, if we go in May and it does not pass, we would not be able to keep the positions. There will not be funding for this. We do not want to increase the taxes to our community, we are going to ask for a renewal of what is in place.

This passing will allow us to keep 280+ teaching positions. We ask you vote in favor. After polling the community, we found more in favor of the renewal and not an increase.

I will be voting yes, to move forward with this Levy renewal in November. Beaverton constituents value education.

B. NOMINATION TO METRO POLICY ADVISORY COMMITTEE (MPAC) - Karen Pérez

Becky Tymchuk made the motion to approve Beaverton School District School Board nominating Susan Greenberg, Beaverton School Board Member for Zone 1, to fill the MPAC open position. Eric Simpson seconded, and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Tom Colett, Karen Perez, Susan Greenberg, Ugonna Enyinnaya and Sunita Garg.

C. CONSENT AGENDA – Chair Colett

(a) 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.

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

Questions and Comments: None

ADJOURNMENT

Tom Colett adjourned the meeting at 2:07 p.m.

The next scheduled School Board Business meeting will be held in person on Monday, August 29, 2022.

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GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Oregon Community Summer Grant	Oregon Association of ESDs	\$400,000	15 Jul 2022	26 Jul 2022	Permission to apply
Funding for school-aged children to participate in community-based learning, enrichment, and recreation programs offered through non-profits and public agencies across the state during summer 2022.					
2022-2023 ARPA School District Behavioral & Mental Health Support Funding	Washington County Health & Human Services	\$25,136	22 Jul 2022	30 Aug 2022	Permission to apply
Funds will be used to developing secondary Dialectical Behavior Therapy programs and supports; pilot a behavioral & mental health universal screener; and develop a restorative community in the District.					
ESEA Title Funds	Oregon Dept. of Education	\$8,698,022	15 Nov 2022	15 Dec 2022	Permission to apply
Title IA – Improving Basic Programs (\$5,864,434) Title IC – Education of Migratory Children (\$657,579) Title IC (Preschool)– Preschool Education of Migratory Children (\$34,631) Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$949,133) Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$704,493) Title IVA - Student Support and Academic Enrichment (\$487,752)					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
McKinney-Vento Homeless Education Subgrant	Oregon Dept. of Education	\$92,132	\$123,000
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 over a three year period.			
Latino/a/x and Indigenous Student Success Grants	Oregon Dept. of Education	\$222,777	\$182,111
These funds support community-led efforts towards policy and systems change to improve educational outcomes for Latino/a/x and Indigenous students. Projects must emphasize strategies to meet ODE’s Latino/a/x and Indigenous Student Success Plan objectives using a policy and systems change lens to create conditions for long-term change.			

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

Diesel Emissions Mitigation Fund	Oregon DEQ	\$1,321,360	\$0
In 2019, the Oregon Legislature authorized the creation of this grant program for businesses, governments and equipment owners to replace older and more polluting diesel engines with new, cleaner technologies and exhaust control retrofits. DEQ provided \$8 million in grant funding to reduce Oregon’s diesel emissions in 2022.			
Summer Work Experience Services for Transition-Age Students with Disabilities	Oregon Department of Human Services & Oregon Dept. of Education	\$72,954	\$72,954
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.			

RECOMMENDATION:

It is recommended that the proposals be approved.

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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	
Dark Fiber- Phase 2	Kevin McMillian	RFP (Request for Proposal) 21-0018	Astound Dark Fiber	\$2,418,000	7/2022	8/2033	Authorization to Award Contract
Chromebooks	Kevin McMillian	Cooperative Contract-OETC-16R	OETC	\$175,147.85	7/2022	8/2022	Authorization to Award Contract
Security Upgrades- Security Cameras	Aaron Boyle	State of Oregon DAS Cooperative Contract-HVAR PA #5603	CDW Governmental Inc.	\$275,559	8/2022	8/2024	Authorization to Award Contract
Southridge High School Freezer Replacement	Aaron Boyle	ITB (Invitation to Bid) 22-0008	Cedar Mill Construction, LLC.	\$346,650	9/2022	12/2023	Authorization to Award Contract
Sunset High School Track Replacement	Aaron Boyle	RFP (Request for Proposal) 21-0030 Master Contract 21-0030C	Cardno, Inc.	\$147,595	9/2022	9/2023	Authorization to Award Contract
Security Upgrades- Additional Card Readers	Aaron Boyle	RFP (Request for Proposal) 21-0029 Master Contract 21-0029C	IBI Group	139,911	8/2022	12/2022	Authorization to Award Contract



PROJECT NAME: Dark Fiber Phase 2

PROJECT TIMELINE: 7/30/2022 - 8/1/2033

PROJECT BUDGET: \$2,418,000

PROJECT SCOPE: Install Dark Fiber to District Facilities

CONTRACT NAME: Astound Dark Fiber Agreement

RECOMMENDED BY: Kevin McMillian

SOLICITATION METHOD: E-rate Formal RFP 21-0017

CONTRACT TIMELINE: 7/30/2022 - 8/1/2033

CONTRACT AMOUNT: \$2,418,000

CONTRACT SCOPE: Phase 2 of moving the district to dark fiber for data connectivity and security.

RECOMMENDATION: Authorization to execute Master Services Contract

FUNDING SOURCE: 2022 Bond and General Fund



PROJECT NAME: Chromebook Purchase

PROJECTTIMELINE: 7/30/2022 - 8/1/2022

PROJECT BUDGET: \$175,147.85

PROJECT SCOPE: Purchase of Chromebooks

CONTRACT NAME: ACER- Contract OETC-16R

RECOMMENDED BY: Kevin McMillian

SOLICITATION METHOD: Cooperative Contract- OETC-16R

CONTRACTTIMELINE: 7/30/2022 - 8/1/2022

CONTRACT AMOUNT: \$175,147.85

CONTRACT SCOPE: Purchase of Chromebooks to ensure devices for students until next student device refresh.

RECOMMENDATION: Authorization to proceed with purchase

FUNDING SOURCE: Bond Funds



PROJECT NAME: Security Cameras

PROJECT TIMELINE: 5/2022–7/2028

PROJECT BUDGET: \$3,000,000.00

PROJECT SCOPE: Security equipment, including additional security cameras at all schools.

CONTRACT NAME: Security Upgrades, Phase 3 Cameras, IT servers

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: State of Oregon DAS Cooperative Contract: HVAR PA #5603

CONTRACT TIMELINE: 8/2022–8/2024

CONTRACT AMOUNT: \$275,559.00

CONTRACT SCOPE: Security equipment, including additional security cameras at all schools.

RECOMMENDATION: Authorization to Award Contract to CDW – Government Inc.

FUNDING SOURCE: 2022 Bond, Security Upgrades; Security Cameras



PROJECT NAME: Southridge High School Freezer

PROJECTTIMELINE: 4/2022–12/2023

PROJECT BUDGET: \$457,000.00

PROJECT SCOPE: Freezer Replacement

CONTRACT NAME: Southridge High School Freezer Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0008

CONTRACTTIMELINE: 9/2022-12/2023

CONTRACT AMOUNT: \$346,650.00

CONTRACT SCOPE: Construction Services to furnish, install, manage, and coordinate all the work for replacing the cooler and freezer at Southridge HS.

RECOMMENDATION: Authorization to Award Contract to Cedar Mill Construction, LLC.

FUNDING SOURCE: 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; SRHS Freezer



PROJECT NAME: Sunset High School Track

PROJECTTIMELINE: 9/2022–9/2023

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: This project will include complete demolition of the existing track, removal and mitigation of trees, track replacement, grading and drainage improvements, new warm-up area and a walking pathway to the javelin area. This includes all necessary investigation and surveying associated with the work.

CONTRACT NAME: Sunset High School Track Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposal (RFP) 21-0030

CONTRACTTIMELINE: 9/2022–9/2023

CONTRACT AMOUNT: \$147,595.00

CONTRACT SCOPE: This project will include complete demolition of the existing track, removal and mitigation of trees, track replacement, grading and drainage improvements, new warm-up area and a walking pathway to the javelin area. This includes all necessary investigation and surveying associated with the work.

RECOMMENDATION: Authorization to Award a Project Work Authorization (PWA) under Master Contract 21-0030C to Cardno, Inc.

FUNDING SOURCE: 2022 Bond; Deferred Maintenance; Sunset High School Track Replacement



PROJECT NAME: Security Upgrades

PROJECTTIMELINE: 5/2022–7/2028

PROJECT BUDGET: \$1,000,000.00

PROJECT SCOPE: Security equipment, including additional card readers at the high schools.

CONTRACT NAME: Security Upgrades, Additional Card Readers

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposal (RFP) 21-0029

CONTRACTTIMELINE: 8/2022–12/2022

CONTRACT AMOUNT: \$139,911.00

CONTRACT SCOPE: Security equipment, including additional card readers.

RECOMMENDATION: Authorization to Award -Master Contract 21-0029C to IBI Group.

FUNDING SOURCE: 2022 Bond, Security Upgrades; Security Equipment



BUDGET COMMITTEE MEMBER SELECTION UPDATE

POLICY ISSUE / SITUATION:

The Budget Committee has two vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
4	Sunita Garg	Alok Mehrotra	2022
7	Tom Colett	Dr. Lisa Shultz	2022

BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 4 and 7 to serve three-year terms on the Budget Committee. Members who previously served on the Budget Committee are not excluded from appointment.

The School Board is using the following process to appoint committee members:

- Openings will be publicized using all communication channels, with a deadline of October 31, 2022.
- A letter of interest and resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- The deadline will be October 31, 2022.
- Administration hopes to present appointees at the November 14, 2022 School Board Meeting for Board approval.

RECOMMENDATION:

The administration recommends declaring Budget Committee positions for Zones 4 and 7 as vacant and approve the selection process and timelines as outlined above.

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KJA - Materials Distribution**

Code: KJA-AR

Revised/Readopted: 8/9/2022, 7/14/2020

Adopted: 5/24/71

Orig. Code(s): KJA-AR

The Beaverton School District and its schools review materials distribution requests from internal, community-based, nonprofit and for-profit organizations on an ongoing basis during the school year. Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families and/or staff.

Commercial advertising is not permitted unless specifically indicated by this administrative rule.

Requirements for Materials

Materials accepted for distribution or display must not:

1. Be obscene, indecent or vulgar
2. Advocate illegal activities, violence or hate
3. Contain libelous or defamatory information
4. Discriminate or contain bias toward an individual's race, gender, sexual orientation, religious or ethnic identity
5. Be likely to cause substantial disruption of or material interference with discipline or the education of students in the school in which the material is posted or distributed
6. Promote, favor or oppose a candidate for elected office or a ballot measure
7. Advocate religion or a particular faith or religious viewpoint through proselytization

Types of Materials Distribution or Display

The District allows the following types of distribution or display for approved materials, depending on the requesting party's classification (discussed later in this administrative rule).

1. Student distribution: Hard copies of approved materials may be given directly to students, distributed at school events or included in registration packets. Because of its environmental impact, this distribution method is discouraged.
2. Staff distribution: Approved materials may be distributed electronically or posted in staff lounges in school buildings.
3. Interior school display area: Approved materials may be placed on a designated bulletin board in school buildings.
4. Exterior school display area: Signs, posters and/or banners may be placed on school property and visible from the street if they are:
 - a. National and state flags

- b. District or school-specific announcement signs
 - c. School monument signs and reader boards
 - d. Beaverton Education Foundation (BEF) campaign-size signs
 - e. Sponsorship signs/banners placed within sports fields or on school fencing
 - f. Any unauthorized signage installed or placed on district-owned property will be declared a trespass, removed and disposed of by the District.
5. District website: Approved materials may be included on the After-school Activities webpage, managed by Communications & Community Involvement (CCI).
 6. Electronic distribution: Approved materials may be sent or displayed
 - a. In school/district e-newsletters
 - b. On school/district social media accounts
 - c. On school/district ParentSquare accounts

Classifications of Materials

The District receives numerous requests to distribute materials. The following rules are in place so as not to overwhelm our families and staff with information. Please pay close attention to the description of each requesting party classification.

Materials Reviewed by Administrators

1. Materials created by school staff for internal class or school-wide distribution
2. Materials created by a school-sponsored club, organization or team. Example: drama club, National Honor Society, high school sports team
3. Materials created by a school-affiliated club, organization or team. Example: high school club sports team (i.e. lacrosse, ski), PTO/PTC
4. Materials created by an organization designated as part of a school's or department's Community Partnership Team. Example: a partnering church offering a soccer camp for the school's students or a partnering nonprofit offering English classes to non-English speaking parents

Materials Reviewed by Communications & Community Involvement (CCI)

1. Materials created by a feeder school, feeder school-sponsored organization or a feeder school-affiliated organization. Example: high school sports team holding a summer camp for elementary school students
2. Materials created by an organization with a contract or memorandum of understanding (MOU) with the district, district department or school. Example: on-site child care service, REAP, Virginia Garcia, Adelante Mujeres

3. Materials created by a taxpayer-funded agency. Example: City of Beaverton, Tualatin Hills Park & Recreation District (but excluding THPRD affiliates), Portland Community College (PCC), Washington County, Washington County Cooperative Library Services (WCCLS)
4. Materials created by a non-profit organization with Facility Use approval. Example: nonprofit offering after-school activity in a school
5. Materials created by a for-profit organization with Facility Use approval. Example: OMSI offering after-school activity in a school

Approval Process

Materials Reviewed by Administrators

1. Materials should be submitted to the administrator for approval at least two weeks in advance, if possible, and only during the school year.
2. Materials submitted for review must offer or support educational and/or extra-curricular learning opportunities for children, families and/or staff.
3. Materials submitted by school-affiliated organizations or school/department Community Partnership Team members (see above examples) must include the following disclaimer at the bottom of the materials: "The Beaverton School District does not sponsor or endorse the activities and/or information contained in this material."
4. Approved materials can be distributed in the following ways at the discretion of the administrator:
 - a. Student distribution
 - b. Staff distribution
 - c. Interior school display area
 - d. Exterior school display area
 - e. Electronic distribution
5. After-school activities taking place at a school that are operated by nonprofit or for-profit organizations with Facility Use approval must be approved by Communications & Community Involvement (CCI), not the school.
6. Approved materials are valid for the duration of the class/activity being offered. Schools and departments should regularly delete or remove dated materials.

Materials Reviewed by Communications & Community Involvement (CCI)

1. Materials should be submitted to CCI for approval at least two weeks in advance and only during the school year.
2. Requesters must complete the Flyer & Materials Distribution Request form on the Flyer & Materials Distribution webpage on the district website.
3. Materials submitted for review must offer or support educational and/or extra-curricular learning opportunities for children, families and/or staff.

4. For those materials that will appear on the district website, a final pdf version of the materials must be reviewed for ADA (American Disabilities Act) compliance. Guidelines can be found on the Flyer & Materials Distribution Review webpage on the district website.
5. All materials submitted for review by CCI must include this disclaimer: "The Beaverton School District does not sponsor or endorse the activities and/or information contained in this material."
6. Approved materials can be distributed in the following ways at the discretion of CCI::
 - 6.
 - a. Student distribution
 - b. Staff distribution
 - c. Interior school display area
 - d. Exterior school display area
 - e. District website
 - f. Electronic distribution
7. CCI will provide schools with a monthly reminder of approved flyers posted to the After-school Activities webpage on the district website.
8. Approved materials are valid for the duration of the class/activity being offered. CCI should regularly delete or remove dated materials.

Notice to Parents/Guardians from School Administrators

At the beginning of each school year, each school shall inform families (either in the school newsletter or by some other means) that they may receive information from non-school sponsored community groups. The notice shall consist of the following statement:

Throughout the school year, the District may share materials from various organizations in our community that offer or support educational and/or extra-curricular opportunities for your student and/or family. These materials may be shared via school/district communication channels and/or posted on the district's After-school Activities webpage. All materials are reviewed by Communications & Community Involvement prior to distribution. Beaverton School District does not discriminate against any community member or organization on the basis of 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. The District does not sponsor or endorse the activities or information contained in these materials.

Notice of Non-Discrimination

The United States Constitution requires schools to respect the right of all external organizations to distribute materials to students at school if the school district permits any such organization to distribute materials. Accordingly, the District cannot discriminate among groups wishing to

distribute materials at school and does not endorse the content of any materials distributed at school.

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

581-021-0559

Reporting Requirements for the Use of Physical Restraint & Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;
- (h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity; and
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;
- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Stat. Auth.: ORS. 326.051

Stats. Implemented: Ch. 665, OL 2011 (Enrolled House Bill 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Total Incidents of Physical Restraint and Seclusion:	<u>653</u>
Total number of incidents involving physical restraint:	<u>445</u>
Total number of incidents involving seclusion:	<u>208</u>
Total number of seclusions in a locked room:	<u>208</u>
Total number of students placed in physical restraint:	<u>117</u>
Total number of students placed in seclusion:	<u>17</u>

Demographic characteristics of students involved in physical restraint:

American Indian/Alaskan Native	1
Asian	8
Black/African American	10
Hispanic	17
Multi-Racial	13
Native Hawaiian/Pacific Islander	2
White	<u>66</u>

Gender:

Female	24
Male	92
Non-Binary	1

Disability Status:

Identified as Disabled under IDEA or Section 504	91
Non-Disabled Students	26

Migrant Status: 0

English Proficiency:

7 Students receiving ELL services.

Status as Economically Disadvantaged:

81 Students eligible for free and reduced lunch.

Demographic characteristics of students involved in seclusion:

Asian	1
Hispanic	5
Native Hawaiian/Pacific Islander	1
White	10

Gender:

Female	2
Male	15

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Disability Status:

Identified as Disabled under IDEA or Section 504	15
Non-Disabled	2

Migrant Status: 0

English Proficiency:

 3 Students receiving ELL services.

Status as Economically Disadvantaged:

 13 Students eligible for free and reduced lunch.

*Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 9 incidents resulted in reported injuries to staff.

*Number of incidents in which personnel administering physical restraint or seclusion were not trained: 51 .

*Number of students placed in physical restraint or seclusion **more than 10** times in the 2021-22 school year: 14 .

Proactive strategies for students who were placed in a physical restraint or seclusion more than 10 times in the 2021-22 school year:

Student A – 13 incidents

Frequent direct interaction and direction

Follow behavior and safety plan

Problem solve before behavior escalates

Pre-teach calming techniques

Present student with calming devices and strategies

Student B – 14 incidents

Maintain discussion of using words

Provide additional transition time to prepare

Provide schedule/visual break card at desk

Frequent direct interaction and attention

Use visuals for transitions including timer

Follow behavior and safety plan

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Student C – 53 incidents

Provide additional transition time
Pre-teach calming techniques
Provide social stories/sensory items
Provide schedule/visual break card at desk
Rewards for difficult tasks
Use visuals for transitions including timer
Follow behavior and safety plan
Remove triggers
Ignore behavior

Student D – 26 incidents

Problem solve before behavior escalates
Follow behavior and safety plan
Frequent direct interaction and attention
Maintain discussion for using words
Rewards for difficult tasks
Problem solve before behavior escalates
Ignore behaviors
Pre-teach calming techniques

Student E – 19 incidents

Provide additional transition time to prepare
Provide social stories/sensory items
Provide schedule/visual break card
Rewards for difficult tasks
Remove triggers
Ignore behaviors
Preferred activity/staff member

Student F – 11 incidents

Ignore behaviors
Remove triggers
Frequent direct interaction and attention
Problem solve before behavior escalates
Rewards for difficult tasks
Present student with calming devices/strategies

Student G – 13 incidents

Update safety plan and practiced with student
Pre-teach calming techniques
Listen to music
Deep breathing

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Student H – 52 incidents

Use visuals for transitions including timer
Rewards for difficult tasks
Follow behavior and safety plan
Frequent and direct interaction and attention
Maintain discussion
Provide additional transition time to prepare
Pre-teach calming techniques
Listen to music
Deep breathing
Singing or writing down feelings
Remove triggers
Provide schedule/visual break card

Student I – 13 incidents

Reviewed FBA/BSP and IEP
De-escalation plan/safety plan

Student J – 12 incidents

Rewards for difficult tasks
Use visuals for transitions including timer
Remove trigger
Pre-teach calming techniques

Student K – 78 incidents

Present student with calming devices/strategies
Provide additional time to prepare
Provide social stories/sensory items
Maintain discussion of using words
Problem solve before behavior escalates
Frequent and direct interaction and attention
Remove triggers
Ignore behaviors
Follow behavior and safety plan
Preferred activity/staff member

Student L – 12 incidents

Present student with calming devices/strategies
Rewards for difficult tasks
Frequent and direct interaction and attention
Follow behavior and safety plan
Remove triggers
Preferred activity/staff member

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

Student M – 72 incidents

Preferred activity/staff member
Follow behavior and safety plan
Problem solve before behavior escalates
Provide social stories/sensory items
Present student w/calming devices/strategies
Provide additional time to prepare
Pre-teach calming techniques
Listen to music
Deep breathing

Student N – 17 incidents

Use visuals for transitions including timer
Follow behavior and safety plan
Ignore behaviors
Remove triggers
Reward for difficult tasks
Provide additional time to prepare
Provide social stories/sensory items