



AGENDA

I. OPEN MEETING

- Board Chair Colett
- A. Call to Order
- Board Chair Colett
- B. Roll Call
- Board Chair Colett
- C. Land Acknowledgement
- Board Chair Colett
- D. Agenda Review
- Board Chair Colett

II. RECOGNITIONS

- Board Chair Colett, Dr. Gustavo Balderas
- A. School Board Recognition Month
- Dr. Gustavo Balderas
- B. Bike Better: Congressional App Challenge Winners
- Dr. Gustavo Balderas
- C. Claes Nobel Educator of Distinction

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III. SUPERINTENDENT'S REPORT

- A. Comments by the Superintendent
- Dr. Gustavo Balderas

IV. PUBLIC COMMENTS

- A. Comments by Employee Groups
- Lindsay Ray - BEA, Kyrsti Sackman - OSEA
- B. Comments by Community Members

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V. CONSENT AGENDA

- Chair Colett
- A. Personnel
- B. Board Meeting Minutes
- C. Public Contract

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VI. REPORTS

- A. School Reports
- Nicole Will, Ken Bell, Dr. Heather Cordie
- a. Scholls Heights Elementary School
- Tracy Bariao-Arce
- b. Southridge High School
- David Nieslanik
- B. Department Update:
- a. Nutrition Services
- Charity Ralls
- C. Financial Update
- Mike Schofield
- D. School Calendar for 2023-24 & 2024-25

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Susan Rodriguez

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Dan Goldman, Karen Cunningham

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VIII. ITEMS FOR ACTION AT THIS MEETING

A. Boundary Adjustment: Findley & Bonny Slope Elementary 118

Dr. Carl Mead, Steven Sparks

IX. BOARD COMMUNICATION

A. Comments by Individual Board Members

Board Members

X. CLOSE MEETING

A. Closing Comments

Board Chair Tom Colett, Dr. Gustavo Balderas

B. Adjourn

Board Chair Tom Colett



RECOGNITIONS

BACKGROUND

Beaverton School District recognizes the following individuals:

1st Congressional District App Challenge Winners

A team of three BSD students—Nivedha Sathish Kumar from Stoller Middle School, Sahana Muthaiya from Sunset High School and Anusha Jeyakumar from Tumwater Middle School—won Oregon's 1st District Congressional App Challenge for their phone application called BikeBetter. BikeBetter shows where crashes have occurred on city streets and where cyclists should exercise extra caution.

This video was part of the team's award submission: https://youtu.be/G7jLbiKbS_U

Claes Nobel Educator of Distinction

Congratulations to Jared Agard, art teacher at Beaverton Academy of Science and Engineering (BASE), who was selected as a Claes Nobel Educator of Distinction by the National Society of High School Scholars (NSHSS). Mr. Agard was nominated by a student for outstanding dedication and commitment to excellence in the profession.

Each year, students in NSHSS are invited to nominate the educator who has made the most significant contribution to their academic career for the Claes Nobel Educator of Distinction award. This honor recognizes exemplary educators whose passion and devotion inspire their students to grow and develop as scholars, leaders and citizens.

RECOMMENDATION

The School Board recognizes Stoller Middle School student Nivedha Sathish Kumar, Sunset High School student Sahana Muthaiya, Tumwater Middle School student Anusha Jeyakumar, and BASE art teacher Jared Agard for their outstanding contributions to the Beaverton School District and the community.



PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, January 12, 2023, through 12:00 p.m. on Monday, January 16, 2023.

The following comments followed all of the posted guidelines listed on the form and below.

- One comment per person
- Comments are limited to 1,000 characters per person
- The Board will not hear charges or complaints against any District employee.

Kristine Napper – Staff Member - As a 16-year BSD teacher, one of my strengths has been strong classroom communities & relationships. While filling out evaluation forms about various students, I keep finding it harder to answer the questions. I barely know most of the kids! The mandated middle school schedule has me teaching 200 students, spread between 6-7 classes, for quick, 40-minute periods. It's impossible to connect with kids as individuals & get to know them. It's like a conveyor belt of kids passing through my room each day. I can't even identify their needs anymore, much less meet those needs. Without teams, we've lost the monthly meetings where we collaborate to support individual kids. The quieter kids, often the most marginalized and/or struggling, fall through the gaps we've created. I see it happening, but I no longer have the ability to do anything about it. This schedule would have done harm at any time, but in the COVID era, when the needs are the highest they've ever been, the harm is devastating.

Simon Lee – Parent/guardian - Our family has a fifth grader and a first grader at Bonny Slope Elementary. Despite the superintendent's recent announcement that the legacy student option will only be available for currently enrolled third and fourth grade students and their siblings, our son will still have to change schools to Findley. We respectfully ask the board to recommend that the district and superintendent extend the optional legacy program to ALL currently enrolled students at Bonny Slope and move ALL three grid codes 130, 1151, and 1142 to the Findley boundary starting next school year. This will address the overcapacity concern at Bonny Slope while also providing a consistent learning and social environment for currently enrolled students. We understand that school boundary adjustments are sometimes necessary, but we ask that this matter be handled and managed fairly, giving equal opportunities to all families in the community.

Rachel V – Staff Member - I have a concern about the upcoming calendars. Our winter break is different by a week from other districts, which is troublesome for staff members who live in another district with school-age children. It's also troublesome for parents in the district who have stepchildren/other children in other districts. Is there a possibility of moving winter break to when other districts have their break?

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.



PERSONNEL

BACKGROUND

A list of employees is being recommended by the Superintendent for personnel action.

RECOMMENDATION

BE IT RESOLVED that the employees that are recommended herein for administrator and teacher elections, leaves of absence, and resignations/retirements/terminations be accepted by the School Board as submitted at this School Board meeting.

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.



DRAFT MEETING MINUTES—WORK SESSION DECEMBER 12, 2022**Board Members Present:**

Tom Colett, Chair
Karen Pérez, Vice-Chair
Susan Greenberg (attended virtually)
Eric Simpson
Sunita Garg
Ugonna Enyinnaya
Becky Tymchuk

Staff Present:

Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent of Teaching and Learning
Dr. Carl Mead	Deputy Superintendent of Operations & Support Services
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Susan Rodriguez	Chief Human Resources Officer
Josh Gamez	Chief Facilities Officer
Shellie Bailey-Shah	Public Communications Officer
Ken Bell	Executive Administrator of High Schools & Option Schools

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Chair Tom Colett called the meeting to order at 6:36 p.m.

II. STRATEGIC PLANNING

Dr. Tammy Campbell of The Scholar First, the consulting firm working with the district on its strategic planning process, provided an overview of the several stakeholder committees and their roles: District Steering Committee, District Leadership Team, Core Planning Team, Instructional Focus Team, Student Advisory Group, Governance Team (School Board). She outlined where the teams are at in the process, and addressed the input that had been received from more than 1,800 students, families, staff and other community members. She shared the Vision of Excellence informed by student voice and the draft Core Values developed with student and community input, and invited Board members to provide feedback on the draft values, which were focused around Belonging and Respect, Community Connections, and Academic Excellence.

III. CLOSE MEETING

Board Chair Tom Colett adjourned the study session at 6:30 p.m.

**DRAFT MEETING MINUTES—BUSINESS MEETING DECEMBER 12, 2022****Board Members Present:**

Tom Colett, Chair
Karen Pérez, Vice Chair
Susan Greenberg (attended virtually)
Eric Simpson
Sunita Garg
Ugonna Enyinnaya
Becky Tymchuk

Staff Present:

Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent of Teaching and Learning
Dr. Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Susan Rodriguez	Chief Human Resources Officer
Steve Langford	Chief Information Officer
Josh Gamez	Chief Facilities Officer
Camellia Osterink	District Legal Counsel
Shellie Bailey-Shah	Public Communications Officer
Patrick Meigs	Executive Administrator for Elementary Schools
Kenneth Struckmeier	Executive Administrator for Middle Schools
Steven Sparks	Administrator for Long Range Planning
Amy Chamberlain	Principal at Cedar Mill Elementary
Kelly Laverne	Principal at Five Oaks Middle School

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Chair Tom Colett called the meeting to order at 6:33 p.m. The board reviewed the agenda and did not request any changes.

II. SUPERINTENDENT'S REPORT**A. School Spotlight**

Beaverton High School Acapella Performance - Kelly Hefty, Director

B. Comments by the Superintendent

The superintendent noted that this is the last Board meeting of 2022. He thanked the students, staff and Board for their dedication and support over the last few years. He noted that the state legislative session was beginning soon and there would be a need to advocate to state elected officials to fund schools at the level needed for our BSD students' education.

III. PUBLIC COMMENTS

A. *Comments by Employee Groups*

BEA President Lindsay Ray commented to the Board.

B. *Comments by Community Members*

The board received 6 written public comments and 3 live public comments in person or virtually.

IV. CONSENT AGENDA – Presenter: Chair Tom Colett

A. *Personnel*

BE IT RESOLVED that the employees 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.

B. *Board Meeting Minutes*

BE IT RESOLVED that the minutes of the November 14, 2022 School Board meeting are hereby approved.

C. *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.

D. *Appoint 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 Erin Dalton as Custodians of School District Funds for the 2022-23 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 District Funds or the Custodian's facsimile signature. Alternatively, school district obligations may be paid by bank wire transfer.

E. *Accept Annual Comprehensive Financial Report*

BE IT RESOLVED that the School Board of Beaverton School District hereby receives the Annual Comprehensive Financial Report for the year ended June 30, 2022 now on file in Business Services.

F. *Declare Surplus Property – NW 174th Ave.*

BE IT RESOLVED that the School Board approve declaring two parcels identified as Tax Lot Identification numbers 1N119CA12100 and 1N119CA12200 as surplus and direct staff to include both parcels in the marketing and future sale of the abutting parcels.

G. *Approval of Alternative Construction Contracting Procedure*

BE IT RESOLVED that the Board approves:

1. Adopts the findings of fact (Attachment A), and
2. Exempts the indicated projects and classes of projects from the competitive bidding requirement of 279C.335(1), and
3. Authorizes the CM/GC procurement and contracting method for the indicated projects, and
4. Directs that any Request for Proposals and contracts conducted hereunder be in accordance with applicable Attorney General Model Rules.

Susan Greenberg moved to approve the Consent Agenda as submitted and Eric Simpson seconded. The motion passed 7:0.

V. REPORTS

- A. *School Reports* – Presenters: Dr. Patrick Meigs, Ken Struckmeier, Dr. Heather Cordie
 - a. Cedar Mill Elementary – Amy Chamberlain
 - b. Five Oaks Middle School – Kelly LaVerne
 The principals of Cedar Mill Elementary and Five Oaks Middle School shared reports about their schools, including some highlights and what they are currently working on, and answered questions from the board. Presentation slides and school data are attached in BoardBook.

- B. *Department Update: Technology* – Presenter: Steve Langford
 The Chief Information Officer presented a report about the state of technology systems functionality and on strategic key measurements of student and staff technology experience. A written report is attached in BoardBook.

- C. *Annual Comprehensive Financial Report* – Presenter: Mike Schofield, Rob Drake, Jason Guchereau
 Associate Superintendent Mike Schofield and Budget Committee Chair Rob Drake presented the Annual Comprehensive Financial Report for the year ended June 30, 2022. Information is on file in the business office and attached in BoardBook.

- D. *Financial Update* – Presenter: Mike Schofield
 Associate Superintendent Mike Schofield presented a monthly financial update to the Board for review and discussion. A detailed report is attached in BoardBook.

- E. *Local Option Levy Election Results* – Presenter: Kerry Delf
 The Chief of Staff provided the final results by precinct of the recent local option levy renewal measure that was approved by the BSD community. Information is attached in BoardBook.

The board recessed for a brief break from 8:04 to 8:14 p.m.

VI. ITEMS FOR ACTION AT A FUTURE MEETING

- A. *Boundary Adjustment: Findley & Bonny Slope Elem.* – Presenters: Dr. Carl Mead, Steven Sparks
 Dr. Carl Mead and Steven Sparks shared information on the proposed adjustment of the attendance boundary between Findley and Bonny Slope elementary schools and responded to questions and comments from the Board. Detailed information is attached in BoardBook.

VII. ITEMS FOR ACTION AT THIS MEETING

- A. *Declare Surplus Property* – Presenters: Dr. Carl Mead, Steven Sparks
 BE IT RESOLVED that the School Board approves declaring the Merle Davies building and portables listed as surplus property.
 - a. *Merle Davies Building*
 Susan Greenberg moved, Eric Simpson seconded, and the board voted 6:0 (with Ugonna Enyinaya abstaining) to approve declaring the Merle Davies building as surplus property by the School Board as submitted.
 - b. *Portable Classrooms*
 Susan Greenberg moved, Eric Simpson seconded, and the board voted 7:0 to approve declaring the portables listed as surplus property by the School Board as submitted.

- B. *Appoint Bond Accountability Committee Members* – Presenters: Dr. Carl Mead, Josh Gamez
 BE IT RESOLVED that the School Board approve the proposed members for the 2022 BAC:

- David Remos: current 2014 BAC Vice Chair; term will end May 30, 2024
- Dick Harbert: current 2014 BAC member; term will end May 30, 2024
- Lenore Johansen
- Randal Smith
- Ryan Bansbach
- John Mitcham
- Aaron Watt

Susan Greenberg moved, Eric Simpson seconded, and the board voted 6:0 (with Tom Colett abstaining) to approve appointing the above listed appointees to serve on the Bond Accountability Committee as submitted.

C. *Approve Metro Policy Advisory Committee Members* – Presenter: Chair Tom Colett
 BE IT RESOLVED that the Board approves the nomination of Beaverton School Board member Susan Greenberg to serve on the Metro Policy Advisory Committee representing school boards in the region. BE IT FURTHER RESOLVED that the Board approves the nomination of Hillsboro School Board member Mark Watson to serve as the alternate on the Metro Policy Advisory Committee representing school boards in the region.

Becky Tymchuk moved, Eric Simpson seconded, and the board voted 7:0 to approve the nominations to the Metro Policy Advisory Committee as submitted.

D. *OSBA Board of Directors Election* – Presenter: Chair Tom Colett
 BE IT RESOLVED that the Board members approve voting in favor on the positions listed below:

1. OSBA Board Position 15 – Susan Greenberg, Beaverton 48J
2. OSBA Board Position 16 – Maureen Wolf, Northwest Regional ESD

Becky Tymchuk moved, Eric Simpson seconded, and the board voted 7:0 to approve voting for the OSBA Board positions as submitted.

E. *OSBA Legislative Priorities* – Presenter: Chair Tom Colett, Susan Greenberg
 BE IT RESOLVED that the Beaverton School Board approves supporting OSBA’s resolution to adopt the 2022–23 OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

Susan Greenberg moved, Eric Simpson seconded, and the board voted 7:0 to approve supporting OSBA’s resolution to adopt the 2022–23 OSBA Legislative Priorities and Principles as recommended.

VIII. BOARD COMMUNICATION

Comments by Individual Board Members

Board members shared individual comments. Comments included noting that this was the last meeting of the calendar year, thanking everyone for their service and attendance, thanking staff for attending and answering questions at recent listening sessions, and thanks to the board secretary for her work. It was noted that when school resumes after winter break, wearing face masks is recommended for public health but is an individual family, student and staff decision. It was noted that the upcoming state legislative session was going to be a heavy lift for education.

IX. CLOSE MEETING

Board Chair Tom Colett adjourned the meeting at 8:52 p.m.

**DRAFT MEETING MINUTES—STUDY SESSION JANUARY 9, 2023****Board Members Present:**

Tom Colett, Chair
Karen Pérez, Vice-Chair
Susan Greenberg (attended virtually)
Eric Simpson (attended virtually)
Sunita Garg
Ugonna Enyinnaya
Becky Tymchuk

Staff Present:

Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent of Teaching and Learning
Dr. Carl Mead	Deputy Superintendent of Operations & Support Services
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Susan Rodriguez	Chief Human Resources Officer
Dr. Danielle Hudson	Executive Administrator for Student Services
Kenneth Struckmeier	Executive Administrator for Middle Schools
Shellie Bailey-Shah	Public Communications Officer
Rick Puente	Director of Public Safety
Camellia Osterink	General Counsel

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Chair Tom Colett called the meeting to order at 6:30 p.m.

II. SCHOOL RESOURCE OFFICER PROGRAM REVIEW RESPONSE REPORT

Dr. Carl Mead introduced all presenters to the Board. He provided historical information about the School Resource Officer program in Beaverton schools, and introduced the report to be presented responding to recommendations made by the consultant SeeChange in the recent program review. Among other changes, the designation and role will be changing from School Resource Officer (SRO) to Youth Services Officer (YSO). A detailed report is attached in BoardBook.

Dr. Danielle Hudson, Kenneth Struckmeier and Susan Rodriguez presented information about the District's response to SeeChange Recommendation Package 1:

- Behavioral Health & Wellness Project
- Restorative Practices
- Staff Capacity for Relationship Building

- Mental Health First Aid
- Positive Identity Development & Peer Relationships
- Staff Mental Health Needs

Chief Stacy Jepson, Lt. Matt Kingsbury (Services) and Sgt. Mike Bewersdorf (Youth Services) of Beaverton Police Department presented information relating to SeeChange Recommendation Package 2a:

- Active Shooter Threats
- Extreme Violence
- Collection of Illegal/Prohibited Substances
- Law Enforcement Consultant
- Law Enforcement & Discipline
- Law Enforcement & Immigration
- Selection & Training
- Uniforms & Weapons
- Data Collection & Reporting

Shellie Bailey-Shah and Ken Struckmeier presented information relating to SeeChange Recommendation Package 2b:

- Communication with Students, Parents & Staff
- Training for School Administrators & Staff
- Data Collection & Reporting

Comments & Questions:

Following the report presentation, Board members asked questions and made comments, including addressing ways to support marginalized students to feel more comfortable, language support to connect with students and families in our multilingual district, the importance of a diverse workforce, training provided for SROs/YSOs and district staff, potential impacts of future budget reductions, alternative uniform options, complaint procedures, and the importance of maintaining clarity of roles. Board members noted they were pleased with the attention and effort put into the review and the response, and supportive of the adjustments being made in the SRO/YSO program.

Dr. Balderas reiterated that the SeeChange report did not make any recommendation to remove SROs from Beaverton school campuses but recommended changes to be made within the program. He noted the district appreciates the support of our partners in law enforcement.

III. CLOSE MEETING

Board Chair Tom Colett adjourned the meeting at 8:25 p.m.



**PUBLIC CONTRACTS – BOARD AUTHORIZATION OF
SUPERINTENDENT TO OBLIGATE THE DISTRICT**

BACKGROUND

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 contracts for Board approval. The following authorization of contracts, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

The Superintendent recommends the Board approve the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

ATTACHMENT A

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
High School Core Switches Upgrade	Kevin McMillian	Cooperative Contract Association of Educational Purchasing Agencies AEPA #022-G	CDW Government LLC	\$189,058.54	03/2023	07/2023	Authorization to Issue Purchase Order
CM/GC for Raleigh Hills School Replacement	Aaron Boyle	RFP (Request for Proposals) 22-0017	Pence Contractors, LLC	\$285,000.00	01/2023	12/2025	Authorization to Award Contract
Horse Barn Demolition	Aaron Boyle	ITB (Invitation to Bid) 22-0022	CMH Remodeling, LLC	\$155,000.00	02/2023	03/2023	Authorization to Award Contract
Mountain View Seismic Upgrades Design	Aaron Boyle	RFP (Request for Proposals) 21-0025A	Bassetti Architects P.S., P.C.	\$1,078,100.00	01/2023	09/2025	Authorization to Award Contract
Classroom Walls -Phase 3, General Contractor (GC)	Aaron Boyle	ITB (Invitation to Bid) 22-0018	Buildskape LLC	\$1,900,667.00	06/2023	08/2023	Authorization to Award Contract



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: High School Fiber Backbone Upgrade

PROJECT TIMELINE: 03/1/2023 – 7/1/2023

PROJECT BUDGET: \$189,058.54

PROJECT SCOPE: Upgrade high school core switches to provide support for the dark fiber upgrade for the district.

CONTRACT NAME: High School Core Switches Upgrade

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: Permissive Cooperative Procurement Pursuant to 27A.215 and made under Cooperative Contract Association of Educational Purchasing Agencies AEPA #022-G

CONTRACT TIMELINE: 3/1/2023 – 7/1/2023

CONTRACT AMOUNT: \$189,058.54

CONTRACT SCOPE: Upgrade high school core switches to provide support for the dark fiber upgrade for the district.

RECOMMENDATION: Authorization to Issue Purchase Order to CDW Government LLC subject to successful (as determined by District staff) contract negotiations

FUNDING SOURCE: 2014 Bond Fund, Technology, Networking



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Raleigh Hills Replacement

PROJECT TIMELINE: 1/2023 – 12/2026

PROJECT BUDGET: \$66,821,753.00

PROJECT SCOPE: Replacement and renovation of Raleigh Hills School

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) for Raleigh Hills School Replacement

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposals (RFP) 22-0017

CONTRACT TIMELINE: 1/2023 – 12/2025

CONTRACT AMOUNT: \$285,000.00 Phase 1 Pre-Construction Services, amount TBD Phase 2 GMP and Construction

CONTRACT SCOPE: The initial contract will be for the selected CM/GC to provide pre-construction services. The services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a Guaranteed Maximum Price proposal (GMP). The GMP proposal will be negotiated by the project team within the project budget (see above). If negotiations are deemed successful by District staff, approximately four (4) months from now the negotiated GMP proposal will be brought to the Board for approval. If approved by the Board, District staff will execute a GMP Amendment to the contract for the CM/GC to provide all materials, services, labor, and other things necessary to construct the project and deliver on the project goals.

RECOMMENDATION: Authorization to Award Contract to Pence Contractors, LLC subject to successful (as determined by District staff) contract negotiations

FUNDING SOURCE: 2022 Bond, Raleigh Hills Replacement



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: New Elementary School Land Acquisition

PROJECT TIMELINE: 2/2023 – 3/2023

PROJECT BUDGET: \$200,000.00

PROJECT SCOPE: Demolish the existing buildings, structures, foundations, and associated utilities for future elementary school site. This project will include asbestos abatement.

CONTRACT NAME: Horse Barn Demolition

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0022

CONTRACT TIMELINE: 2/2023 – 3/2023

CONTRACT AMOUNT: \$155,000.00

CONTRACT SCOPE: Demolish the existing buildings, structures, foundations, and associated utilities for future elementary school site. This project will include asbestos abatement.

RECOMMENDATION: Authorization to Award Contract to CMH Remodeling, LLC subject to successful (as determined by District staff) contract negotiations

FUNDING SOURCE: 2014 Bond; New Capacity, New Elementary School Site, Land Acquisition – South Cooper Mountain; New Elementary School Land Acquisition



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Mountain View Seismic

PROJECT TIMELINE: 1/2023 – 9/2025

PROJECT BUDGET: \$9,600,000.00

PROJECT SCOPE: Completion of an ASCE 41-13 Tier 2 seismic evaluation of Mountain View Middle School. Design new seismic upgrade to satisfy the requirements of the Tier 2 evaluation including immediate occupancy in a BSE-1E event at the gym, locker rooms and common areas if budget allows. Work to include replacement of ceilings to meet seismic codes, selective reroofing and replacement of mercury containing gym floors. Evaluation of mechanical and electrical systems for refurbishment/replacement as they are at end of life.

CONTRACT NAME: Mountain View Seismic Upgrades Design

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposals (RFP) 21-0025A

CONTRACT TIMELINE: 1/2023 – 9/2025

CONTRACT AMOUNT: \$1,078,100.00

CONTRACT SCOPE: Complete Architectural/Engineering Consultant Services for a project to seismically upgrade the Mountain View Middle School. Selected A/E firm will provide a complete project design for all renovation work required based on the Tier 2 findings. Design will also evaluate and design for existing ceilings replacement and existing mechanical and electrical systems for refurbishment/replacement.

RECOMMENDATION: Authorization to Award Contract to Bassetti Architects P.S., P.C. subject to successful (as determined by District staff) contract negotiations

FUNDING SOURCE: 2022 Bond; Seismic; Mountain View Seismic



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Security Upgrades: Classroom Walls – Phase 3

PROJECT TIMELINE: 6/2021 – 9/2023

PROJECT BUDGET: \$2,800,000.00

PROJECT SCOPE: Security upgrades which include permanent classroom walls, and interior doors.

CONTRACT NAME: Classroom Walls - Phase 3, General Contractor (GC)

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0018

CONTRACT TIMELINE: 6/2023 – 8/2023

CONTRACT AMOUNT: \$1,900,667.00

CONTRACT SCOPE: Construction of permanent classroom walls, interior doors, and associated mechanical upgrades, wall finishes, and ADA upgrades.

RECOMMENDATION: Authorization to Award Contract to Buildskape LLC subject to successful (as determined by District staff) contract negotiations

FUNDING SOURCE: 2014 Bond; Added Projects; Security Upgrades: Classroom Walls – Phase 3



SCHOOL REPORT

School: Scholls Heights Elementary

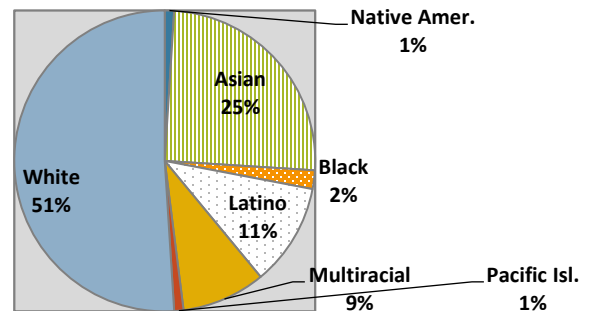
Principal: Tracy Bariao-Arce

Years as School Principal: 5

Years in BSD: 23

School Demographics 2021–22

Enrollment: 630
Economically Disadvantaged: 13%
Students with Disabilities: 15%
Ever English Language Learner: 14%
Different Languages Spoken: 29



School Metrics

Kindergarten Readiness

At/Above End of KG Reading Level	18-19	20-21	21-22
All Students	93%	82%	47%
English Language Learners		82%	
Students with Disabilities			
Talented and Gifted			
Native American/Alaskan Native			
Asian	95%	87%	67%
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino			
White	>95%	84%	39%
Multi-racial			
Male	>95%	78%	43%
Female	87%	85%	51%
Non-binary			

Data not reported when there are fewer than 20 students in the denominator.

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.

College Readiness: Oregon State Assessment Results 2021–22

Grade 3 English Language Arts	School	District	State	Grade 3 Mathematics	School	District	State
All Students	61.4%	53.4%	39.4%	All Students	62.4%	54.2%	39.4%
Economically Disadvantaged	61.4%	52.9%	39.2%	Economically Disadvantaged	62.4%	53.7%	39.3%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	47.1%	29.1%	19.6%	Students with Disabilities	47.1%	34.0%	21.3%
Talented and Gifted	>95%	>95%	91.0%	Talented and Gifted	93.8%	>95%	93.2%
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	64.3%	74.4%	57.3%	Asian	75.0%	77.8%	61.8%
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino				Hispanic/Latino			
White	55.1%	57.8%	46.5%	White	63.3%	59.0%	46.3%
Multi-racial	81.8%	72.1%	43.7%	Multi-racial	81.8%	68.9%	42.7%
Male	54.1%	49.9%	36.3%	Male	59.0%	55.0%	41.0%
Female	72.5%	57.3%	42.5%	Female	67.5%	53.5%	37.7%
Non-binary				Non-binary			

Grade 5 English Language Arts	School	District	State	Grade 5 Mathematics	School	District	State
All Students	73.6%	59.5%	46.8%	All Students	66.7%	46.4%	30.0%
Economically Disadvantaged	73.6%	59.1%	46.7%	Economically Disadvantaged	66.7%	45.8%	29.9%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	41.7%	27.3%	19.7%	Students with Disabilities	50.0%	20.1%	12.4%
Talented and Gifted	>95%	>95%	92.2%	Talented and Gifted	>95%	>95%	85.8%
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	85.7%	80.5%	64.9%	Asian	85.0%	78.4%	55.3%
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black				Black			
Hispanic/Latino	84.6%	32.7%	28.9%	Hispanic/Latino	46.2%	20.2%	14.5%
White	67.4%	67.6%	54.2%	White	65.2%	50.4%	35.9%
Multi-racial	63.6%	64.1%	51.2%	Multi-racial	63.6%	47.7%	33.3%
Male	73.1%	55.4%	43.4%	Male	72.5%	49.1%	32.3%
Female	74.4%	64.0%	50.3%	Female	59.0%	43.5%	27.5%
Non-binary				Non-binary			

Grade 5 Science	School	District	State
All Students	64.8%	44.3%	30.3%
Economically Disadvantaged	64.8%	43.9%	30.2%
English Language Learners			
Ever English Language Learners			
Foster Care			
Homeless			
Migrant			
Students with Disabilities	50.0%	21.9%	14.2%
Talented and Gifted	>95%	89.5%	83.6%
Native American/Alaskan Native			
Asian	71.4%	64.9%	46.4%
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino	38.5%	19.0%	14.0%
White	67.4%	52.0%	37.1%
Multi-racial	72.7%	49.5%	33.5%
Male	65.4%	45.5%	31.8%
Female	64.1%	43.0%	28.6%
Non-binary			

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

2021–22 Participation Rates

Smarter Balanced ELA: **95.3%**

Smarter Balanced Math: **94.3%**

Student Survey: **82%**

Absence & Exclusion Measures	18-19	20-21	21-22	Annual Survey Responses	18-19	20-21	21-22
Students missing fewer than 10 days of school	75%	92%	63%	Students reporting that at least one adult cares about them	93%	NA	89%
Students missing class due to suspensions or expulsion	1	0	2	Parents reporting they feel informed and valued as active partners in their child's education	92%	83%	82%
Number of class days missed due to suspensions or expulsion	1.0	0.0	11.0	Teachers and staff reporting they contribute to school decision making	76%	77%	58%

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

Scholls Heights Elementary

School Board Meeting
January 17, 2023

Tracy Bariao-Arce, Principal
Erika Heslin, Asst. Principal



Scholls Heights: Bright Spots & Celebrations

- Social Emotional Learning (SEL) Vision Statement with Actionable Steps
 - Behavioral Health & Wellness Team
 - Welcoming, inclusive atmosphere
 - Monthly assembly highlighting Kindness In the Classroom
 - Individual supports for students and families through BH&W

What We Are Working On

- Helping support academics and behaviors in a post-COVID world
- Integration
 - Our ISC students
 - ELD, Intervention, SSC Collaboration with classroom teachers
 - Technology and library collaborating with each other and classroom teachers!
 - Sharing knowledge with grade level teams and across the school

Scholls Heights: Data

- 630 Students
- 29 Languages Spoken
- 13% Economically Disadvantaged
- 15% of Students With Disabilities, ISC program
- 14% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

	Scholls Heights	BSD	Oregon
ELA	73.6%	59.5%	46.8%
Math	66.7% <small>26</small>	46.4%	30.0%



Questions?

Southridge High

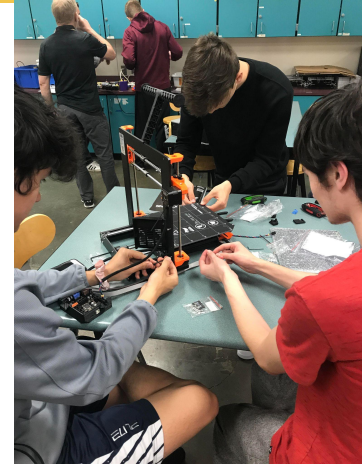
School Board Meeting
January 17, 2023

David Nieslanik, Principal



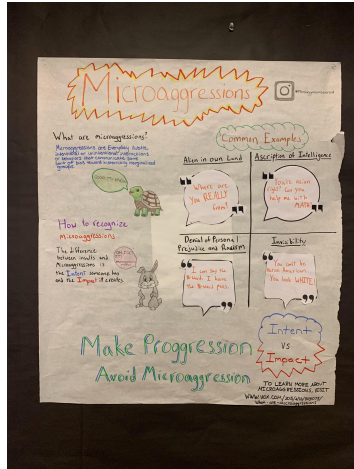
Southridge: Bright Spots & Celebrations

- Newcomer Center
- Dual Language
- IB For All
 - Alignment of IB and CTE through the Career Program



What We Are Working On

- **Instruction:** Focusing on student collaboration and interaction with material in the classroom.
- **Belonging:** Increasing our literacy on how race, microaggressions and implicit bias impact the learning environment.



Southridge High: Data

- 1,442 Students
- 37 Languages Spoken
- 18% Economically Disadvantaged
- 14% of Students With Disabilities, ALC, EGC, ISC programs
- 30% Ever English Language Learners
- Cohort Graduation Rates (2020-21)

	Southridge	BSD	Oregon
Four-Year	86.0%	88.4%	80.6%
Five-Year	84.9% 31	90.5%	84.5%



Questions?



SCHOOL REPORT

School: Southridge High School

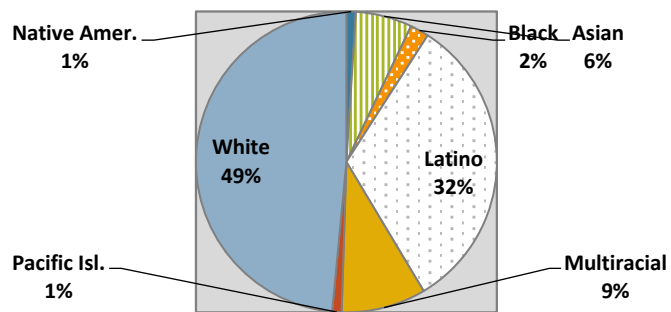
Principal: David Nieslanik

Years as School Principal: 9

Years in BSD: 23

School Demographics 2021-22

Enrollment: 1,442
Economically Disadvantaged: 18%
Students with Disabilities: 14%
Ever English Language Learner: 30%
Different Languages Spoken: 37



School Metrics

Cohort Graduation Rates 2020-21

Four-Year Graduation Rate	School	District	State	Five-Year Graduation Rate	School	District	State
All Students	86.0%	88.4%	80.6%	All Students	84.9%	90.5%	84.5%
Economically Disadvantaged	78.9%	79.9%	77.0%	Economically Disadvantaged	79.0%	84.1%	79.9%
English Language Learners	66.7%	70.8%	64.4%	English Language Learners		75.7%	70.1%
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
English Language Learners	66.7%	64.9%	55.4%	English Language Learners	65.0%	72.8%	63.5%
Homeless				Homeless			
Migrant	64.0%	73.3%	66.1%	Migrant	76.4%	77.8%	71.3%
Students with Disabilities	>95%	>95%	95.1%	Students with Disabilities	>95%	>95%	96.6%
Talented and Gifted				Talented and Gifted			
Native American/Alaskan Native	>95%	>95%	91.9%	Native American/Alaskan Native	90%	>95%	94.3%
Asian				Asian			
Pacific Islander/Native Hawaiian	>95%	88.7%	73.5%	Pacific Islander/Native Hawaiian	93.3%	90.9%	79.6%
Black	79.2%	78.6%	77.0%	Black	79.0%	84.2%	81.8%
Hispanic/Latino	86.4%	91.0%	82.1%	Hispanic/Latino	87.3%	92.0%	85.5%
White	91.3%	92.2%	79.3%	White	93.8%	90.5%	82.9%
Multi-racial	85.9%	87.0%	80.6%	Multi-racial	80.5%	88.9%	82.1%
Male	86.1%	89.8%	83.5%	Male	90.4%	92.2%	87.1%
Female				Female			
Non-binary				Non-binary			

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

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.

College Readiness: ACT

Grade 11 English	18-19	19-20	21-22	Grade 11 Mathematics	18-19	19-20	21-22
All Students	54%	49%	49%	All Students	36%	34%	26%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities	23%	12%	<5%	Students with Disabilities	12%	<5%	<5%
Talented and Gifted	>95%	93%	84%	Talented and Gifted	90%	82%	68%
Native American/Alaskan Native				Native American/Alaskan Native			
Asian		64%		Asian		48%	
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black		24%		Black		10%	
Hispanic/Latino	23%	18%	18%	Hispanic/Latino	11%	7%	<5%
White	70%	64%	63%	White	52%	51%	33%
Multi-racial		71%	57%	Multi-racial		29%	30%
Male	52%	45%	48%	Male	42%	36%	27%
Female	57%	54%	49%	Female	31%	31%	24%
Non-binary				Non-binary			

Grade 11 Reading	18-19	19-20	21-22	Grade 11 Science	18-19	19-20	21-22
All Students	43%	41%	39%	All Students	31%	30%	37%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities	16%	13%	<5%	Students with Disabilities	12%	8%	<5%
Talented and Gifted	93%	89%	76%	Talented and Gifted	83%	78%	78%
Native American/Alaskan Native				Native American/Alaskan Native			
Asian		48%		Asian		36%	
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black		14%		Black		10%	
Hispanic/Latino	22%	13%	12%	Hispanic/Latino	13%	5%	10%
White	54%	59%	51%	White	43%	46%	49%
Multi-racial		48%	48%	Multi-racial		33%	52%
Male	38%	39%	36%	Male	36%	30%	38%
Female	47%	42%	42%	Female	26%	30%	34%
Non-binary				Non-binary			

Data not reported when there are fewer than 20 students in the denominator.

2021–22 Participation Rates

ACT: **68%**

Student Survey: **27%**

Absence & Exclusion Measures	18-19	20-21	21-22	Annual Survey Responses	18-19	20-21	21-22
Students missing fewer than 10 days of school	54%	36%	63%	Students reporting that at least one adult cares about them	83%	88%	91%
Students missing class due to suspensions or expulsion	81	0	71	Parents reporting they feel informed and valued as active partners in their child's education	80%	74%	66%
Number of class days missed due to suspensions or expulsion	991.0	0.0	270.5	Teachers and staff reporting they contribute to school decision making	90%	100%	89%

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



DEPARTMENT UPDATE: NUTRITION SERVICES

SUMMARY

Beaverton School District's Nutrition Services Department is responsible for providing nutritious meals that appeal to students. We strive to provide meal access to all students while focusing on supporting our most vulnerable students. We have transitioned out of pandemic methods of meal service and returned to pre-pandemic practices. We continue to navigate the changes and challenges that have been brought on by the pandemic while providing quality meals that meet all regulatory requirements.

FINANCIAL STANDING

The Nutrition Services Department is required to be a self-supporting department and does not receive funds from the District's General Fund, although our services and mission are supported by the district in a variety of other means.

Prior to the pandemic Nutrition Services maintained three months of operating expenses in our Non-Profit Food Service Account. By the end of School Year 2021 we had less than one month of operating expenses in our Non-Profit Food Service Account. Due to high participation last school year, increased reimbursement rates and additional Federal supply chain assistance funds, we were able to build back our operating budget and ended last fiscal year with a balance of more than three-months operating expenses in the Non-Profit Food Service Account.

School Nutrition Program Sponsors are not allowed to maintain more than three months of operating budget on hand for an extended period and must have a plan to spend down any excess funds. The current excess funds will be accounted for with negotiated staff salary and benefit increases and increased supply costs. Salaries for Nutrition Services staff increased on average 9.5% from last school year, and there will be an additional 4% COLA and step raise for eligible staff for the 2023-24 school year.

Our supply costs have increased on average 15%, with many items increasing by over 100% in the last two years. Excess funds will allow us to absorb those costs while, hopefully, cost increases slow down and we will adjust supply and food purchases to bring our costs in line with our revenue. Any additional excess funds will be used to purchase needed kitchen equipment and supplies, including a planned upgrade over the next two years of all Nutrition Services computers.

PARTICIPATION IN SCHOOL MEALS: National School Lunch Program & School Breakfast Program

The two primary programs the Nutrition Services Department is responsible for are the school breakfast and lunch programs that are available at all school buildings in the district. After a significant increase in participation last school year when students were back in buildings and all students were offered free breakfast and lunch, we have returned to traditional meal service and participation level.

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

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Participation:

	SY 2021-22	SY 2020-21	SY 2019-20	SY 2018-19
Breakfast Meals	980,367	1,012,474	693,707	782,689
Lunch Meals	3,154,032	1,075,314	1,978,722	2,725,073
Total Meals	4,134,399	2,087,788	2,672,429	3,507,762

Last year we had the largest participation at lunch that we have likely ever had in the school district (available records going back to 2008). The breakfast meal counts were higher in school year 2020-21 because we bundled meals and served children ages 1-18 so we were able to provide a larger number of meals for families needing those resources.

This school year we are serving similar numbers to school year 2018-19. Our breakfast numbers are slightly higher, due to schools providing free breakfast through the Community Eligibility Provision (CEP) and more students eligible through Expanded Income Guidelines (EIG) participating in breakfast.

The second half of this school year Nutrition Services will be focused on re-opening kiosks at high schools, as we have staff available, and continuing to inform families of their meal benefit eligibilities to encourage more students to participate in the breakfast and lunch programs.

MEAL BENEFITS

After more than two years of students being able to access meals for free, all School Breakfast Program and National School Lunch Program sponsors were required to return to traditional meal benefit applications to provide free or reduced priced meals. The State of Oregon has provided additional methods to increase the number of students eligible for meal benefits with funding from the Student Success Act. BSD Nutrition Services Department is utilizing those methods to provide free meals for more students compared with pre-pandemic years. The percentage of BSD students currently eligible for free meals through all available methods is 42% of students. The percentage of BSD students eligible for free meals under the Federal guidelines (up to 185% of Federal poverty level) is 29%.

The Community Eligibility Provision Incentive program is currently available at 13 schools in the district. Schools are eligible for Community Eligibility Provision by having at least 40% of students directly certified for free meal benefits through alternate means such as SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families), Migrant or Homeless. Nutrition Services grouped schools together to meet the 40% requirement and those schools are eligible through school year 2023-24 to provide free breakfast and lunch to all enrolled students. The Community Eligibility Provision schools are Aloha Huber Park, Barnes, Beaver Acres, Chehalem, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Merlo Community School, Vose and William Walker. Based on current direct certification numbers we expect the number of Community Eligibility Provision schools will decrease starting in school year 2024–25.

Nutrition Services is also approving free meals for individual students who are eligible under Oregon’s Expanded Income Guidelines. Families whose income is between 185%–300% of the Federal poverty level are eligible under Oregon guidelines to receive free meals. We currently have 1,600 students who are eligible for free meals using the Expanded Income Guidelines program. Families are still required to apply for meal benefits using the Federal application and are approved using the State income guidelines.

We have seen fewer applications for meal benefits overall than we have in pre-pandemic years. This decrease can be attributed to Community Eligibility Provision approved schools whose students do not apply for benefits and a decrease in enrollment. We continue to reach out to families to offer assistance filling out applications and promote meal benefits through a variety of methods – school newsletters, ParentSquare reminders, and direct mailings.

ADDITIONAL MEAL PROGRAMS

Besides breakfast and lunch meals available at all school buildings, we also sponsor the following meal programs throughout the school year and during the summer months:

Summer Food Service Program (SFSP)

Nutrition Services sponsors summer meal sites at parks, recreation centers and schools during the summer months. Meals through the Summer Food Service Program are available for all children ages 1-18 free of charge. The last few years have seen a decline in the number of sites we have been able to support as fewer staff have been willing to work during the summer. Additionally, Oregon Senate Bill 496, was passed in 2021 that allows for school food preparation and service employees to apply for unemployment benefits during the summer recess. Even if staff are assured a position the following school year, they may apply for unemployment benefits. We do not have a good picture of how this may impact our staffing in future years, but it is an additional barrier to hiring staff for summer work.

This coming summer we intend to focus our efforts on providing meals at community locations such as parks, recreation centers and apartment complexes. The Summer Food Service Program is intended to be open to the public in areas where 50% or more of students are eligible for free and reduced meals. School locations have become challenging given concerns about public access to buildings while students are on site. We hope to continue providing meals for summer school programs at area eligible schools, but we will need to tailor our services based on staff availability and expected participation.

Child and Adult Care Food Program (CACFP)

After-school supper meal programs are available through the Child and Adult Care Food Program for programs that provide after-school supervised enrichment and have at least 50% free and reduced eligibility. Staffing shortages have meant we have not been able to provide as many programs as we have interested schools, but we have adjusted some of our service methods and are currently supporting nine after-school supper programs at schools and recreation centers in the district.

Farm to Child Nutrition Programs (CNP)

We are in the second year of the 2021-23 Farm to Child Nutrition Program grant. Beaverton School District was awarded \$164,993.75 last year. We have purchased a variety of fresh local produce including peaches, plums, pears, honeycrisp apples, grapes and watermelon. We have also purchased locally made tamales, yakisoba noodles, granola, hummus and several locally made sauces to offer a variety of flavor options for students. Several items we have purchased over the years using Farm to Child Nutrition Program grant funds have become regular menu items for us and have helped increase the total amount of locally produced food items we serve.

Fresh Fruit and Vegetable Program (FFVP)

William Walker, Vose and Barnes take part in the Fresh Fruit and Vegetable Program by providing servings of fresh fruits or vegetables several times a week outside of the breakfast and lunch periods. Nutrition education is also provided as part of the program. We have struggled to implement the

program at all three locations this year due to staffing shortages but are committed to starting the program in January at all locations.

Early Learning Programs (Preschool, Head Start and Pre-K)

Nutrition Services provides age-appropriate meals for early learners at the 11 District Pre-K programs and Preschool Promise at Merlo Community School. We also provide vended meals for Head Start programs at four additional schools.

Breakfast After the Bell

As part of the Student Success Act all schools in Oregon with a 70% free and reduced rate under the Federal guidelines must provide free breakfast and offer students opportunities to access breakfast after the morning bell. Aloha Huber Park, Vose, William Walker and Merlo all meet the criteria for Breakfast After the Bell this year and we have implemented grab-and-go meals for students to take to class if they are unable to access or complete their breakfast prior to the morning bell. While it has always been a Nutrition Services policy that students who miss breakfast are welcome to get a breakfast prior to lunch service beginning, we will review if these new procedures help more students take part in breakfast and will implement them at additional schools that are open to students eating breakfast in the classroom.

STAFFING UPDATE

Over 40% of Nutrition Services staff have been hired in the last two years. This is an unprecedented amount of staff turnover for the Nutrition Services department. Our hiring processes have fundamentally changed, and we are still adjusting to how our hiring has evolved. Prior to the pandemic most Nutrition Services staff were initially hired as substitute employees who tried out various positions before deciding they would like to be hired permanently. This allowed new staff to learn the different tasks in the kitchen and gave them the opportunity to find a school and level that would be a good fit. Given the number of open positions over the last two years and our depleted substitute pool we no longer have the luxury of hiring staff from the substitute pool who have already been trained.

We continue to have staff shortages both in permanent positions, currently 11 available, and in our substitute pool. Every day there are a minimum of 10 unfilled jobs with no substitute staff to cover. The Nutrition Services supervisors have been covering for absent leads and staff and regularly work at sites. This has been an opportunity for Nutrition Services field supervisors to have more up-to-date hands-on kitchen experience, but at the cost of being able to support all of their assigned sites and have time to focus on their other meal program specific responsibilities.

This is not a unique concern for our department compared to the rest of the district or compared with other school nutrition programs. However, it will continue to be a concern for the foreseeable future and seriously impacts staff morale, retention, and the services we are able to provide.

We are looking at other staffing sources and have hired college students this year who are able to fit part-time work into their school schedules and we will be promoting our positions through Portland Community College (PCC). We have also developed a productive partnership with the Community Transition Program (CTP) and provide work internship opportunities for BSD students who may be interested in pursuing foodservice. This provides needed support at some of our busier kitchens and through the program we have hired a BSD student who interned in one of our kitchens. We are hopeful we will be able to provide employment opportunities for additional BSD students through this pathway.

MENU PLANNING

We are currently amid finalizing our menus for next school year. USDA Foods (commodity foods) diversion decisions are due by mid-March. Most of our center-of-the-plate food items include USDA Foods and we must plan how we will distribute our USDA Foods funds by diverting those funds towards “pounds” of commodity foods for the next school year. The amount of funds available are based on the previous year’s meal counts and then adjusted based on the current year’s actual meals. This year we received an increase in funds due to last year’s increased participation whereas next year we will likely have a decrease in funds due to a reduction in participation this year.

During menu planning our menu development team, which includes two registered dietitians and three professionally trained chefs, also considers any USDA meal pattern requirements that are upcoming for next school year. This coming year the allowable amount of sodium per meal will decrease and there is an expected sodium reduction the following year. We are in the process of adjusting some of our recipes and ingredients to ensure we continue to meet the required sodium targets along with all other meal pattern requirements related to calories, saturated fat, trans fat and whole grains.

We are looking to add some seasonal entree items next school year and will be taste testing new recipes and items with students soon. We have already started taste testing vegetable side dishes with students and will be rolling those recipes out at additional locations.

This school year we will continue to adjust our menu offerings by trading out one of our cereal options for a lower sugar version as soon as it is available from our distributor. We will also be updating our breakfast menus to denote the breakfast items that meet the USDA’s Best Practice recommendations for sugar content. We will be adding a vegetarian patty to offer an additional vegetarian hot sandwich option at all levels, and we have several seasonal entrée options coming in the next few months including chicken quesadillas, vegetarian chili and sesame chicken satay with yakisoba noodles.



MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of December 31, 2022:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2022-23 classroom teacher staffing by school as of December 31, 2022
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES

- General Fund
 - Increase interest earnings due to the rise in market rates.
 - Property tax forecasts have been updated based on the analysis of November tax turnovers.
- Investments
 - Significant investments due to first capital construction bond sale

RECOMMENDATION

Staff will present the financial update for the Board to receive and discuss. No action is needed at this time.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of December 31, 2022
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 105.8	\$ 105.8	\$ 109.6	\$ -	\$ 109.6	\$ 109.6
State School Fund:						
State School Fund	289.8	289.8	168.3	-	168.3	290.1
Property Taxes	163.0	163.0	151.3	-	151.3	162.0
Common School Fund	4.3	4.3	-	-	-	4.3
County School Fund	1.0	1.0	0.5	-	0.5	1.0
Local Option Levy	38.2	38.2	37.1	-	37.1	39.0
Investment Earnings	0.6	0.6	-	-	-	2.0
NWRESD Appointment	11.0	11.0	5.0	-	5.0	12.0
Other	9.1	9.1	1.5	-	1.5	9.1
Total	\$ 622.8	\$ 622.8	\$ 473.3	\$ -	\$ 473.3	\$ 629.1
EXPENDITURES:						
Salaries	\$ 297.3	\$ 297.3	\$ 121.3	\$ -	\$ 121.3	\$ 293.3
Benefits	178.1	178.1	69.2	-	69.2	176.1
Purchased services	32.5	32.5	13.8	13.2	27.0	32.5
Supplies & materials	15.5	15.5	5.6	1.8	7.4	15.5
Capital outlay	0.9	0.9	0.2	0.1	0.3	0.9
Other	3.1	3.1	2.0	0.3	2.3	3.1
Transfers out	5.2	5.2	5.2	-	5.2	5.2
Contingency	90.2	90.2	-	-	-	90.2
Total	\$ 622.8	\$ 622.8	\$ 217.3	\$ 15.4	\$ 232.7	\$ 616.8

Projected Surplus / (Deficit) from Operations	\$ (7.1)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 102.5
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	
	16.3%

*Projected ending fund balance breakdown:		Projected EFB
General Operating Fund	\$ 102.4	16.2%
Local Option Levy Fund	0.1	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 330.4	\$ 330.4	\$ 127.8	\$ 3.5	\$ 131.3	\$ 325.9
Support Services	194.8	194.8	82.9	11.7	94.6	193.3
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.0	7.0	6.6	0.2	6.8	7.0
Contingencies	90.2	90.2	-	-	-	90.2
Total	\$ 622.8	\$ 622.8	\$ 217.3	\$ 15.4	\$ 232.7	\$ 616.8

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of December 31, 2022

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,569,000	\$ 7,973,807	\$ 2,171,248	\$ 416,284	\$ 2,587,532	19.07%	\$ 5,386,275
Categorical	7,256,000	6,868,178	1,232,047	3,558,210	4,790,257	66.02%	2,077,921
Scholarship Fund	515,000	483,911	46,884	26,000	72,884	14.15%	411,027
Grant Fund	164,670,491	13,640,235	37,977,781	4,691,085	42,668,866	25.91%	(29,028,631)
Sustainability Fund	16,050,000	12,900,729	-	-	-	0.00%	12,900,729
Nutrition Services Fund	19,383,736	9,815,955	5,334,587	4,310,291	9,644,878	49.76%	171,077
Debt Service Fund	105,760,013	88,232,800	13,981,701	-	13,981,701	13.22%	74,251,099
Capital Projects Fund	567,095,950	405,525,862	21,959,848	49,209,656	71,169,504	12.55%	334,356,358
Insurance Reserve Fund	8,151,475	9,221,172	3,229,873	912,000	4,141,873	50.81%	5,079,299
Workers' Compensation Fund	5,944,823	4,971,292	1,031,117	80,111	1,111,228	18.69%	3,860,064
Total	\$ 908,396,488	\$ 559,633,941	\$ 86,965,086	\$ 63,203,637	\$ 150,168,723		\$ 409,465,218



2022-23 Classroom Teacher Staffing By School
As of 12/31/2022

School				Budgeted APU					Actual APU				
	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	866	892	26	29.0	8.0	2.0	-	39.0	29.0	8.0	2.0	-	39.0
Barnes	506	478	(28)	16.0	5.0	1.0	-	22.0	14.1	5.0	1.0	-	20.1
Beaver Acres	726	757	31	22.0	7.0	3.0	-	32.0	22.0	7.0	3.0	-	32.0
Bethany	388	429	41	10.0	4.0	1.0	-	15.0	13.0	4.0	1.0	-	18.0
Bonny Slope	643	683	40	17.0	6.0	2.0	-	25.0	18.0	6.0	2.0	-	26.0
Cedar Mill	365	356	(9)	11.0	3.0	1.0	-	15.0	11.0	3.0	1.0	-	15.0
Chehalem	381	384	3	11.0	4.0	1.0	-	16.0	12.0	4.0	1.0	-	17.0
Cooper Mountain	414	412	(2)	10.0	3.0	2.0	-	15.0	13.0	3.0	2.0	-	18.0
Elmonica	462	418	(44)	14.0	4.0	2.0	-	20.0	12.0	4.0	2.0	-	18.0
Errol Hassell	357	355	(2)	11.0	3.0	1.0	-	15.0	11.0	3.0	1.0	-	15.0
Findley	484	527	43	13.0	5.0	1.0	-	19.0	14.0	5.0	1.0	-	20.0
Fir Grove	378	362	(16)	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	-	16.0
FLEX (K-5)	312	128	(184)	8.0	1.0	2.0	-	11.0	3.0	1.0	2.0	-	6.0
Greenway	289	278	(11)	9.0	3.0	1.0	-	13.0	8.0	3.0	1.0	-	12.0
Hazeldale	440	430	(10)	13.0	4.0	2.0	-	19.0	13.0	4.0	2.0	-	19.0
Hiteon	498	488	(10)	15.0	4.0	1.0	-	20.0	14.9	4.0	1.0	-	19.9
Jacob Wissmer	593	592	(1)	17.0	5.0	1.0	-	23.0	17.0	5.0	1.0	-	23.0
Kinnaman	519	487	(32)	16.0	5.0	2.0	-	23.0	16.5	5.0	2.0	-	23.5
McKay	286	262	(24)	8.0	3.0	1.0	-	12.0	8.0	3.0	1.0	-	12.0
McKinley	646	648	2	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	-	28.0
Montclair	290	283	(7)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	-	12.0
Nancy Ryles	507	507	-	15.0	5.0	1.0	-	21.0	15.0	5.0	1.0	-	21.0
Oak Hills	518	496	(22)	15.0	4.0	2.0	-	21.0	14.0	4.0	2.0	-	20.0
Raleigh Hills (K-8)	306	307	1	10.0	3.0	1.0	-	14.0	10.0	3.0	1.0	-	14.0
Raleigh Park	334	308	(26)	9.0	3.0	2.0	-	14.0	9.0	3.0	2.0	-	14.0
Ridgewood	387	394	7	11.0	4.0	1.0	-	16.0	13.0	4.0	1.0	-	18.0
Rock Creek	425	431	6	12.0	4.0	1.0	-	17.0	12.0	4.0	1.0	-	17.0
Sato	779	776	(3)	21.0	7.0	2.0	-	30.0	21.0	7.0	2.0	-	30.0
Scholls Heights	652	635	(17)	19.0	5.0	2.0	-	26.0	18.0	5.0	2.0	-	25.0
Sexton Mountain	477	467	(10)	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	-	19.0
Springville (K-8)	818	767	(51)	23.0	7.0	3.0	-	33.0	22.0	7.0	3.0	-	32.0
Terra Linda	292	278	(14)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	-	12.0
Vose	718	707	(11)	23.0	7.0	2.0	-	32.0	21.9	7.0	2.0	-	30.9
West TV	312	305	(7)	8.0	3.0	1.0	-	12.0	8.9	3.0	1.0	-	12.9
William Walker	525	534	9	17.0	5.0	2.0	-	24.0	17.0	5.0	2.0	-	24.0
Elementary School Total	16,893	16,561	(332)	496.0	151.0	54.0	-	701.0	494.2	151.0	54.0	-	699.2
Average Elementary School Staffing Ratio				34.1	26.1	24.1			33.5	25.7	23.7		



2022-23 Classroom Teacher Staffing By School
As of 12/31/2022

School				Budgeted APU					Actual APU				
	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	650	641	(9)	23.0	4.4	1.0	0.6	29.0	23.0	4.4	1.0	0.6	29.0
Conestoga	797	788	(9)	26.4	5.2	1.4	0.8	33.8	26.6	5.2	1.4	0.8	34.0
Five Oaks	762	767	5	27.4	5.6	1.2	0.8	35.0	26.4	5.6	1.2	0.8	34.0
Highland Park	658	669	11	21.8	4.2	1.0	0.6	27.6	21.9	4.2	1.0	0.6	27.7
Meadow Park	727	689	(38)	29.2	5.4	1.2	0.8	36.6	27.2	5.4	1.2	0.8	34.6
Mountain View	874	874	-	32.6	6.4	1.6	1.0	41.6	31.0	6.4	1.6	1.0	40.0
Stoller	920	925	5	27.4	5.6	1.2	1.0	35.2	28.4	5.6	1.2	1.0	36.2
Tumwater	973	979	6	29.2	5.8	1.4	1.0	37.4	29.5	5.8	1.4	1.0	37.7
Whitford	792	789	(3)	30.0	5.4	1.4	0.8	37.6	29.0	5.4	1.4	-	35.8
Middle School Total	7,153	7,121	(32)	247.0	48.0	11.4	7.4	313.8	242.9	48.0	11.4	6.6	308.9
Average Middle School Staffing Ratio				29.0	24.2	23.3	22.8		29.3	24.5	23.6	23.0	
Aloha	1,683	1,652	(31)	65.0	12.2	3.2	-	80.4	60.5	12.2	3.2	-	75.9
Beaverton	1,386	1,445	59	54.4	9.6	2.4	-	66.4	53.9	9.6	2.4	-	65.9
Mountainside	1,663	1,726	63	53.2	10.2	2.4	-	65.8	53.3	10.2	2.4	-	65.9
Southridge	1,462	1,489	27	51.0	9.8	2.6	-	63.4	50.6	9.8	2.6	-	63.0
Sunset	1,942	1,939	(3)	58.4	11.6	3.0	-	73.0	57.9	11.6	3.0	-	72.5
Westview	2,300	2,393	93	74.0	14.6	3.8	-	92.4	72.6	14.6	3.8	-	91.0
High School Total	10,436	10,644	208	356.0	68.0	17.4	-	441.4	348.8	68.0	17.4	-	434.2
Average High School Staffing Ratio				29.3	24.6	23.6			30.5	25.5	24.5	-	
Arts & Communication Magnet Academy (6-12)	697	693	(4)	26.8	4.8	1.2	-	32.8	24.3	4.8	1.2	-	30.3
Beaverton Academy of Science and Engineering (6-12)	842	823	(19)	31.0	5.4	1.4	-	37.8	30.4	5.4	1.4	-	37.2
Community School (9-12)	82	130	48	7.2	1.2	0.4	-	8.8	6.8	1.2	0.4	-	8.4
FLEX Online School (6-12)	738	428	(310)	22.6	2.6	1.4	-	26.6	20.7	2.6	1.4	-	24.7
International School of Beaverton (6-12)	860	887	27	32.0	5.2	1.4	-	38.6	32.1	5.2	1.4	-	38.7
Options Schools Total	3,219	2,961	(258)	119.6	19.2	5.8	-	144.6	114.3	19.2	5.8	-	139.3
Average Options Staffing Ratio				26.9	23.2	22.3			25.9	22.2	21.3	-	
Address Extreme Class Size K-12	-	-	-	35.0	-	-	-	35.0	-	-	-	-	-
District Total	37,701	37,287	(414)	1,253.6	286.2	88.6	7.4	1,635.8	1,200.2	286.2	88.6	6.6	1,581.6

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 209-228 in the 2022-23 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations.

Postings for open positions are also not included in this report. This report represents actual filled positions.

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

<u>Issuer</u>		<u>Number of Investments</u>	<u>Par Value</u>	<u>Book Value</u>	<u>% of Portfolio</u>	<u>Average YTM 365</u>	<u>Average Days to Maturity</u>
Fund: Pooled Cash							
	Subtotal	18	260,101,172.83	254,789,124.43	37.33	4.458	140
Fund: 300 Debt Service							
	Subtotal	3	62,021,029.87	61,018,113.20	8.94	4.103	107
Fund: 416 Capital Projects Non-Tax							
	Subtotal	4	6,102,582.99	6,031,019.10	0.89	4.185	45
Fund: 417 Capital Projects Taxable							
	Subtotal	3	33,500,027.77	32,894,477.77	4.81	4.205	103
Fund: 418 Bond Issue Fund							
	Subtotal	17	340,085,639.61	328,113,068.52	48.05	2.917	442
	Total and Average	45	701,810,453.07	682,845,803.02	100.00	3.671	279

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Book Value
December 31, 2022

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315KCV0	11271	Federal Agricultural Mortgage	03/09/2023	5,000,000.00	4,910,375.00	4,939,050.00		0.71
31315KEP1	11272	Federal Agricultural Mortgage	04/20/2023	5,000,000.00	4,890,722.22	4,911,600.00		0.71
31315KFZ8	11273	Federal Agricultural Mortgage	05/24/2023	5,000,000.00	4,876,625.00	4,890,750.00		0.71
31315KLT5	11317	Federal Agricultural Mortgage	09/15/2023	20,000,000.00	19,303,850.00	19,344,650.00		2.82
31315KKL3	11319	Federal Agricultural Mortgage	08/15/2023	20,000,000.00	19,389,222.22	19,422,444.44		2.83
			Subtotal	55,000,000.00	53,370,794.44	53,508,494.44	35.00	7.82
Federal Farm Credit Bank								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,404,750.00		3.66
			Subtotal	25,000,000.00	25,034,300.00	24,404,750.00	35.00	3.67
Federal Home Loan Bank								
313384DJ5	11294	Federal Home Loan Bank	03/22/2023	5,000,000.00	4,919,750.00	4,931,100.00		0.72
313384CD9	11295	Federal Home Loan Bank	02/21/2023	2,000,000.00	1,974,748.33	1,979,600.00		0.28
313384DJ5	11296	Federal Home Loan Bank	03/22/2023	15,000,000.00	14,759,250.00	14,793,300.00		2.16
313384GX1	11305	Federal Home Loan Bank	06/15/2023	20,000,000.00	19,498,197.22	19,512,020.00		2.85
313384FQ7	11306	Federal Home Loan Bank	05/15/2023	10,000,000.00	9,790,425.00	9,746,850.00		1.43
313384FQ7	11307	Federal Home Loan Bank	05/15/2023	25,000,000.00	24,491,625.00	24,367,125.00		3.58
313384BN8	11308	Federal Home Loan Bank	02/06/2023	10,000,000.00	9,926,500.00	9,958,000.00		1.45
313384CM9	11311	Federal Home Loan Bank	03/01/2023	10,000,000.00	9,892,087.50	9,928,462.50		1.44
313384FM6	11315	Federal Home Loan Bank	05/12/2023	25,000,000.00	24,505,458.33	24,584,711.80		3.58
313384LW7	11320	Federal Home Loan Bank	09/18/2023	20,000,000.00	19,302,333.33	19,335,555.55		2.82
			Subtotal	142,000,000.00	139,060,374.71	139,136,724.85	35.00	20.36
			Total	222,000,000.00	217,465,469.15	217,049,969.29	100.00	31.85
Corporate Indebtedness								
Toyota Cap Corp								
89233HTC8	11301	Toyota Cap Corp	06/12/2023	5,000,000.00	4,851,415.28	4,861,800.00		0.71
89233HP65	11309	Toyota Cap Corp	02/06/2023	19,000,000.00	18,844,601.11	18,836,790.00		2.76
89233HSF2	11310	Toyota Cap Corp	05/15/2023	5,000,000.00	4,887,719.44	5,000,000.00		0.71
			Subtotal	29,000,000.00	28,583,735.83	28,698,590.00	5.00	4.19
			Total	29,000,000.00	28,583,735.83	28,698,590.00	35.00	4.19

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %	
OR Treas Local Govt Inv Pool									
Local Government Inv Pool									
LGIP 4010	FUND 000	LGIP		11,101,172.83	11,101,172.83	11,101,172.83		1.62	
LGIP 5173	FUND 300	LGIP		12,021,029.87	12,021,029.87	12,021,029.87		1.76	
LGIP 4966	FUND 416	LGIP		102,582.99	102,582.99	102,582.99		0.01	
LGIP 4972	FUND 417	LGIP		3,500,027.77	3,500,027.77	3,500,027.77		0.51	
LGIP 6440	FUND 418	LGIP		5,285,639.61	5,285,639.61	5,285,639.61		0.77	
				Subtotal	32,010,453.07	32,010,453.07	100.00	4.69	
				Total	32,010,453.07	32,010,453.07	100.00	4.69	
US Treasuries									
US Treasuries									
313384AN9	11298	U.S. Treasury	01/13/2023	2,000,000.00	1,984,561.11	1,989,580.00		0.29	
91282CCK5	11274	U.S. Treasury	06/30/2023	55,000,000.00	53,517,578.13	53,554,050.00		7.83	
91282CAP6	11275	U.S. Treasury	10/15/2023	50,000,000.00	48,253,900.00	48,031,500.00		7.06	
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	46,424,000.00		6.92	
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	51,298,500.00		7.68	
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,390,700.00		2.16	
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,064,000.00		2.69	
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,014,500.00		2.09	
9128282D1	11288	U.S. Treasury	08/31/2023	10,800,000.00	10,599,228.00	10,531,296.00		1.55	
91282CCD1	11297	U.S. Treasury	05/31/2023	9,000,000.00	8,781,120.00	8,801,010.00		1.28	
91282CCD1	11299	U.S. Treasury	05/31/2023	15,000,000.00	14,635,200.00	14,668,350.00		2.14	
912828ZU7	11313	U.S. Treasury	06/15/2023	10,000,000.00	9,787,109.38	9,787,109.38		1.43	
91282CAF8	11316	U.S. Treasury	08/15/2023	20,000,000.00	19,428,400.00	19,428,400.00		2.84	
912796XR5	11282	U.S. Treasury	01/12/2023	5,000,000.00	4,933,393.06	4,977,300.00		0.72	
912796T33	11285	U.S. Treasury	02/23/2023	5,000,000.00	4,921,250.00	4,950,700.00		0.72	
912796YL7	11292	U.S. Treasury	03/16/2023	2,000,000.00	1,969,126.67	1,974,880.00		0.28	
912796XS3	11302	U.S. Treasury	01/19/2023	10,000,000.00	9,923,755.56	9,946,000.00		1.45	
912796Y60	11303	U.S. Treasury	02/21/2023	10,000,000.00	9,881,927.78	9,904,500.00		1.44	
912796ZM4	11312	U.S. Treasury	01/31/2023	20,000,000.00	19,874,000.00	19,932,500.00		2.91	
912796ZP7	11314	U.S. Treasury	06/08/2023	20,000,000.00	19,550,662.22	19,609,915.55		2.86	
912796X53	11318	U.S. Treasury	06/15/2023	20,000,000.00	19,555,745.56	19,595,016.67		2.86	
				Subtotal	418,800,000.00	404,786,144.97	401,873,807.60	100.00	59.28
				Total	418,800,000.00	404,786,144.97	401,873,807.60	100.00	59.28
				Grand Total	701,810,453.07	682,845,803.02	679,632,819.96		

Beaverton School District
Portfolio Management
Portfolio Summary
December 31, 2022

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	29,000,000.00	28,698,590.00	28,583,735.83	4.19	74	4.597
Federal Agency Coupon Securities	25,000,000.00	24,404,750.00	25,034,300.00	3.67	561	3.079
Federal Agency Disc. -At Cost	199,000,000.00	194,380,426.38	194,415,730.26	28.47	152	4.475
Treasury Coupon Securities	324,800,000.00	308,993,415.38	312,191,723.01	45.72	439	3.133
Treasury Discounts -At Cost	92,000,000.00	90,733,787.78	90,609,860.85	13.27	89	4.087
LGIP	32,010,453.07	32,010,453.07	32,010,453.07	4.69	1	1.900
Investments	701,810,453.07	679,221,422.61	682,845,803.02	100.00%	279	3.643

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	1,424,526.64	3,964,376.22
Average Daily Balance	686,482,114.25	521,613,902.26
Effective Rate of Return	2.44%	1.51%

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

Beaverton School District, Prepared By Business Office

2022-23 DISTRICT CALENDAR

174 Total student days (Q1:46; Q2:42; Q3:41; Q4:45)



2022

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6				1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	

OCTOBER							NOVEMBER							DECEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
										1	2	3	4	5						1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31		
30	31																					

AUGUST

- 1 Online verification begins
- 29-31 Pre-service/staff development/workday

SEPTEMBER

- 1-2 Pre-service/staff development/workday
- 5 Labor Day
- 6 First day for students (Note: First day dates may be modified by grade level)

OCTOBER

- 14 Staff development/workday

NOVEMBER

- 10 Grading day
- 11 Veterans Day
- 23-25 Thanksgiving break

DECEMBER

- 19-30 Winter break

JANUARY

- 2 Winter break
- 13 Staff development/workday
- 16 Martin Luther King Jr. Day

FEBRUARY

- 2 End of semester
- 3 Grading day
- 20 Presidents Day
- 21 Staff development/workday

MARCH

- 27-31 Spring break

APRIL

- 13 Staff development/workday
- 14 Grading day

MAY

- 26 Staff development/workday
- 29 Memorial Day

JUNE

- 8 Seniors' last day
- 19 Juneteenth
- 21 Last day for students
End of semester
- 22 Grading day

2023

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

APRIL							MAY							JUNE									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
										1	2	3	4	5	6						1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30				
30																							

- Schools closed - no staff/students
- Schools closed - no students
- First/last day for students
- └ End of semester

Calendar is subject to change based on contract negotiations and resource availability.

In the event inclement weather or other emergency closures prevent the District from meeting required instructional hours set by ODE, the days will be made up in June.

2023-24 DISTRICT CALENDAR

174 Total student days (Q1:42; Q2:45; Q3:43; Q4:44)



2023

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	3	4	5	6	7	8			1	2	3	4	5						1	2
9	10	11	12	13	14	15	6	7	8	9	10	11	12	3	4	5	6	7	8	9
16	17	18	19	20	21	22	13	14	15	16	17	18	19	10	11	12	13	14	15	16
23	24	25	26	27	28	29	20	21	22	23	24	25	26	17	18	19	20	21	22	23
30	31						27	28	29	30	31			24	25	26	27	28	29	30

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

2024

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4	2	3	4	5	6	7	8
7	8	9	10	11	12	13	5	6	7	8	9	10	11	9	10	11	12	13	14	15
14	15	16	17	18	19	20	12	13	14	15	16	17	18	16	17	18	19	20	21	22
21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	25	26	27	28	29
28	29	30					26	27	28	29	30	31								

- Schools closed - no staff/students
- Schools closed - no students
- First/last day for students
- End of semester

Calendar is subject to change based on contract negotiations and resource availability.

In the event inclement weather or other emergency closures prevent the District from meeting required instructional hours set by ODE, the days will be made up in June.

Calendar approved 12/7/2022

JULY

? Online verification begins?

AUGUST

- 21-25 Pre-service/staff development/workday
- 28 First day for students (Note: First day dates may be modified by grade level)

SEPTEMBER

4 Labor Day

OCTOBER

- 13 Staff development/workday
- 27 Grading day

NOVEMBER

- 10 Veterans Day
- 20-24 Thanksgiving break

DECEMBER

- 8 Staff development/workday
- 25-29 Winter break

JANUARY

- 1-5 Winter break
- 15 Martin Luther King Jr. Day
- 16 Staff development/workday
- 25 End of semester
- 26 Grading day

FEBRUARY

- 19 Presidents Day
- 20 Staff development/workday

MARCH

25-29 Spring break

APRIL

- 8 Grading day
- 9 Staff development/workday

MAY

27 Memorial Day

JUNE

- 4 Seniors' last day
- 11 Last day for students
End of semester
- 12 Grading day
- 13 Staff development/workday

2024-25 DISTRICT CALENDAR

174 Total student days (Q1:42; Q2:46; Q3:42; Q4:44)



2024

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

2025

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	2	3	4	5	6	7	8	2	3	4	5	6	7	8
5	6	7	8	9	10	11	9	10	11	12	13	14	15	9	10	11	12	13	14	15
12	13	14	15	16	17	18	16	17	18	19	20	21	22	16	17	18	19	20	21	22
19	20	21	22	23	24	25	23	24	25	26	27	28	23	24	25	26	27	28	29	
26	27	28	29	30	31								30	31						

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

- Schools closed - no staff/students
- Schools closed - no students
- First/last day for students
- End of semester

Calendar is subject to change based on contract negotiations and resource availability.
 In the event inclement weather or other emergency closures prevent the District from meeting required instructional hours set by ODE, the days will be made up in June.

JULY
 ? Online verification begins?

AUGUST
 19-23 Pre-service/staff development/workday
 26 First day for students (Note: First day dates may be modified by grade level)

SEPTEMBER
 2 Labor Day

OCTOBER
 11 Staff development/workday
 25 Grading day

NOVEMBER
 11 Veterans Day
 25-29 Thanksgiving break

DECEMBER
 9 Staff development/workday
 23-31 Winter break

JANUARY
 1-3 Winter break
 17 Staff development/workday
 20 Martin Luther King Jr. Day
 24 End of semester
 27 Grading day

FEBRUARY
 17 Presidents Day
 18 Staff development/workday

MARCH
 24-28 Spring break

APRIL
 7 Grading day
 14 Staff development/workday

MAY
 26 Memorial Day

JUNE
 3 Seniors' last day
 10 Last day for students End of semester
 11 Grading day
 12 Staff development/workday



2023-2025 DISTRICT CALENDARS

BACKGROUND

District calendars for the 2023-2024 and 2024-2025 school years have been finalized. Calendars have been shared with staff and the community and are posted on the District website in several languages.

The calendar committee included participants from Human Resources, Teaching & Learning, Operations as well as school leaders, BEA and OSEA leadership, and an experienced teacher. Input from staff and the community gathered via survey and focus groups was considered.

Notable changes will start the new week before Labor Day following the first time we have begun classes in August; this was done most recently in 2018.

- Students will complete the school year the second week of June, reflecting input from families and staff.
- Both students and staff will have a full week off at Thanksgiving for a "fall break," reflecting input received from families and staff.
- The calendars provide time for staff development both for teachers and licensed specialists and for paraprofessionals and other classified staff.
- Summer break will be shorter than usual in 2023, as we transition to an earlier school year start. This will affect summer programming and facilities projects. In 2024 and beyond our summer recess will be back to its usual length.

RECOMMENDATION

This information is shared as advisory for the School Board. There is no board action required regarding the implementation of the 2023-2024 and 2024-2025 school calendars.



December 22, 2022

TO: Beaverton School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2023-24 Local Service Plan

Colleagues:

It's my pleasure to present the 2023-24 Local Service Plan. As your education service district partner, our goal is to promote equity in education throughout the region. Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities.

Toward that end, we convene educators so they can engage in professional learning, push their practice and contribute to culturally sustaining learning environments. We strengthen and align systems, like school technology infrastructure or our community preschool and child care systems. We provide access to services and resources that might otherwise be out of reach or unaffordable for many school districts.

In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support Beaverton students. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of student success.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of two large loops connected by a wavy line.

Dan Goldman, Superintendent

Supplementary Materials: Attached to this cover letter you'll find the Proposed 2023-24 Local Service Plan; Proposed Resolution; Summary of Grant and Value-Add Services, Financial Summary Information, School District Profile of Current Services, and Presentation Deck

Proposed Motion: BE IT Resolved, the Board of Directors adopt the 2023-24 Local Service Plan as presented.

■ Clatsop County
503-325-2862
1120 Broadway
Seaside, OR 97138

■ Columbia County
503-366-4100
800 Port Avenue
St. Helens, OR 97051

■ Tillamook County
503-842-8423
2515 3rd Street
53 Tillamook, OR 97141

■ Washington County
503-614-1428
5825 NE Ray Circle
Hillsboro, OR 97124



Northwest Regional
Education Service District



2023-24 Local Service Plan

A framework for our partnership with school districts in
Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: NWRESD’s Early Learning Hub created [a database of free preschools](#) across Clatsop, Columbia and Tillamook counties. They coordinated photoshoots so families could preview many of the sites, including Pacific Ridge Beginning School in Seaside, pictured. Photo by Justin Grafton Studios.



About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

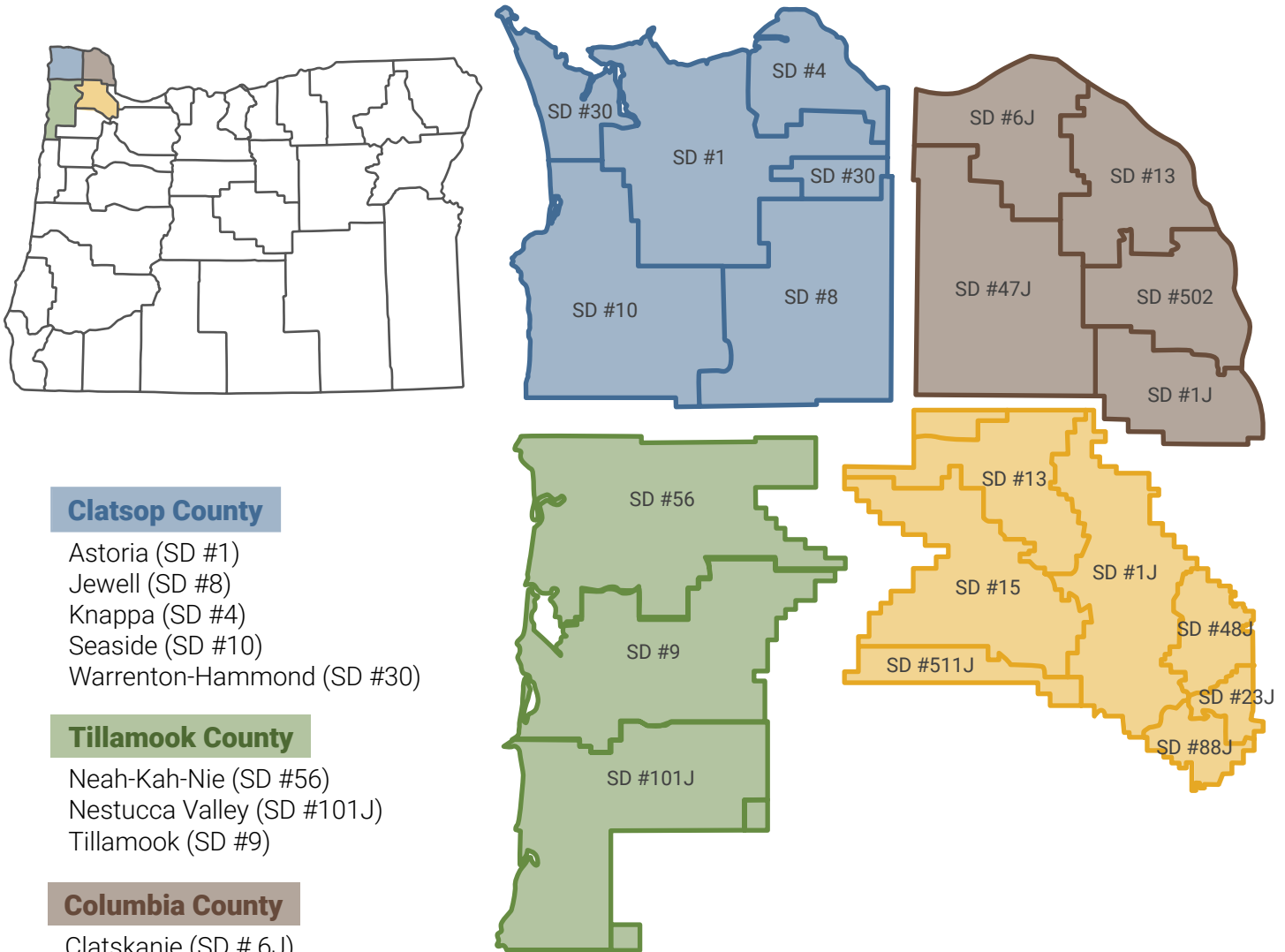
Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Therapy goats visit Pacific Academy, one of our social emotional learning schools. “Hosting a therapeutic goat party is one way students can both build community, expand connections with peers and engage in a unique self-regulation opportunity,” says Jillynn Garcia, mental health specialist at the school.

Service Area



Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (SD #10)
- Warrenton-Hammond (SD #30)

Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

Columbia County

- Clatskanie (SD # 6J)
- Rainier (SD #13)
- Scappoose (SD # 1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD # 511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)



Board of Directors



Ross Tomlin, Chair
Higher Education Position



Doug Dougherty, Vice Chair
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



Christine Riley
Zone 1: Gaston, Sherwood, Tigard-Tualatin



Yadira Martinez
Zone 3: Hillsboro



Tony Erickson
Zone 4: Beaverton (Beaverton and Sunset attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, Vernonia



Karen Cunningham
Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



Maureen Wolf
At-Large



Ernest Stephens
Business Position



Diane Wilkinson
Social Service Position



Key Staff Contacts



Dan Goldman
Superintendent
dgoldman@nwresd.org



Debbie Simons
Chief Human Resources
Officer
dsimons@nwresd.org



Stuart Long
Chief Information Officer
slong@nwresd.org



Sherry Ely
Interim Chief Financial
Officer
sely@nwresd.org



David Williams
Chief of Staff
dawilliams@nwresd.org



Megan McCarter
Interim Chief Academic
Officer
mmccarter@nwresd.org



Peggy Freund
Interim Early Learning
Executive Director
pfreund@nwresd.org



Cathleen Jensen
K-12 Special Education
Executive Director
cjensen@nwresd.org



Sharif Zakir Liwaru
Equity and Family
Partnerships Director
szliwaru@nwresd.org



Kelsey Cardwell
Communications Director
kcardwell@nwresd.org



Lynne Griffin
Clatsop Service Center
Administrator
lgriffin@nwresd.org



Stacy Rager
Columbia Service Center
Administrator
srager@nwresd.org

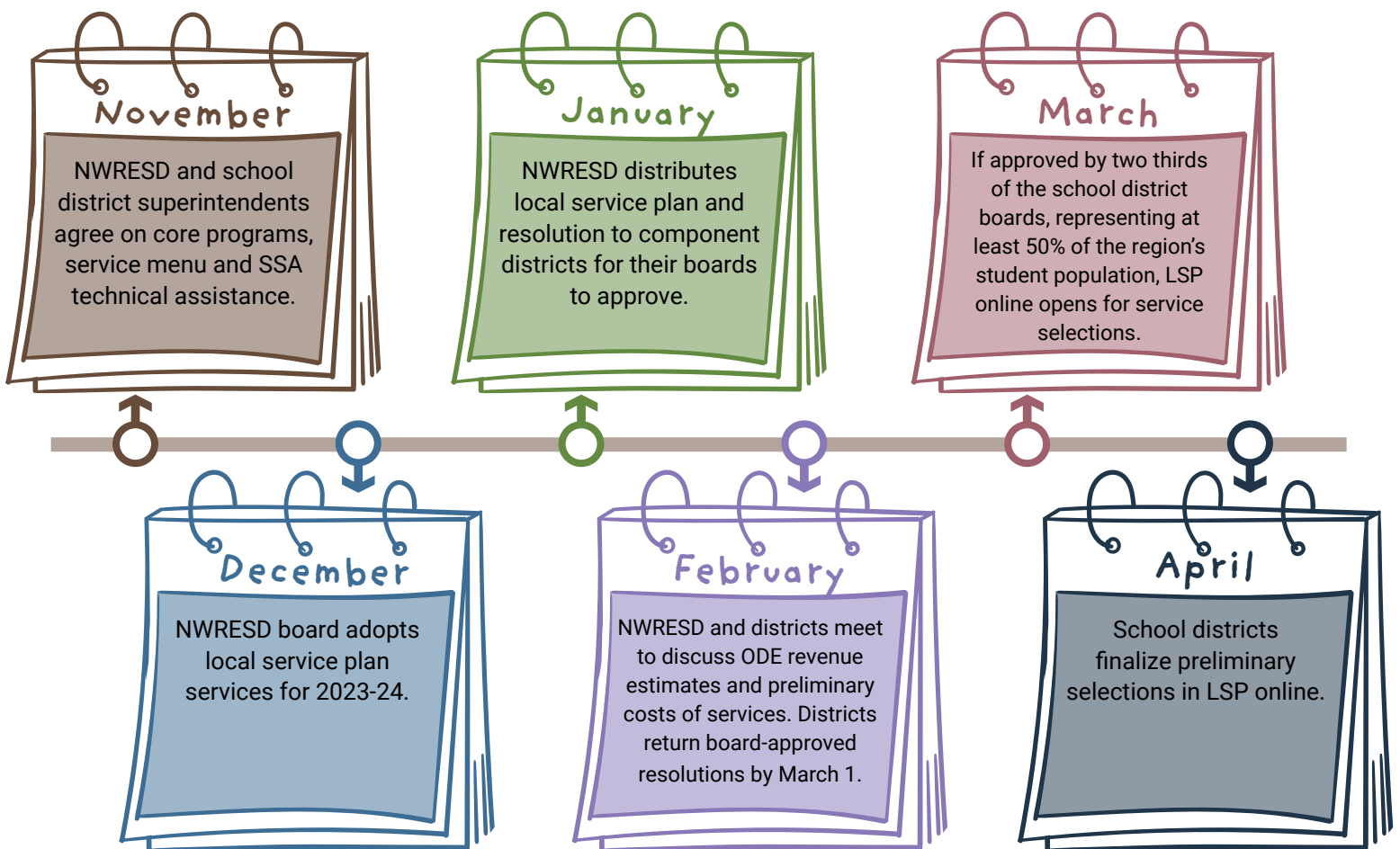


Kim Lyon
Tillamook Service Center
Administrator
klyon@nwresd.org

Timeline for Plan Development

In early fall, school districts collaborate with NWRES D to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRES D’s board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon’s largest investment, equating to \$9.3 billion in the 2021-23 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The SSF provides 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF makes up 22.9% of our budget.

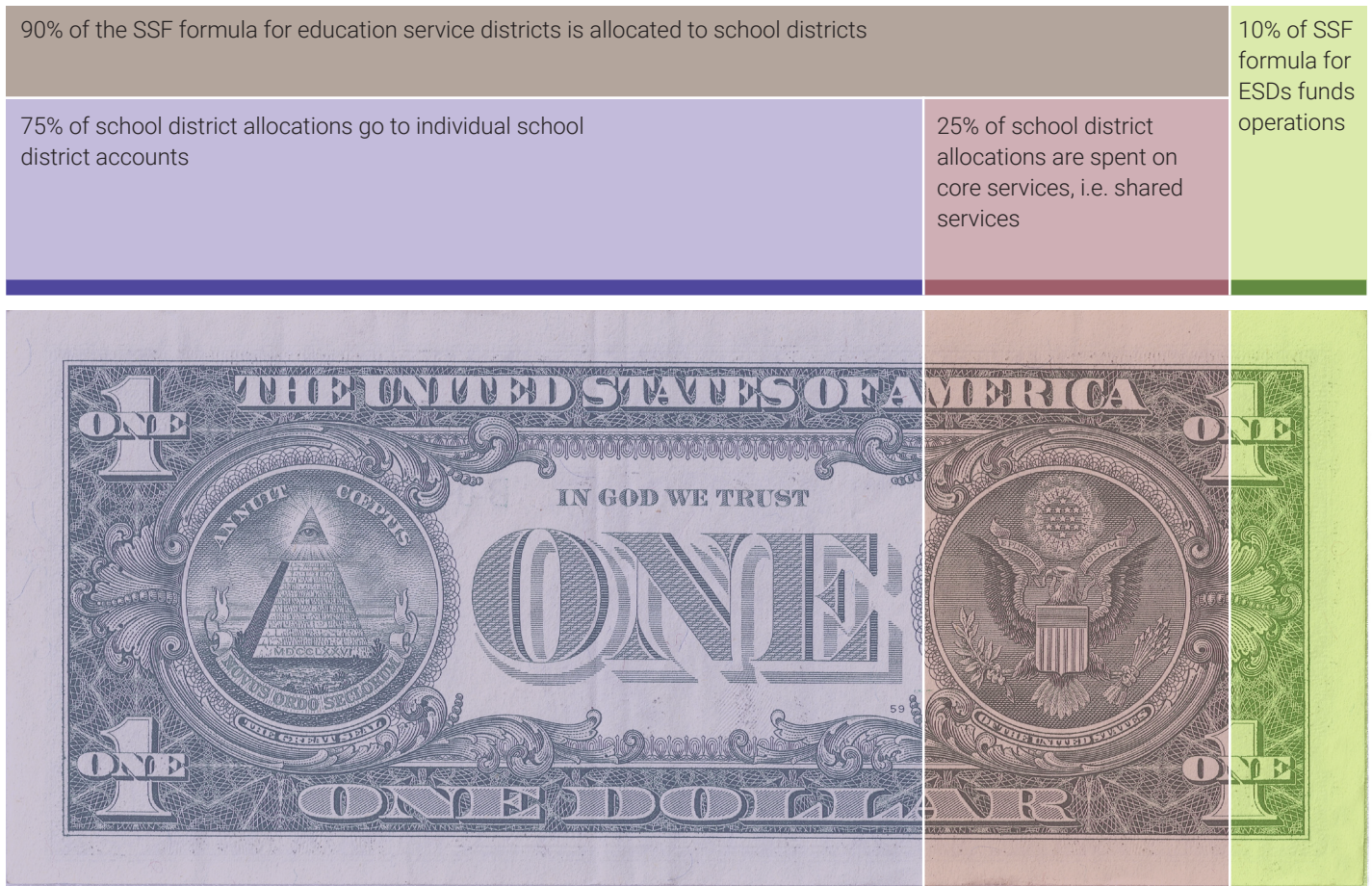
Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.





Students at Mist Elementary School in Vernonia School District write stories in Google Docs while using newly installed Starlink internet.

Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.

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County Allocations

Through core, each county subset of school districts receives funding to support localized priorities agreed upon by the district superintendents.

Emergency Closure Network

We provide districts with access to an emergency communication system for sharing school delays and closures with their communities and the local media.

Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Network; Instructional Coaching Network; Social, Emotional and Mental Health Services; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Help Desk

We provide an on-demand, generalized support resource for district technology staff.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.



Restraint & Seclusion Application Development

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student from the Groner Deaf and Hard of Hearing program signs with their instructor.

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-

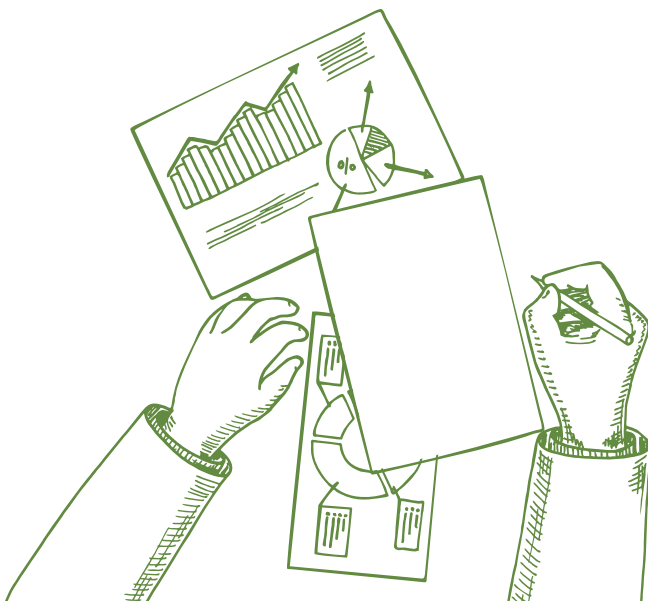
enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts. [Learn more about the pricing and services offered on our Spanish language interpretation and translation page.](#)

Substitute Services

Our human resources substitute services team manages the hiring and placement for licensed and classified substitutes for school districts in Columbia, Clatsop, Columbia, Multnomah, Tillamook and Washington counties in partnership with our districts.





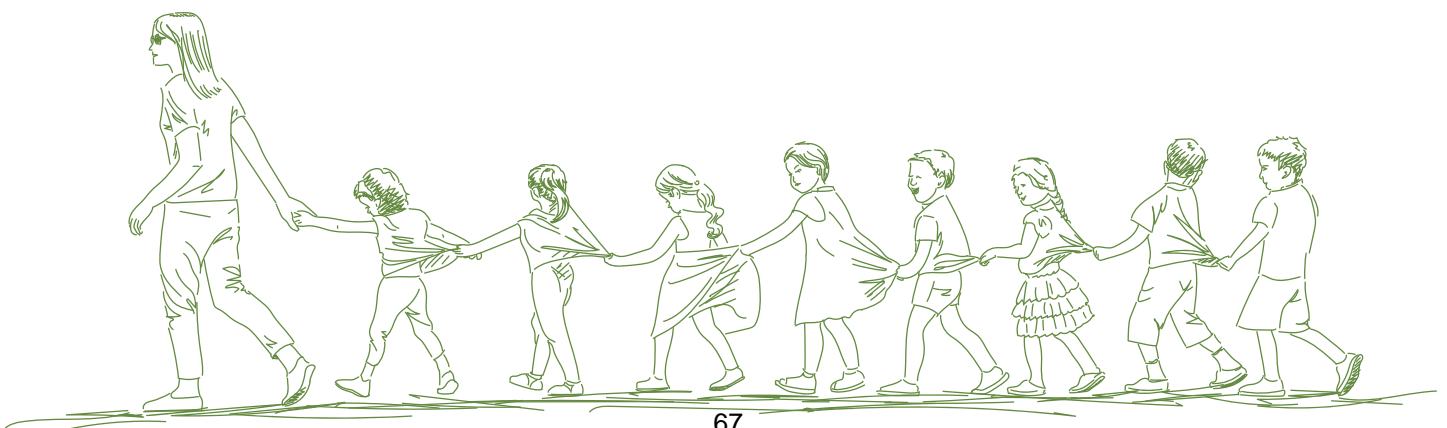
Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

EI/ECSE Transportation

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





Instruction

Attendance Services

We partner with school district attendance teams to grow community awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen communication between families and schools.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool.

Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon completion of their licensure program.

Grant Management

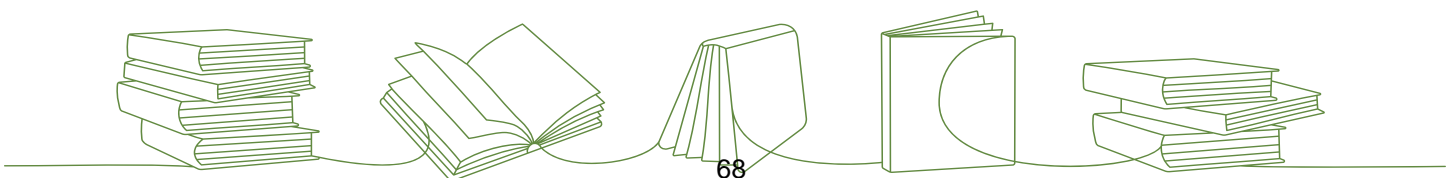
Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

Ion MTSS Software

We provide software and support for data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking student supports.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.





Reengagement Services

We employ a team of attendance advisors to work with school districts on returning as many students as possible to the classroom. The attendance team has training and is able to include all truancy requirements within their reengagement process. Acting on attendance referrals from schools, our team contacts parents and provides information on Oregon laws that require students to attend school. Approximately 70% of referrals are resolved with an initial contact, and approximately 80% are resolved without citation. Our team's focus is first on reengagement while still meeting Oregon attendance laws, as reengagement has proven much more effective than truancy citation. If attendance problems persist, a mandatory meeting is set up with parents, school staff and our team in order to problem solve and support the student and family to reengage. If absolutely necessary, our team will follow all Oregon truancy laws with documentation for districts.

Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

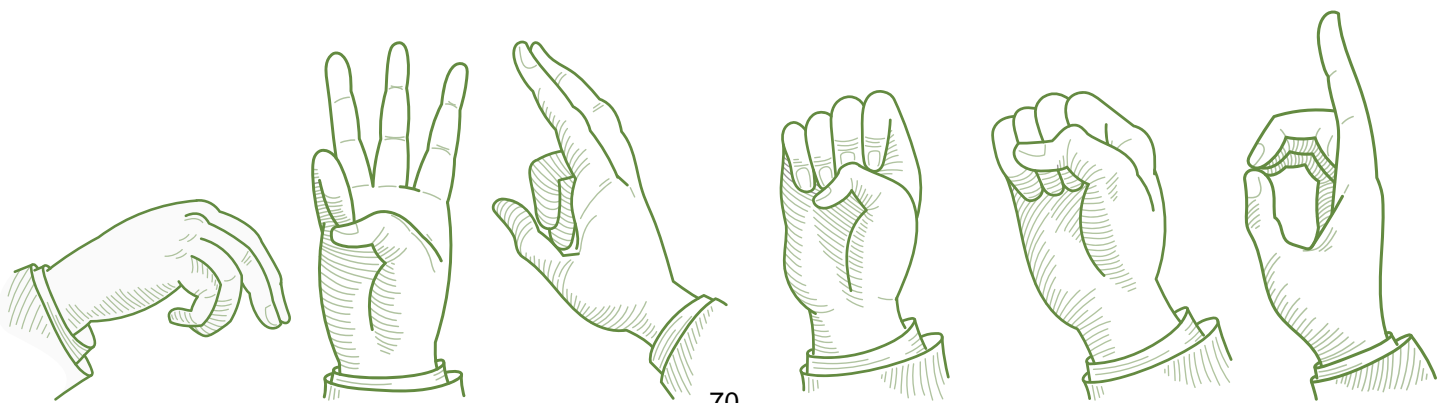
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special





education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

In the 2022-23 school year, NWRESD expanded the Cascade and Pacific programs to include an intensive classroom for students in grades 6-10. The new classroom functions as a self-contained program within Cascade and Pacific Academy, serving students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia K-8

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content

standards. Students and staff participate in equity training to increase educational opportunities and prepare students for success in their home schools and communities.

Comprehensive Health Screening Age 3-6 (Tillamook County)

Comprehensive Health Screening Age 3-6:
Tillamook County.

Deaf and Hard-of-Hearing Classrooms

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard of Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

Educational/Instructional Assistants

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students,



providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.

FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and

coordinate with the St. Mary's behavioral support team.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.



Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Regional Equipment Center

Eligible students can access a collection of adaptive equipment and assistive technology devices. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district to Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Social Emotional Learning Schools

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Level Technology Purchasing

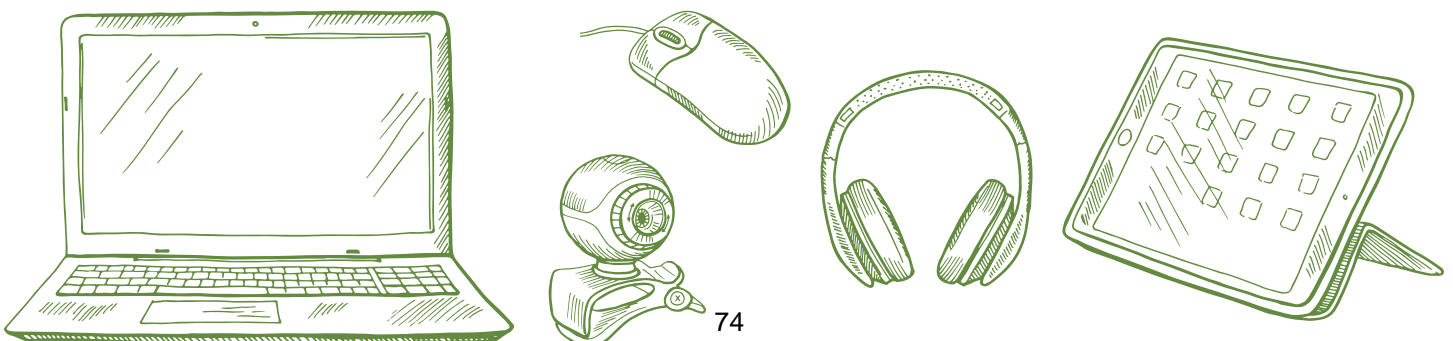
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a





streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any Internet enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

ORSpEd

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This

application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.



Rose McGee, a trainer and community engagement expert from Minnesota, leads a story circle training on Oct. 12 at the Washington Service Center in Hillsboro. NWRESA's equity and family partnerships director S.Z. Liwaru looks on. Story circles are an engagement and leadership development process in which each participant listens to and shares authentic stories.

Student Success Act Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESD's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

Communications

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

Community Engagement and Family Partnerships

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners, structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

Early Literacy Network

Our Early Literacy Network recently launched a year-long professional development opportunity for educators who work in early learning through second grade in Clatsop, Columbia, Tillamook or Washington counties. Teams meet monthly and have access to coaching and consultation, book studies, a monthly newsletter, a lending library, social emotional learning kits, and quarterly convenings. Educators who join this professional development cohort will focus on topics such as oral language and vocabulary instruction, family engagement strategies, literacy routines and culturally responsive and sustaining practices. The network has two strands. The first is for educators who work in child care, preschool or kindergarten settings. The second is for educators who work in kindergarten, first or second grades. Participants do not need to be licensed teachers to participate.

Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.



Ion MTSS Software

We provide software and support for use in data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking supports to students.

Research, Assessment and Evaluation

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (AROI) from these new state funds.

School Culture and Climate

We convene teams that are focused on creating welcoming and inclusive environments in which every student feels safe, connected, supported, valued and a sense of belonging. Using a continuous improvement process, we facilitate professional learning and coaching to help teams identify root causes of problems in their schools, seek out the voices of those most impacted, and design change ideas to test and learn from in order to improve the system. We believe in dismantling systems that perpetuate inequities so every child achieves their highest potential.

Social, Emotional and Mental Health Services

Our Social, Emotional and Mental Health team supports education professionals with the goal of improving the wellbeing of students, schools, and communities. By sharing the latest research and using best practices, we are here to coach, collaborate, and support more healthy and positive learning environments.



Appendix



Students explore a coastal Northwest Outdoor Science School site on a four-day, three-night experience for sixth graders.

Resolution Authorizing NWRESD Local Service Plan for 2023-24

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2023-24 school year.

ADOPTED this _____ day of _____ 2023.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2023 to:

Valerie White

vwhite@nwresd.k12.or.us

Northwest Regional Education Service District

5825 NE Ray Circle

Hillsboro, Oregon, 97124



Kimberlee Henderson, an instructional assistant at the Beaverton Early Childhood Center, works with a student in our Early Childhood Special Education (ECSE) program.

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



Attendance Services

We partner with school attendance teams to grow awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools.

Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

Cascade Alliance for Equity (CAFE)

CAFE is a partnership between Clackamas, Multnomah and Northwest Regional education service districts. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all Oregon students.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. [The courier schedule is posted to nwresd.org.](https://www.nwresd.org/courier-schedule)

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.



Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool. Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon successful completion of their licensure program.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children ages birth to five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools.



Opportunities are posted to nwresd.org on the technology page.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

Northwest Outdoor Science School

Northwest Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Northwest Parenting

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

Nursing Services

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESD to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

Oregon Response to Instruction & Intervention (ORTIi)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

Regional Equipment Center

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Inclusive Services

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or



hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies who work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

School Safety and Prevention System

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

STEM (Science, Technology, Engineering, Math) Hub

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Financial Summary Information

Service Credit Allocations

	ADMw 2021 Estimate	ADMw(e) 5/19/22 ODE estimate	ADM % to total	ADM % to total for service and core credits	2023-24 at \$9.5 B	2022-23 LSP allocations	2023-24 variance to 2022-23 LSP allocations
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Clatsop County School Districts

Astoria	2,205.66	2,072.02	1.77%	4.36%	\$652,056	\$611,356	\$40,700
Jewell	302.9	294.05	0.25%	0.62%	\$92,536	\$86,351	\$6,185
Knappa	667.96	634.93	0.54%	1.34%	\$199,810	\$185,439	\$14,371
Seaside	1,980.96	1,897.93	1.62%	4.00%	\$597,270	\$550,358	\$46,912
Warrenton-Hammond	1,255.65	1,230.89	1.05%	2.59%	\$387,356	\$344,766	\$42,590

Columbia County School Districts

Clatskanie	946.71	956.46	0.82%	2.01%	\$300,994	\$262,256	\$38,738
Rainier	1,073.02	1,064.59	0.91%	2.24%	\$335,022	\$292,989	\$42,033
Scappoose	2,798.35	2,538.68	2.16%	5.35%	\$798,911	\$715,515	\$83,396
St. Helens	3,348.35	3,242.72	2.77%	6.83%	\$1,020,470	\$933,542	\$86,928
Vernonia	781.80	780.22	0.67%	1.64%	\$245,532	\$230,759	\$14,773

Tillamook County School Districts

Neah-Kah-Nie	1,035.54	919.54	0.78%	1.94%	\$289,375	\$288,768	\$607
Nestucca Valley	684.65	712.38	0.61%	1.50%	\$224,183	\$192,335	\$31,848
Tillamook	2,691.98	2,547.71	2.17%	5.37%	\$801,753	\$771,605	\$30,148

Washington County School Districts

Banks	1,296.43	1,185.90	1.01%	2.50%	\$373,198	\$365,479	\$7,719
Beaverton		46,236.35	39.43%				
Forest Grove	7,502.83	7,220.61	6.16%	15.21%	\$2,272,294	\$2,089,705	\$182,589
Gaston	748.12	665.74	0.57%	1.40%	\$209,505	\$207,361	\$2,144
Hillsboro		23,543.45	20.08%				
Sherwood	5,991.30	5,540.12	4.72%	11.67%	\$1,743,452	\$1,660,645	\$82,807
Tigard-Tualatin	14,699.28	13,976.92	11.92%	29.44%	\$4,398,476	\$4,056,819	\$341,657

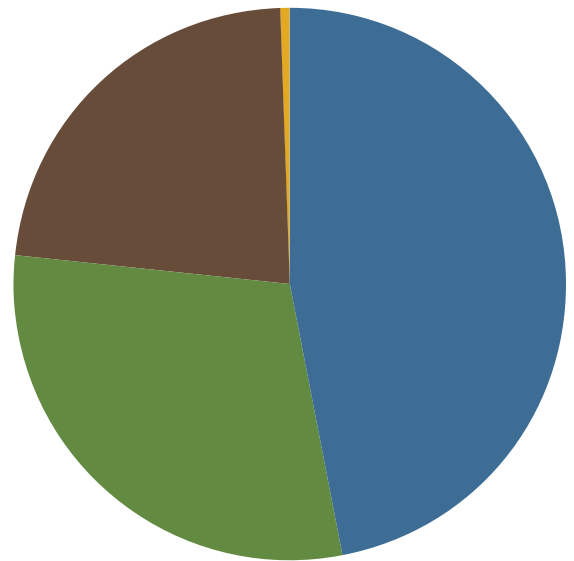
2023-24 Estimates

Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.

Core Services: \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
- Miscellaneous: \$26,546



Beaverton and Hillsboro School Districts:

- Regional Innovations: \$666,326
- Professional Development: \$370,743



Total Core Services: \$6,003,037

County Allocations



Clatsop County

\$291,680



Columbia County

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Tillamook County

\$238,651



Washington County

\$902,391

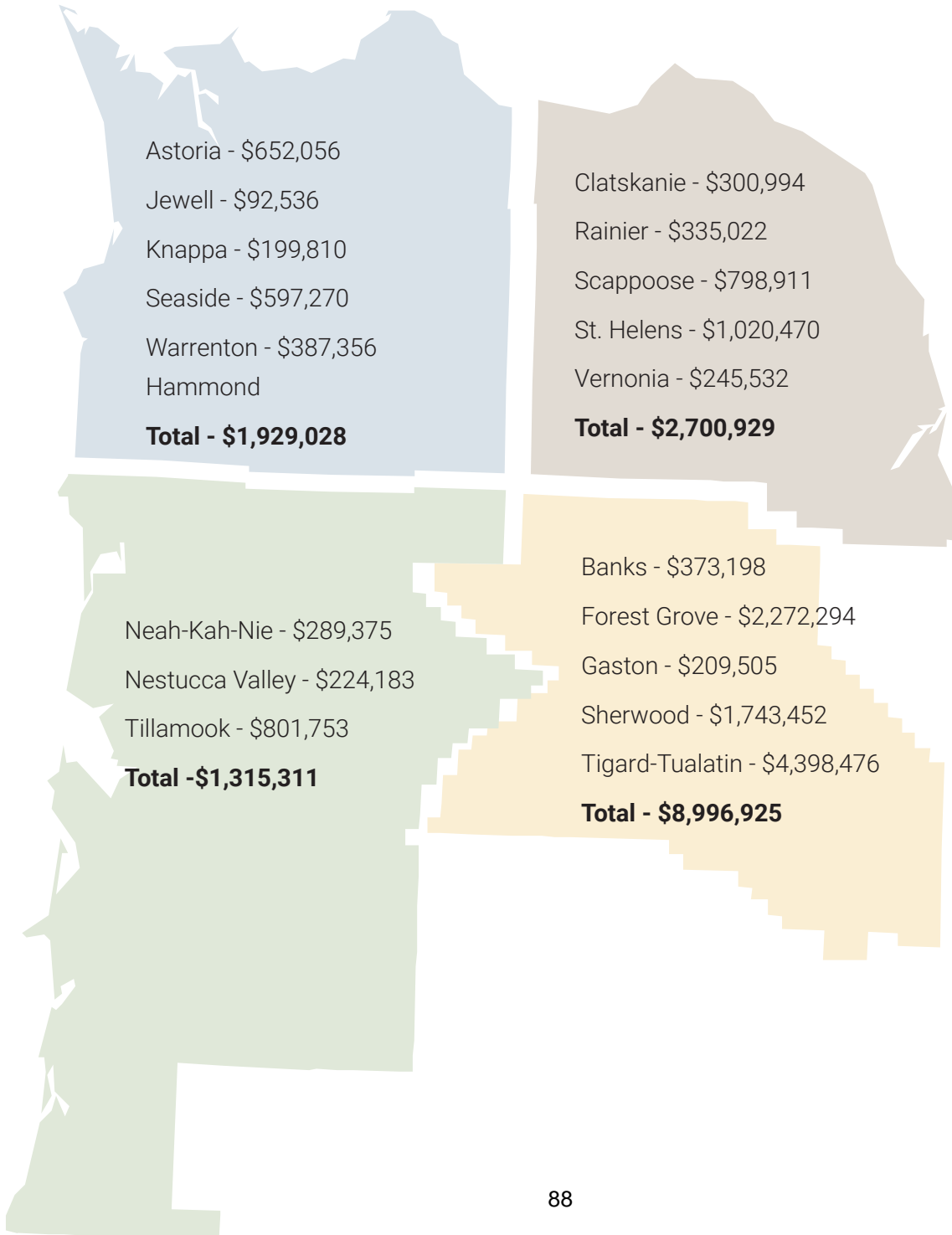
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2023-24 Estimates

Service Credits

These estimates are based on a \$9.5 billion State School Fund.



Beaverton School District Profile

Superintendent: Dr. Gustavo Balderas

Population: 39,000+ students • 4,500 staff

Schools: 34 elementary schools • 9 middle schools • 6 high schools • 5 option schools • 19 option programs • 2 charter schools



A child in Early Childhood Special Education (ECSE) at the Beaverton Early Childhood Center.

Service Highlights

Through the local service plan and grant-funded services, NWRESD partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Beaverton schools.

Early Learning



737 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022).



991 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2021-June 2022).

Instructional Services



\$2,893,520 in proportional benefit from funds awarded for regional competitive grants written by NWRESD in the 2021-22 school year.



In the spring and fall of 2022, **3,810** 6th graders attended Outdoor School and **295** high school student leaders from BSD supported.

PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Attendance Collaborative
- Diverse Educator Pathways
- Northwest Regional Educator Network
- School Safety and Prevention System
- Social, Emotional, and Mental Health
- Willamette Promise

K-12 Special Education

102

students attended our schools, including our five social emotional learning schools and the Groner Deaf/Hard of Hearing program (2021-22).

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staff support the district in specialty areas that include American Sign Language (ASL), audiology, deaf/hard of hearing teachers, teachers of the visual impaired, and orientation and mobility (as of Nov. 2022).

Technology

SERVICE USAGE:

- Follett Destiny Library & Resource Manager
- Forecast 5
- Home School Application
- Learn 360
- Network Services
- ORSpEd Applications
- Public School Works
- Restraint and Seclusion Application
- Technology Support Cooperative
- Truancy Application

Story time!



Eliana Mason, an alumna of the International School of Beaverton, and Superintendent Dan Goldman co-emceed our 2022-23 school year opener. Eliana gifted our educators a piece of advice:

"The 3 'C's I focus on: connect, celebrate and collaborate...Celebrate your students for the big and little accomplishments. You may be the only consistent adult figure in their life. Connect with them. Make students feel seen, valued and heard. Lastly, collaborate. No one knows what's best for you better than you, so give your students a voice and work with them to achieve success."

Last year, shortly after winning a silver medal at the Tokyo Paralympic Games, Eliana sat down with us for an interview. Read the story: [Paralympian Medalist who Received Vision Services Dishes Advice for Educators, Talks Goalball and Future Plans](#)

MORE STORIES:

- [On Your Mark, Get Set, Go: Students with Visual Impairments Take to the Track After Two-Year Pandemic Hiatus](#)
- [Hear From Students Who Are Participating in the Diverse Educator Pathways Program \[Video\]](#)
- [Metro Region School Districts Fortify Internet Access for 196 Schools](#)



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2023-24 Local Service Plan

A framework for our partnership⁹¹ with school districts in Clatsop, Columbia, Tillamook and Washington counties

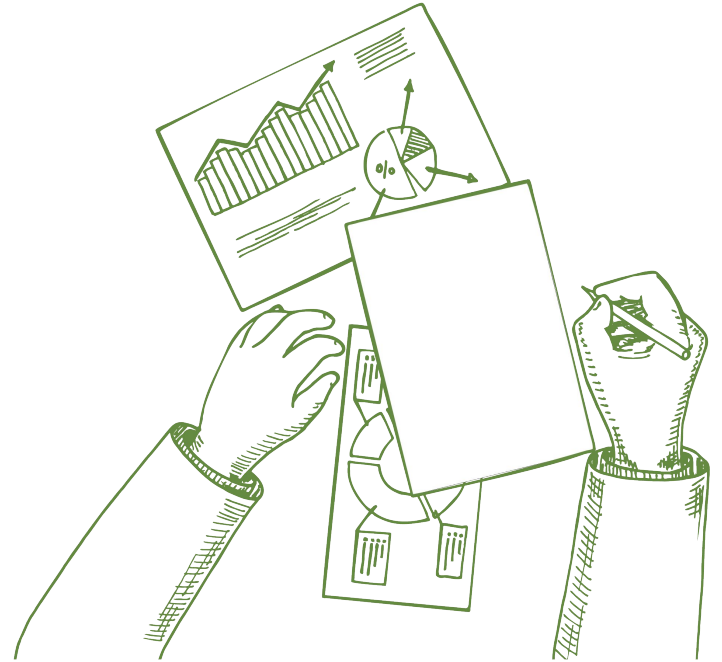
School Board Role

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils

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Navigating the Local Service Plan Document

- P. 10 - List of core services
- P. 13 - List of menu services
- P. 24. - SSA technical assist. plan
- P. 28 - Board resolution/action
- P. 29 - Grant and value-add services
- P. 34 - LSP financial summary
- P. 37 - Summary of current services your district is receiving

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Ways We're Working Together to Support Beaverton Kids (P. 37)

- **Early Learning:** 991 EI/ECSE evals, 737 enrolled in EI/ECSE, EL Hub, etc.
- **Instruction:** professional learning, school safety, Diverse Educator Pathways, etc.
- **Special education:** 15 specialists support the district, e.g. teachers for visually impaired & deaf/hard of hearing, audiology, etc.
- **Technology:** Support, apps, security, etc.

Northwest Regional Education Service District

Beaverton School District Profile

Superintendent: Dr. Gustavo Balderas
Population: 39,000+ students • 4,500 staff
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- 737 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022).
- 991 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2021-June 2022).

Instructional Services

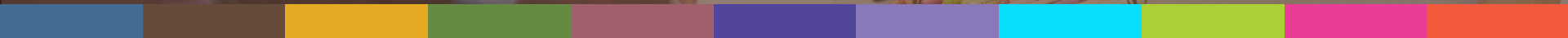
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- 9th Grade Success Network
- Attendance Collaborative
- Diverse Educator Pathways
- Northwest Regional Educator Network
- School Safety and Prevention System
- Social, Emotional, and Mental Health
- Willamette Promise



About the 2023-24⁹⁵ Local Service Plan



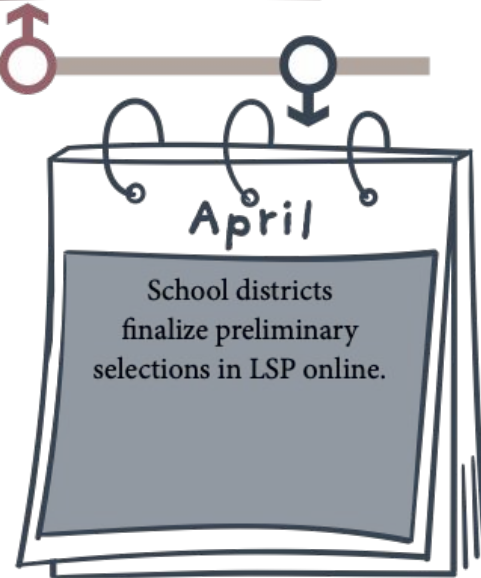
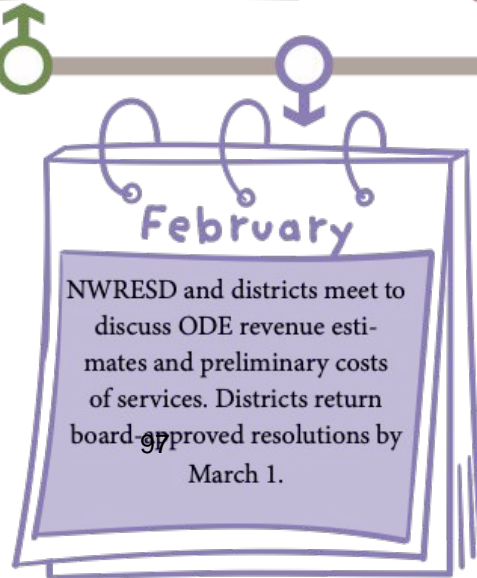
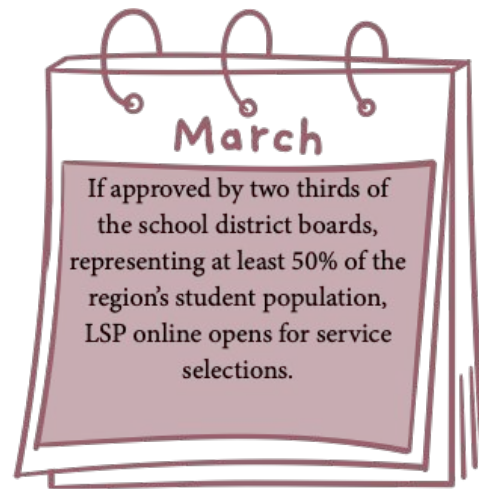
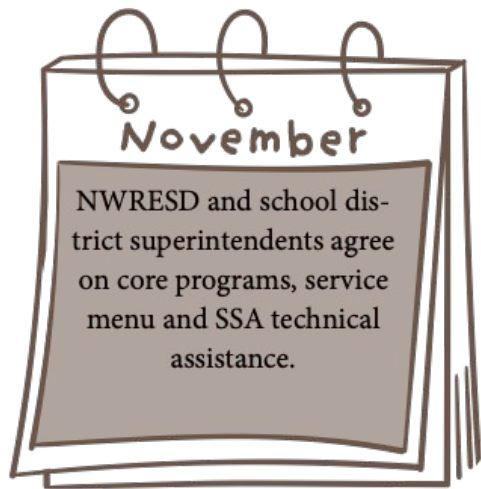
90% of the SSF formula for education service districts is allocated to school districts

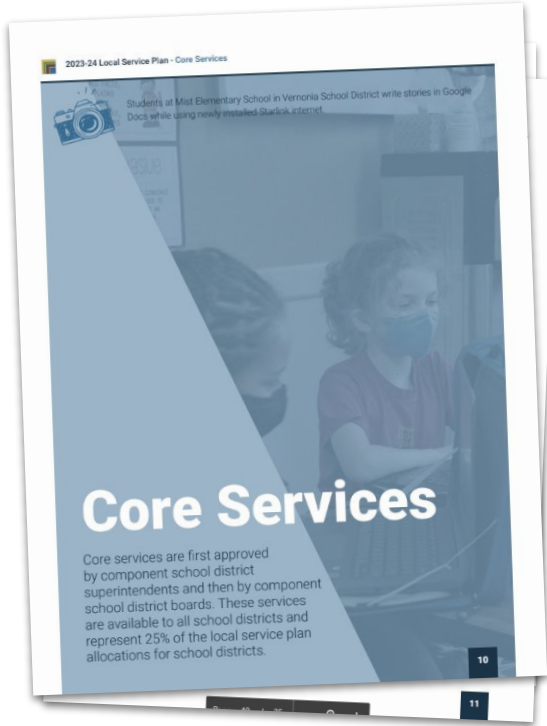
10% of SSF formula for ESDs funds operations

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services, i.e. shared services



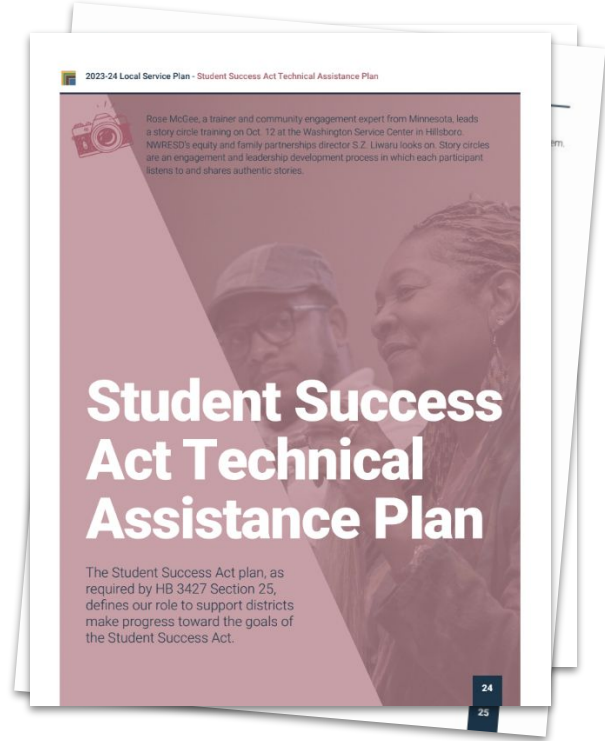




P. 10



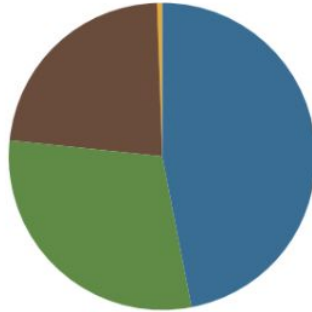
98
P. 13



P. 24

Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.



Core Services: \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
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Beaverton and Hillsboro School Districts:

- Regional Innovations: \$666,326
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Total Core Services: \$6,003,037

County Allocations



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\$291,680



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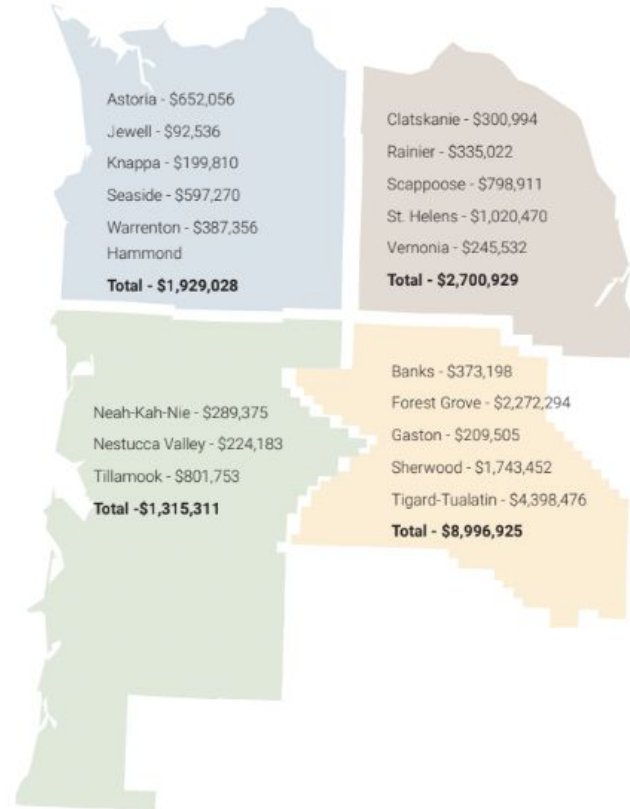


Washington County

\$902,391

Service Credits

These estimates are based on a \$9.5 billion State School Fund.



Core Services (P. 10)

- County Allocations
- Emergency Closure Network
- Grant Management
- Regional Innovations and Professional Learning
- Cybersecurity Services
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Security Services
- Network Services
- Restraint & Seclusion Application Development
- Technical Engineering Cooperative

Service Menu (P. 13)

Administration

- Communications
- Fiscal Services
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation
- Substitute Services

Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations
- EI/ECSE Transportation

Instruction

- Attendance Services
- Cascade Education Corps
- Diverse Educator Pathways
- Grant Management
- Ion MTSS Software
- Oregon Virtual Education (ORVED)
- Reengagement Services
- Willamette Promise

K-12 Special Education

- Audiology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard of Hearing Services
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools

Technology

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Level Technology Purchasing
- Help Desk
- Learning360 Streaming Video
- Oregon Data Suite
- ORSpEd
- Public School Works
- Restraint and Seclusion
- School ERP Pro (formerly Infinite Visions)
- Synergy Student Information System
- Technical Engineering Cooperative

Student Success Act Technical Assistance Plan (P. 24)

- 9th Grade Success Network
- Attendance Collaboratives and Professional Learning
- Communications
- Community Engagement and Family Partnerships
- Early Literacy Network
- Instructional Coaching Network
- MTSS Coaching
- Research, Assessment and Evaluation
- School Culture and Climate
- Social, Emotional and Mental Health Services

Thank you!

Questions?



Proposed Motion:

I move to approve Resolution #___ approving the 2023-24 NWRESD Local Service Plan, as presented.



**PROPOSED REVISIONS TO BOARD POLICIES:
ECACB, EEA, JED, JGE, GBDA (FIRST READING)**

BACKGROUND

Attached is the first reading of proposed revisions to School Board Policies ECACB, EEA, JED, JGE, and GBDA. The changes recommended for first reading were generated by the Oregon School Boards Association and reviewed by the Board Policy Committee. OSBA provides the District with quarterly policy recommendations that reflect changes made at the state level to statutes and/or regulations. What follows is a brief explanation of the recommended changes.

ECACB Drones

The revisions are recommended to ensure compliance with regulations of the Federal Aviation Administration, the Oregon Department of Aviation, Senate Bill 581 (2019), and changes to federal law.

EEA Student Transportation

The proposed changes are recommended by OSBA to reflect Senate Bill 905 (2019) which clarifies and aligns with the Every Student Succeeds Act.

GBDA Expressing Milk in the Workplace

Oregon Revised Statute 653.077(10)(b) requires that our policy designate a location for expressing milk at each school facility. In addition, House Bill 2593 (2019) conforms Oregon law related to the expression of milk in the workplace to federal law and includes gender neutral language now in Oregon law.

JED Student Attendance

House Bill 2191 (2019) added mental and behavioral health of the student as a reason for absence. Additionally, House Bill 2556 (2019) allows up to seven days of an excused absence for a student who is a dependent of a member of the U.S. Armed Forces who is on active duty or called to active duty.

JGE Expulsion

House Bill 2514 (2019) expands the privacy of student records discussed in executive session to include “confidential records of a student” deleting the language limiting to medical records and student educational programs.

RECOMMENDATION

It is recommended that the board review the proposed revised language of each policy and approve the policy revisions in a future meeting.

Drone a.k.a. ~~Unmanned~~ Uninhabited Aircraft System (UAS)

Any employee, volunteer or representative of the district operating a district uninhabited ~~unmanned~~ aircraft system (UAS) shall do so in accordance with this policy, and all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws.

A small uninhabited aircraft, as defined by law, may be operated by the district. A small uninhabited aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

Publicly supported kindergarten through grade 12 school programs and publicly supported entities that support K-12 schools or after-school K-12 programs are exempt from the requirement to pay the ODA registration fee.

~~An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.~~

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, and airplane design and construction, which and can also ~~serve~~ as an academic tool in other areas such as television, film production or the arts in general.

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be in compliance with current FAA¹ regulations. District staff will not operate more than one UAS at the same time.

~~Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.~~

District employees shall work with administrators to ensure that proper insurance, registration as required by FAA and ODA, reporting to FAA and authorization from district administration are in place prior to use of a UAS as a part of the district’s curriculum. ~~adoption of curriculum that allows operation of a UAS as part of the curriculum.~~

¹ https://www.faa.gov/uas/educational_users/

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)² at OSAA-sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures³ for the implementation of this policy. The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

The district will report collisions involving a UAS to FAA no later than 10 calendar days after the collision when it involves:

1. Serious injury to any person or any loss of consciousness; or
2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed \$500, or the fair market value of the property does not exceed \$500 in the event of total loss.

Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate Proof of UAS registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. §44801 issued by the FAA and proof of user registration with ODA ~~the Oregon Department of Aviation~~ when required⁴; and

² https://www.faa.gov/uas/educational_users/

³ Procedures must include: the length of time data will be retained by the district; specifications for third party storage of data, including handling, security and access to the data by the third party; a policy on disclosure of data through intergovernmental agreements.]

⁴ A public body, as defined in ORS 174.109, operating an uninhabited aircraft system must register as a user with ODA. (ORS 837.360)

3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

ORS 164.885

ORS 174.109

ORS 192.345

ORS 837.300 - 837.390

ORS 837.995

OAR 738-080-0015 – 0045

[Senate Bill 581 \(2019\)](#)

[Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 \(2012\).](#)

[Small Uninhabited Aircraft Systems, 14 C.F.R. Part 107 \(2018\).](#)

~~Federal Aviation Administration Modernization and Reform Act of 2012 P.L. 112-95, § 336 (2012).~~

~~Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.~~

Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (~~2012~~ [2018](#))

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #~~85~~ [87](#)

Student Transportation Services*

School transportation services will be provided for students to and from their neighborhood school consistent with Oregon Revised Statute (ORS) 327.043. [Transportation may be provided for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another, for school-sponsored field trips that are extensions of classroom learning experiences, and transportation to and from parent/student selected optional program placements.](#) ~~as well as to curricular and extracurricular activities associated with district programs, may be provided at the discretion of the district.~~ Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the Every Student Succeeds Act ~~of 2015~~ (ESSA).

Elementary students who live more than one mile from school will be transported. Secondary students who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan. [In addition, students, including those receiving special education, may be eligible for transportation for health and safety reasons.](#)

The district will provide notice to families of any proposed change to their students' transportation availability and will seek timely feedback regarding any safety or health implications of the proposed change, prior to the Board's approval of the supplemental plans.

Miles from school will be determined by [the district's](#) transportation [department](#), in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or for a student who attends a school identified as persistently dangerous. ~~Transportation provided will, to the extent possible, be to a school that is making adequate yearly progress and that has not been identified as in need of improvement, corrective action or restructuring.~~ If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided riding privileges consistent with federal and state statute.

¹"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

²Federal funds means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required to, explore other appropriate options, i.e., an agreement with a neighboring district.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standard and specifications of law will be provided at all times. Seating is not permitted on any portion of the vehicle not designed for that purpose. Passengers shall not be permitted to stand while the vehicle is in motion.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the ~~school~~ transportation supervisor. The transportation supervisor will, as soon as possible inform the appropriate principal of such occurrence. Violators, consistent with OAR 581-053-0010(16), may ~~be denied use of transportation~~ forfeit their bus rider privilege for a period of time as deemed proper by the ~~building~~ principal and/or transportation supervisor. ~~A student entitled to home to school to home transportation services, and subject to suspension or expulsion from his/her assigned school under Board policy JGD or JGE, may be provided such transportation to a district determined alternate educational placement.~~

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training, regarding specific protocols including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 327.033](#)

[ORS 327.043](#)

[ORS 332.405](#)

[ORS 332.415](#)

[ORS 339.240 to -339.250](#)

[ORS 343.155 to -343.246](#)

[ORS 343.533](#)

[ORS 811.210](#)

[ORS 811.215](#)

[ORS 815.055](#)
[ORS 815.080](#)
[ORS 820.100 to -820.190](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-022-2345](#)
[OAR 581-023-0040](#)
[OAR 581-053-0002](#)
[OAR 581-053-0003](#)
[OAR 581-053-0004](#)
[OAR 581-053-0010](#)
[OAR 581-053-0031](#)
[OAR 581-053-0040](#)
[OAR 581-053-0053](#)
[OAR 581-053-0060](#)
[OAR 581-053-0070](#)
[OAR 581-053-0210](#)
[OAR 581-053-0220](#)
[OAR 581-053-0230](#)
[OAR 581-053-0240](#)
[OAR 735-102-0010](#)

[Senate Bill 905 \(2019\)](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 ([2018](#)).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Cross Reference(s):

ECAC - Video Surveillance
EEAC - School Bus Safety Program
EEACC - Student Conduct on School Buses

Mother-Friendly Expression of Milk in the Workplace

The district recognizes that a normal and important role for ~~mothers~~ employees is to have the option and ability to express milk in the workplace. The Board directs the superintendent or designee to develop procedures to ensure that all district employees shall be provided with an adequate and private location for the expression of milk.

When possible, an employee must give reasonable notice of the intent to express milk [or breast-feed] to their supervisor. The district shall provide the employee a reasonable rest period to express milk each time the employee has a need to express milk. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk [or breast-feed] in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.

~~The location for the expression of milk shall not be a public restroom or toilet stall, and shall be in close proximity to the employee's work area. The location designated shall be a private space such as an office space, conference room, classroom or staff room.~~

The list of locations that have been identified in each facility for milk expression, which shall be updated by Human Resources at least annually, is incorporated into this policy and available at **** ADD LINK TO SPREADSHEET listing all rooms****. This list will be available to all district employees upon request in the central administrative office.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy only applies to employees who are expressing milk for children 18 months of age or younger.

~~The following accommodations shall be available:~~

- ~~1. Advice of a school nurse or health professional, if needed, in determining the most reasonable facility accommodation;~~
- ~~2. A door with a lock for privacy;~~
- ~~3. An electrical outlet for electric pumps;~~
- ~~4. A sign-up sheet and a sign posting the room as "private during use";~~

~~5. A flexible work schedule in consideration of the staff member's responsibility.~~

~~The employer and the employee will work together to provide the employee a 30-minute unpaid rest period to express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.⁴ If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.~~

~~The district shall notify employees of this policy and publish a list of the designated locations throughout the district for the expression of milk on an annual basis. This list will be made available to all district employees upon request in the central administrative office and will be published on the district intranet.~~

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

~~OREGON HEALTH AUTHORITY, HOW TO BECOME A BREASTFEEDING FRIENDLY EMPLOYER, (2015).~~

Student Attendance **

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

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

Students and their parents/guardians are responsible for maintaining regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

1. Illness of the student, including mental and behavioral health. A written note from a medical professional may be required prior to excusing the absence if chronic absences are an issue;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical and dental appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.
8. Religious and cultural observances as described in Board Policy IGACA.

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

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

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

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

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 332.107](#)

~~[ORS 336.010](#)~~

[ORS 339.030](#)

[ORS 339.055](#)

[ORS 339.065](#)

[ORS 339.071](#)

[ORS 339.250](#)

[ORS 339.420](#)

[OAR 581-021-0046](#)

[OAR 581-021-0050](#)

~~[OAR 581-022-2000](#)~~

[OAR 581-023-0006\(11\)](#)

Cross Reference(s):

IGBHD - Program Exemptions

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least five days prior to the scheduled hearing. Notice shall include:

¹The person serving the notice shall file a return of service. (OAR 581-021-0070)

²When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
 3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the students' parents request an open session;
 4. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
 5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present;
 6. The student shall be afforded the right to present ~~his/her~~ **their** version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
 7. The student shall be permitted to be present and to hear the evidence presented by the district;
 8. The hearings officer or the student may record the hearing;
 9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
 10. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate ~~him or herself~~ **themselves**, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the students' parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;
 11. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved, including a student's confidential ~~medical record and that student's educational program~~;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615](#) to [-336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#) to [-0075](#)

[House Bill 2514 \(2019\)](#)

Cross Reference(s):

JFC - Student Conduct

JG - Student Discipline

JHFDA - Suspension of Driving Privileges



BONNY SLOPE–FINDLEY ELEMENTARY SCHOOLS BOUNDARY ADJUSTMENT

BACKGROUND

Pursuant to Board Policy JC, the Superintendent proposed, and the Board adopted, two Objectives to guide the study and recommendation of a boundary adjustment for Bonny Slope and Findley elementary schools. The Superintendent presents a boundary adjustment proposal for the Board’s consideration and action.

The Board reviewed Superintendent Balderas’s proposed decision for the subject boundary adjustment at its December 12, 2022 meeting. The Board asked questions concerning the proposed boundary decision but did not provide recommendations for any change to the boundary adjustment or the legacy student program.

District staff have received public comment from families in the area (Grid Code 130) to be added to the Findley Elementary School attendance boundary. A range of comments were provided and two themes from those comments which were further considered were potential changes to the legacy student option for students currently attending Bonny Slope Elementary School.

- Suggested change: Allow all students in Grid Code 130 to be eligible for the legacy student option.

Grid Code 130 currently has 75 resident students in kindergarten through fourth grade enrolled at Bonny Slope Elementary School. There are 31 current third and fourth grade students who will be eligible for the legacy student option. There are an additional 44 resident students who are in kindergarten through second grade. Superintendent Balderas has determined that capacity does not exist in Bonny Slope Elementary School to allow all 75 students to be eligible for the legacy student option.

- Suggested change: Allow currently enrolled siblings of students who are eligible for the legacy student option to also be eligible for the option.

As noted above, there are 31 current third and fourth grade students who will be eligible for the legacy student option. There are 14 students currently enrolled in kindergarten through second grade at Bonny Slope Elementary School who are siblings of the students eligible for legacy student option. Superintendent Balderas has determined that currently enrolled siblings of the students who are eligible for and exercise the legacy student option will also be eligible for the legacy option at Bonny Slope Elementary School. Transportation will be provided for two school years. At the conclusion of SY 2025-26, transportation to Bonny Slope Elementary School will no longer be provided to students in Grid Code 130.

Therefore, the November 21, 2022 decision is amended as follows:

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.

- The legacy student option for students residing in Grid Code 130 will be for currently enrolled third and fourth grade students AND their siblings who are also currently enrolled at Bonny Slope Elementary School.
- Transportation will be provided to eligible legacy option students for SY 2023-24 and SY 2024-25.

RECOMMENDATION:

Staff recommend the Board consider the attached November 21, 2022 decision report as amended above. If the Board finds that its June 2022 Objectives were met, and the factors outlined in Policy JC were considered, staff recommend the Board approve the boundary adjustment proposal for Bonny Slope and Findley elementary schools.