



AGENDA

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 - 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. Cyber Security Club
 - B. Student Composition
 - C. National Association of Bilingual Educators - Superintendent of the Year

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

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- A. Public Hearing: Hope Chinese Charter School Renewal
- B. Comments by Employee Groups
- Lindsay Ray - BEA, Kyrsti Sackman - OSEA
- C. Comments by Community Members

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RECOGNITIONS

BACKGROUND

Beaverton School District recognizes the following individuals for their outstanding contribution to the district and the community: Mountainside High School junior Henry Marr, Westview High School junior Arnold Yang and Superintendent Dr. Gustavo Balderas.

Oregon Music Educators Association (OMEA) State Composition Contest

Mountainside High School junior Henry Marr won the high school category of the 2023 Oregon Music Educators Association (OMEA) State Composition Contest with his piece "[Just Another Day](#)." The purpose of the competition is to promote music literacy, music theory and music composition for students at the elementary, middle, and high school levels.

CyberPatriot National Youth Cyber Education Program

Westview High School junior Arnold Yang founded the Westview High School CyberSecurity Club and serves as the club's president. With the support of Principal Matt Pedersen and CyberSecurity Club Advisor Nicholas Burns, Yang organized cybersecurity summer camps certified by the U.S. Air & Space Force Association and supported the creation of five CyberPatriot teams across the Northwest for students in grades 6-12.

All five teams competed in the CyberPatriot National Semifinals on January 21. Arnold's team, the TitanTurtles, won the 1st Place State Award and are ranked #1 in Oregon and #8 in the Global Platinum Tier nationwide (Top 0.2%). Additionally, the Westview High School team, TitanTortoises, won the 3rd Place State Award and is ranked #2 in Oregon and #64 in the Global Platinum Tier nationwide (Top 1.5%). Three other teams are also ranked — team TitanTortugas (Global Platinum Tier #96, OR #3, Top 2%), team TitanWugui (Global Platinum Tier #121, OR #5, Top 3%), and team TitanKacchuas (Global Gold Tier #172, OR #1).

NABE Superintendent of the Year

Superintendent Dr. Gustavo Balderas has been named Superintendent of the Year by the National Association of Bilingual Education (NABE). This national award recognizes a superintendent who has demonstrated dedication to promoting equity and high-quality educational opportunities for multilingual learners. Dr. Balderas will be honored in person at the NABE General Session at the Oregon Convention Center on Friday, February 24.

RECOMMENDATION

The School Board recognizes Mountainside High School junior Henry Marr, Westview High School junior Arnold Yang and Superintendent Dr. Gustavo Balderas for their outstanding contribution to the district and the community.

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.

Good Evening Chair Collett, Superintendent Balderas, Members of the Board.

I would like to take this opportunity to say a loud THANK YOU to our board members, our BSD Management, administrators, staff and community members for the support.

We in Beaverton are a very large and diverse community. I feel lucky and privileged to live in this community, where we are accepting of all people. We do not have to agree on all things, on opinions, ideas and everything in between, but we do agree that BSD- OUR community - we are a safe place for everyone's ideas and opinions.

I feel blessed for the 25 years I have spent living in this Beaverton community. I am privileged to work for the BSD and thankful that we continue to grow as a community, to support the ideas around inclusion and diversity.

We may all live different lives with separate understandings of hardships, but here IN THIS COMMUNITY - we do hard things and we do them TOGETHER. Yes there is still more to learn, more opportunities for growth, but we all continue down this journey together, learning and growing as people and as a community and for that I am thankful.

I appreciate the changes we continue to make and the things we continue to learn. OSEA represents classified staff, which if you know, YOU KNOW we are the people on the ground floor- making sure that 'the full picture' of each one of our students, can be seen, supported, nurtured and loved. I am a proud Classified staff member. I am a proud Beaverton Resident. I am a proud LGBTQIA+ person. I am a proud advocate for the marginalized. I am a broad labor leader. I am lucky enough to have a platform to speak and be proud - because of the growing beauty in the culture that is The Beaverton School District.

Thank you BSD for continuing to take a stand, for continuing to grow and for continuing to open your ears, your hearts, your minds to the realities of what our community needs.

WE WILL CONTINUE TO STAND TALL AND GROW TOGETHER - because we are STRONGER TOGETHER.

BSD School Board Meeting

February 27, 2023

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

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

My apologies for not being able to join you in person today. Please let my current situation of being stuck at home be a reminder that the pandemic isn't over just yet.

I want to start this evening by recognizing the work of the incredible educators here in BSD. Our staff, including certified, classified and substitute educators, come to work everyday and create spaces in which students are able to learn and thrive. They strive to ensure that each of our students sees themselves in the curriculum, to foster a culture of curiosity and wonder, to facilitate learning in a way that is thoughtful and affirming, and to help students feel safe and welcome in schools. This is no small feat, and requires educators to expend physical, emotional and mental energy every single day. Thank you to every educator in Beaverton for showing up for our students and our community again and again.

While we are excited to hear that Governor Kotek has proposed a budget for the state school fund that is higher than what was anticipated, we know that those numbers are still woefully short of what they need to be to maintain the level of support that we are currently providing for students. The board talked a lot during the work session earlier about the importance of funding to accomplish the goals of the district, and I appreciate you looking purposefully toward the schools our students deserve as you advocate for resources.

As we push for adequate funding, I hope we all recognize that we are still emerging from the trauma of the last three years. As a result of that trauma and a constant lack of resources, we are seeing students who are dysregulated for a variety of reasons who can't access their education due to lack of supports and staff who are burning out trying to effectively serve all their students with what they have available to them. It is vital for the state and the district to provide resources to both students and staff to ensure success for every child that walks through the door of a Beaverton school.

I was heartened to hear the board discussion earlier about the strategic plan and the questions put forth about support of educators, community collaboration, and serving our most vulnerable populations. I want to emphasize that the work of education is done best when we

work collaboratively to identify what is best for students. I hope that as district leaders move forward with the strategic plan, you continue to rely on the input and feedback of students, staff, families, and community members.



PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, February 23, 2023, through 12:00 p.m. on Monday, February 27, 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.

Michael Watson - Other Community Member- HCCS is an amazing school, and an asset to the Beaverton community. I love the schools mission of educating students for global fluency. The academic results are outstanding, the school consistently ranks near the top in math, ELA, and more. On top of that the community surrounding the school is extremely involved and passionate. The fact the school has made it this far is a reflection of the hard work and dedication of the school staff, parents, and of course students. I hope that BSD renews the school's charter, and increases its level of support for HCCS. It is a unique and amazing school and I'm grateful that it's part of the Beaverton School District. Thank you.

Ka Wong - Parent/guardian - Hope Chinese Charter School has provided my 6 year old child the language necessary to communicate with her Mandarin speaking grandparents, who has very limited English communication capabilities. We, with English as the primary language used in the household between my wife and I, would not be able to teach our 6 year old the level of Mandarin competency she has now since we do not have the resources, especially time and defined learning structures, necessary to accomplish that.

Nick Forrette - Parent/guardian - I'm so grateful to HCCS for the amazing staff and faculty for the quality multilingual education they've given my son. They've gone above and beyond for us.

Karen Liu - Parent/guardian - Hope has provided a great and well rounded education for my children so far. I wish it could be a bit more well funded but being able to have my children learn about my heritage and be proud of speaking our own language is very important to us.

Iris Yu - Parent/guardian - Hope Chinese Charter School is so great. My kid learn a lot and have fun there every week day. We were residents in Salem and our family moved to Beaverton last summer in order to let our sob attend this school. We all agree it is a correct decision for our family as we see how our son grows in this school. We appreciate the teachers' hard working and caring for students. We hope this school wilp continue grow and benefit more kids in Beaverton.

Eric Lind - Parent/guardian - My daughter was born in China and really needed a way to bridge the gap between her 1st and 2nd languages. Although the focus of Hope is to help kids learn Chinese, Hope also fills a very key need for native Mandarin speakers needing to improve their English skills. Aside from this, we're delighted that Hope offers advanced instruction. My daughter is a 3rd grader reading 5th grade books and is capable of handling 4th and some 5th grade math. I encourage the community to

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continue investing in Hope; particularly as it pays out dividends to the richness of Beaverton as a whole, and enables good global citizenship among its' alumni.

Douglas Y - Parent/guardian - Hi Board Members! I would like to give my support for Hope Chinese Charter School charter renewal. As a parent of twins in their 1st grade, I can see the hard work of the staff at Hope bear fruit. They are now able to read, write, and converse basic Chinese at grade appropriate levels. This is amazing given the fact that my kids do not speak the language at home. Thus, I conclude that Hope is fulfilling its mission of bilingual education and multicultural exposure - skills that our future workforce will need. Having this charter in our school district will bring many benefits to the community and will pay great dividends in years to come. I hope you all will approve their charter renewal so that my kids and countless others will continue to benefit this great option in our district.

Deborah Dang - Parent/guardian - I have a child attending a school in PPS as well as BSD and a parent who works on the PPS calendar. PPS has come up with their 23/24 calendar and I notice the preliminary BSD calendar on the website is not at all consistent - especially around winter break. Can the BSD calendar be more consistent with other school districts in the area to help parents and students who belong to different school districts?

Luis Conejo Alpizar - Parent/guardian - Hope Chinese Charter School has been an incredible blessing for my daughter, the level of education provided there is, in my opinion, equal and in some cases superior to a private school, something that most families would not be able to afford without extreme financial sacrifice. My daughter is learning the value of being a global citizen, fluent in multiple languages and with a deeper understanding of the cultures those languages come from. In a world with so much potential for misunderstanding, HCCS will foster adults capable of helping our country expertly navigate any barriers between East and West. A charter school like HCCS is necessary because it rewards parents that put an extra effort into their children's education with amazing teachers and an intellectually challenging curriculum, even if they don't have the financial resources that a similar offer requires in private education. HCCS should be the standard both public and private education measure themselves against.

Catherine W - Parent/guardian - In regards to Hope Chinese Charter schools impact on the Beaverton school district community: The world has raced toward a global future, rather than a regional one, in the last 50-100 years. It is this fact that made me seek to raise my own child in a setting that allowed for positive perspectives on a global outlook, which means honoring the best parts of many different cultures as a good value. In Hope Chinese Charter school, I believe they present that perspective and it benefits the community at large as children live, grow and interact with others. Please help support this value by continuing support of Hope Chinese.

Isley Gonzalez - Other Community Member - Hi, my name is Isley Gonzalez and I am an Ethnic Studies teacher in the Corvallis School District. I would like to thank the board for continued support for the new social studies and ethnic studies adoption. I am grateful that the state of Oregon adopted new standards in 2021 and that your district is implementing them. I am currently teaching Ethnic Studies at the middle school level. The class has truly changed the lives of my students. They are so engaged in the content, taking initiative to make equitable changes in their school and feel empowered each day. Every student should have access to Ethnic Studies classes!

Anita Yap - Other Community Member - Dear board members. My grand daughters attend Hope Chinese Charter School. I am very please to tell you that they like school very much. They tell me that they are excited to go to school and are sad whenever there's a long break or during weekends. They

keep asking when is school back? They've recounted many interesting and exciting things they've learned at Hope such as singing Chinese songs or writing Chinese calligraphy or making paper lanterns and crafts for the Lunar New Year. They are very much engaged and happy in their formative years and I hope that you will vote to renew their school charter so that the girls can learn and have fun with their thriving community and friends.

Jason Gray - Parent/guardian - The education provided at Hope Charter School is fantastic. I grew up in Lake Oswego, graduating from Lakewood elementary, LOJHS, and Lakeridge. I believe the education my son receives at Hope is superior. My son is in kindergarten and already speaks some Mandarin and can read characters. He also is learning to read in English. All areas including socialization receive attention and I can see the improvement in my son every week. Hope is a great asset to the Beaverton school district. An example to this can be seen in the recent New Year's performance given. My son was on stage with his class performing in front of 700-800 people and didn't miss a beat. I am very impressed and strongly recommend the Hope Charter is renewed. Best regards, Jason Gray

Yu Xie - Parent/guardian - We love Hope. One of the reasons is that the teachers are great. They are not only excellent in teaching but also great at communicating with the parents. They care about all the students in their class. The principal and all the staff make sure the school is safe. The lottery program is fair and give opportunities for kids to learn Chinese when they learn math and English etc at the same time. Hope students are from very diversified background. They become very open minded and will have global influence by learning Chinese language and culture. Hope Charter school is absolutely great asset to BSD.

Richell Chiu-Yap - Parent/guardian - My girls are thriving at HOPE and learning values of kindness, respect & responsibility through programs that help them understand different perspectives. They celebrate Lunar New Year, Black History Month, Intl Day and other festivities to promote cultural awareness and diversity. We love Hope because of the family community. Teachers & staff truly care for our kids. There is high parent involvement. Parents run clubs that supplement curriculum. We can make an impact in the community through projects such as the Hope Garden where we partnered with local businesses, HPSO & TWSCD to create a habitat garden for our neighborhood. With BSD's support, we look forward to more of these projects in the future. My HOPE is that our kids' education at Hope will help them excel & bring a global perspective when they join a Beaverton High School. It is our collective goal that they be a positive influence in our society. I truly hope that BSD will continue to support our common mission! Thank you!

JenniferChen - Parent/guardian- I am a board member at Hope Chinese Charter School as well as a parent. HCCS has produced excellent academic results - the percentage of students proficient in math is the 2nd highest in the entire state and 5th highest in English amongst elementary schools in Beaverton. Our students also outperform the national average on Chinese language assessments. As an asset to BSD in providing the only Chinese immersion program in elementary school, HCCS deserves greater support from BSD in terms of funding and additional services. We ask that the board grant the terms requested in the school's renewal letter so that we can pay teachers for their amazing work at a rate that is as comparable to BSD as we can afford. In the next charter term, we hope to expand the number of students we serve by finding a new facility. We ask that the board consider innovative ways to support programs like ours so that more students can access this high quality Chinese immersion program. Thank you!

Eunmee Park - Parent/guardian - Hope Chinese Charter school is an asset to the community. It provides top rate education to students and promotes appreciation for diversity. I can see that teachers pay attention and care about their students.

Maegan Lobo-Berg - Staff Member - I have been teaching in the Beaverton school district for 15 years. I would like to thank the board for continued support for the new social studies and ethnic studies curriculum adoption. I am grateful that the state of Oregon adopted new standards in 2021 and that our district is implementing them. As stated on Oregon.gov, the 2021 social science standards will help us “create a safe and inclusive learning environment for all students to study and discuss issues of discrimination, equity, racism, and prejudice.” I know that this is important work. In our district we have over 57% students of color and at least 97 languages spoken. I am grateful to be a member of this diverse community. It is all of our responsibility to ensure that our students feel welcome in our schools and that we continue to improve our curriculum and teaching so that students will learn more about our collective histories.

Yuan Wang - Parent/guardian - My child and my family all love HCCS! Reasons: 1. Very friendly environment. Teachers are very easy to communicate with, so are the staff. All personnel are very caring, helpful and hard working. Kids are educated right and well behaved. No bullying is allowed at all at HCCS! We feel very comfortable and safe to have our kid there. 2. Strong academic support from teaching and tutoring. Kids study hard and are competitive in a healthy way in academic aspects. Teachers work so hard to emphasize on kids' academic achievements, as well as physical and mental growth. 3. HCCS always provides a rich cultural environment for kids who love to learn about Chinese, Asian and other cultures. We get to celebrate for major Chinese and other cultural festivals/holidays and do traditional activities to make kids understand the culture/country better.

Yingyi wu - Parent/guardian - This is the first year of my oldest attending Hope Charter school. I am really impressed by the school. I love this school.

Ellen Bautista-Yang - Parent/guardian - I am very happy with the education that my daughter is getting from Hope Chinese Charter school. I am impressed with the bilingual education as well as the commitment to academic excellence. I am looking forward to my other child starting kinder next year. It's amazing how much the school has accomplished with the budget it receives compared to the much higher budget allocation to similar highly ranked schools. I personally think that the Charter designation should be perpetually renewed and ideally should have a 100% budget allocation from the school district. More funds would help develop the program further and can produce really stellar students that would make the district and Oregon proud. It would be highly encouraging if the middle school can participate in the International Baccalaureate program. I would also like the school have a robust music and sports program.

Hope Kramer - Other Community Member - It has come to my attention as a member of a community group called Western WashCo for Racial Justice that there has been attempts to stop curriculum development for teachers in social studies classes to meet the new State standards. These standards were developed with Racial equity, inclusion and genuine care and support of students in mind. The State has adopted them recognizing that there was a need for this content. Now teachers need to produce curriculum to teach to those standards. Let's leave that work in the hands of the teachers. Do not be persuaded by old ways of thinking, racist mind sets, or uncaring thoughts about our children. We need to do better. Kids are having all time highs in suicide rates and division is at an all time high. We need to find ways to support students and help those who have traditionally been underserved to feel included and important in our community. Please consider elevating these criteria instead of listening to nay sayers. Thanks, Hope Kramer

Amber Richardson - Parent/guardian- Please support the charter renewal request of Hope Chinese Charter School. HCCS provides an excellent education and is the only Chinese immersion program available in BSD. We moved from out of state to participate in the program, and feel blessed to have

been able to gain entry. Since starting at Hope, we have been amazed by the dedication of the teachers and admin staff, despite their being paid at a rate lower than typical BSD salaries. It would be so helpful to receive an increase in percentage funding from BSD and the opportunity to participate in negotiated contracts and access additional resources as outlined in the charter renewal application - I am fully confident that these funds would be used to improve the education provided by HCCS, further increasing the benefit the school brings to the school district as whole. Renewal would bring so many opportunities for further collaboration within the BSD, and for HCCS to bring BSD's World Language vision to another level! Thank you.

James Thorp - Parent/guardian - I am writing this to add input to Hope Chinese Charter School renewing their Charter. My daughter just started school there, and I am very impressed with what Hope has taught her in this short time. They are an amazing school with a top notch program. I look forward to my daughter's continued education there.

Maggie Myers - Other Community Member - Regarding the newly adopted social/ ethnic studies units; please do not pause the new curriculum at a time when students need this education the most. Antiracist and anticolonial history and social studies are being attacked both nationally and by members of this community who refuse to acknowledge that white supremacy has historically existed throughout much of these subjects and do not seem to understand the long term impacts of continuing to present students with a eurocentric, colonialist history and social studies curriculum. As a student presented with this type of curriculum myself and having spent the better part of my life having to repair my own miseducation, I urge you to not let this happen to the next generations of students. Our students deserve a complete education, not one that continues to center the same pieces of history, perpetuate the predominant narrative and leave out critical issues that are relevant to their lives. Thank you.

Karyl Askew - Parent/guardian - HCCS is a jewel. My African American daughter is excelling in her studies. We feel very fortunate to have access to a language immersion program that prepares her and the next generation to be both multi-lingual and multi-cultural. This depth of learning alongside the many support resources that HCCS provides to nurture the whole person is what is needed to advance solutions to the world's most pressing challenges. Please continue to support HCCS, so that this program continues to be available.

Jenny Nie - Parent/guardian - Hope Chinese Charter School has been great in helping my child to learn Chinese. It's very important for my child to develop the skill and communicate with family. thank you!

Corrie villatoro Parent/guardian - When moving to Beaverton in 2015 from New York, my family's first priority was to find a sense of community and belonging. For a few years we felt a bit lost and unseen and didn't know if Beaverton was the right environment for us. In 2021, when my daughter got accepted to Hope halfway thru 2nd grade, we were excited yet hesitant as we didnt want to disrupt my daughter halfway through the school year. It was the best decision we ever made. Both children (Pre-K and 3rd grade) are thriving academically and socially, all while immersed in culture. It has been such a positive experience and we feel such a sense of communal growth and understanding. The outpouring of love, attention and support from the Hope administration has been wonderful. This year's Lunar New Year celebration had me so emotional - I left with happy tears.

Jennette Zarko - Parent/guardian - I am writing to encourage you to support the charter renewal for Hope Chinese Charter School. I have been involved with the school over the last 5 years and continue to make a challenging commute in order for my daughter to attend this school. The language immersion program is best-in-class in the metropolitan area and the school provides a community-oriented approach to ensuring students become global citizens. This school provides me hope that we can bring

up a generation of students who are aware of the wider world, active in their communities and will strive to make their planet a better place to live.

Yijun Lin - Parent/guardian - Chinese Charter School has attracted many families around Portland metro area. This is not just a language immersion school that gives students exposure to a second language. Hope students are not only fluent in Chinese but they also learn to embrace different cultures which help shape them to become global citizens. Hope also has proven that spending a significant amount of time in second language learning does not compromise students' achievement in the core subjects. Hope students has consistently scored well in state testing. Hope has so much more great potential to benefit the community if given the space and resources to grow.

Christine Day - Parent/guardian - I wanted to take the time to comment on the amazing experience we have had at Hope in our two years here. The school has exceeded our expectations in academics, emotional support and diversity. We were looking for an academically driven environment that felt diverse, our son is exposed to multiple cultures in his classroom everyday and all are included whenever possible. Learning two languages is part of the fabric of our multicultural family. This school gives us that opportunity while still remaining in the public's school system. The teachers and staff work tirelessly to ensure that students are meeting academic standards and also feeling safe and included in all aspects of the school environment. From clubs, to extra curricular activities and even through everyday school schedules Hope has been a nurturing and rigorous learning environment. I am excited to continue being a part of the Hope community and firmly believe this charter school is an asset to the district.

T S - Parent/guardian - I'd like to register my support for Hope Chinese Charter School. This school is a fabulous opportunity for BSD students. Please continue to support this unique educational opportunity for our students-- and perhaps even increase the financial support given so that more students may have the opportunity to attend HCCS.

Corey T - Parent/guardian - Chinese Hope Charter School has been an incredible opportunity for our daughter. We can't say enough good things about the teachers, staff, and curriculum. We hear about so many problems other schools face and we don't see any of those here. I know we would be heartbroken if for some reason our daughter could not attend this fantastic school.

Cary C - Parent/guardian - Nothing but positive things to say for the teachers and volunteers of the school. Great community, great support. However, the facilities could use some major upgrades to reflect and further foster the energy and potential of the student/staff.

T.J Ahn - Parent/guardian - My son has been going to Hope Chinese Charter School since kindergarten and We love it. Great staffs, great academic programs, and most importantly My son loves going to school. Thanks to all staffs and teachers for making Hope Chinese Charter school great.

Frank Chiu - Parent/guardian - As the parents to my two girls (1st and 3rd graders) attending Hope Chinese Charter School, I would like BSD to know that it's been a fabulous experience for both of them since Kindergarten. The care from all the teachers and staff, the effort spent on creating a fantastic immersion environment, and the dedication the school has to creating a diverse learning environment, are all things that I highly recommend to anyone when asked about the experience of attending HCCS. The opportunities given to my children to attend HCCS is absolutely priceless.

Allison Mishkin - Parent/guardian - I cannot say enough good about Hope! My son is thriving and wants school 6 days a week so he can keep learning. The teachers and staff are incredible and encouraging. We are so lucky to experience everything Hope has to offer

Sharon Stotler - Parent/guardian - I am a parent of a 3rd grader at Hope Chinese Charter School. My son has been at Hope since Kindergarten year and I cannot say enough about the wonderful education and support he is receiving from the school. The staff is so caring and nurturing towards students. The fact that students at Hope Chinese Charter School consistently outperform peer schools in meeting state grade level expectations is a testament to the teachers, staff and supportive environment. We are so grateful for the opportunity for our son to be immersed in a dual-language environment and we are looking forward to fostering and continuing his education at Hope. BSD should absolutely continue with Hope's status as a Charter school.

Tonia Berberich - Parent/guardian - All 3 of our children have gone to Hope Chinese Charter School. It has provided them a very solid educational foundation. Our son went through grade 8 at Hope. He has excelled at math especially, finding high school math to be fairly easy. I believe Hope prepared him well. Our other 2 children are still at Hope. We would love for them both to continue to learn from Hope. It is truly an amazing school.

Audrey T. - Parent/guardian - HCCS has an excellent reputation for community and education. We came to HCCS from another Chinese immersion school. The ratio of Chinese to English was 95:5 vs. 60:40 at HCCS. I was concerned that less Chinese teaching time would result in lower Chinese fluency but HCCS leads in Chinese language learning. More impressively, the ELA program at HCCS is equally excellent and on par with other high achieving BSD elementaries. My kids receive a true bilingual education at HCCS, and the school does it while demonstrating high achievement across mathematics, English, and Chinese. HCCS is great because the school brings together families from all over. Students come from other BSD, PPS, Hillsboro, even Corvallis schools. Families are here because of a shared interest in Chinese immersion. Our teachers are passionate about HCCS and make do with limited resources to support kids across all skill levels. We need BSD support to expand TAG and MTSS and to pay teachers equitably. Thank you.

Sarah Walton - Parent/guardian - I cannot say enough great things about hope. It is a quality education, cultural immersion, value driven, community-oriented place. My two children have thrived there. I only wish more kids from the district could have the experience!

Xiaojin Jiao - Parent/guardian - Hope Chinese Charter School (HCCS) has been a perfect school for my younger daughter. She enjoys the school times, and learns a lot from both Chinese and English teachers. I have been always amazed how they can maintain such high level teaching quality in both Chinese and English, while still give student enough after-school time for their own adventure. Plus, the school events prepared by staffs and students has become one of few opportunities for us to get to know the Chinese American community and to refresh our memory about Chinese culture. This year's Chinese New Year performance was so good that even my older daughter enjoyed it. (Trust me, that's very rare :)). Many thanks to all teachers and staffs. It's our pleasure to share future years with HCCS, and we are looking forward to it. Thanks.

Michael Jung - Parent/guardian - HCCS has provided a wonderful educational and social foundation for our son, who is graduating this year from the grade school. We have appreciated the diligence and resourcefulness of the faculty and staff, especially during the challenges posed by the pandemic, and we would HIGHLY recommend that HCCS's charter be renewed, as we have been encouraging friends and neighbors to consider sending their kids there!

Kelsey Jones - Parent/guardian - This is the first year we have joined Hope Chinese Charter School and we've been loving it. My son is in 2nd grade and he's learned so much in Mandarin and Math than he has been in his previous schools. We are really glad there's the bilingual education and cultural diversity

in the school district. Would hope there could be more public funding that goes to the school so there could be less fundraisers

Jonggonnee Rojanavarakul - Parent/guardian - Hope Chinese charter school is the great school and both of my kids enjoyed going to school and learned a lot of things. All teachers and staffs worked hard and they're incredible.

Emmalia Graziani – Student - Condoms should be provided in each BSD school. The only place where condoms are allowed to be distributed in the BSD are school based health centers. The only school based health center is near Beaverton High School. The only schools close to the BSD health center is Southridge and Beaverton High School. This is inequitable to the students at Mountainside, Aloha, Sunset, and Westview. Similar to how tampons and pads are provided in the school bathrooms, condoms could be provided the same way. In counseling rooms condoms could be provided that way too. The CDC states 50% of students will have had sex by the time they graduate High School. To potentially lower the risk of teen pregnancy condoms at school are very helpful, since many students are too nervous to buy them in stores. Sex can't realistically be avoided therefore its important to give safety resources and materials. I did a poll and out of 120 STUDENTS 119 voted yes for condoms in schools meanwhile 1 voted no.

Amy M. - Parent/guardian - Hope Chinese Charter School is such a wonderful community of amazing educators and caring staff members! I am constantly impressed w/ the quality of my child's education and learning experiences through this charter school. My child comes home every day teaching _me_ new Chinese words and Chinese songs that she learned in Kindergarten. I plan to continue to enroll my child from K thru 8th grade at Hope Chinese Charter School!

Winnie Baker - Parent/guardian - Hope Chinese Charter School is THE reason why my husband and I decided to move to the Beaverton school district even though we both grew up in Portland when my eldest child was born. As an interracial couple, we agreed on raising our children in an immersive environment where our kids could get the exposure and education that they need to become global citizens. It is a necessity for our family, and it goes beyond learning about language arts, history, and math. It's about the environment that would also allow them flourish academically through learning within a safe, inclusive, and diverse setting.

Mandy Ng - Parent/guardian - HOPE CHINESE CHARTER SCHOOL is a good school because we are like a small family in the community that always shows care, engages, and helps each other for eg. being a volunteer at school to ensure that all the activities and necessity gets filled up. Nobody is left out and Mr. Olds (school principal) is a responsible, humorous, attentive person, and responsive to all our questions raised to him in a timely manner.

Roxanne Gryder - Parent/guardian - I am a parent whose child graduated last year from HCCS's 8th grade after attending the school since Kindergarten. I am impressed with the school's development as an institution and was pleased with the transition to a new principal 1.5 years ago after a single principal for the school's first 8 years. The school has done a good job retaining teachers, parents are pleased with the education their children receive, and the charter model is working as designed. Most importantly, families have the ability to have their kids learn another language in an immersion format, which gives them a leg up in a competitive world, especially since Mandarin is extremely difficult to pick up in high school or college. No school can be everything to everyone, but the choices HCCS has made to balance the mission with a program that creates well rounded students who exceed most BSD schools in testing is admirable. I strongly urge you to renew the HCCS charter.

Faye Y - Parent/guardian - I would like the Hope Charter School to become a Beaverton public elementary school.

Celine Ioffe - Student - I am so disappointed in BSD's lack of care towards accessible sex education and resources. PPCW's Teen Council (peer to peer sex education) used to be allowed to go to classes and give talks and it was approved by all health teachers and admin. After COVID the district has shut down this idea entirely and not responding to any emails sent to admin. We've seen that teenagers are sexually active (50% of all teens for a statistics) and the least the schools can do is provide condoms and a comprehensive and accessible sex education curriculum that the students can respond too. I am a member of Teen Council and have had so much success and connection when teaching at schools in PPS and private schools and I think that if BSD started to include this into their curriculum along with providing condoms and sexual health resources in the health room students would be more safe, healthy, and aware of the decisions they make.

Stephen Fine - Parent/guardian - I have two children at Hope; a 4th grader (since 1st) and a 1st grader. I'm regularly involved in classroom and school activities, so have experienced Hope first-hand. I've witnessed an exceptional balance of culture, academics and engagement between the student, teachers, administrators and families. It reminds me of the kind of dynamic you see in boutique private school environments. The academic performance of the school speaks for itself, and I believe it is important to recognize Hope has created an environment and structure that supports and enhances student performance, while also building international cultural awareness and citizenship. I cherish the community that Hope has built. I'm thankful for the wonderful student culture Hope cultivates, and the support and acknowledgement they've provided my children. My opinion is that Hope is a leading educational institution in Beaverton, and should be recognized as such. We need more schools like Hope.

Makenna Carman – Student - The health classes in the BSD have most definitely gotten better, the conversation about sex, and the no longer push of abstinence rather, teaching about contraceptions this was extremely pleasing. I know we need to keep them like this. I am unsure of the lessons I did at Mountainside are different than at other schools, however, the lessons I had were extremely educational and I wish that all of the students had access to all of the information I got. I do think there are changes that need to be made. If we are now preaching contraceptives, it's important to provide them for students whom are in high school. I would recommend having a space where students can access condoms for free. This would prevent teenage pregnancies, allow free access to safe sex, and finally, this would prevent the spread of young age STIs. All in all, we need to give students free access to condoms at all high school.

Matt Stormont - Parent/guardian - I have two children attending Hope Chinese Charter School (HCCS). We have attended another neighborhood and a charter school in the Beaverton district, and are incredibly impressed at the quality of instruction and support at HCCS. My children are thriving in Chinese (not their native tongue) and challenged by the aggressive curriculum. My children are learning lifelong skills of dedication, perseverance and motivation to overcome challenges in learning. This is the best school and school community we have ever experienced. I encourage the Board to renew the HCCS charter.

JP Bharathan - Parent/guardian - We live outside the Beaverton School District. So the chances of getting admission to this school through the lottery system was slim. After nearly 4-5 years of trying our luck, we finally got admission for our daughter here. Our initial thought about getting enrolled in this school was straight forward. It was a bilingual school and the school's rating was pretty good. But what we figured after joining exceeded our expectations. The level of parent involvement in the students'

progress was to a level we did not see in other schools. Our daughter also feels at ease here and there has not been a case of bullying or neglect in the school. The teachers' support has also been tremendous. The quality of homework and after-school activities has also been great. It is great to see a good multi-cultural environment thrive anywhere. It is greater when you see it in a place around you. We sincerely hope that the school continues and expands for the better.

Natalie Lindsey - Staff Member - Hope Chinese Charter School is a special learning experience. Students are able to translate their ideas between languages and cultures, often acting as ambassadors of their own experiences as they share with others. As an English teacher, I have had many students explain Chinese ideas and phrases to me. These students will become citizens who understand that not everyone has had the same experiences, so it is important for them to learn from others and to share their experiences without judgement. Last year, our 4th graders ran a fundraiser to benefit the organization World Central Kitchen after reading about how others have helped those in Ukraine. These compassionate critical thinkers are already looking at how they can create a better world for those around them both locally and globally.

Lori Perkins - Staff Member - I am currently the Nurse on Special Assignment (NOSA), a position that was created during the 2021-22 school year with ESSER funding, to assist with the COVID-19 and to coordinate health services for BSD. This position may be eliminated. Because providing health services in school settings is required by OHA, ODE, IDEA, and local public health authorities, Portland, Bend-Lapine, Hillsboro, Salem-Kaiser, and Albany school districts have nurse administrators. Other districts have similar nurse leads to provide complex health related guidance and support to their district and nurses. If the NOSA position was eliminated, BSD would no longer be commensurate with other districts that are best supporting school nurses and district school health guidance. A coordinated school health program provides equity for all students and supports those who are at the highest risk. The NOSA position is absolutely essential for coordinating health, safety, and wellness for all. Please support this position.

Jakob Lutkavage-Dvorscak - Other Community Member - As a board member and parent at Hope Chinese Charter School I write to encourage the Board to renew the HCCS charter at the full request of 90% funding from BSD. HCCS is a top performing school in the state by all metrics and is in the 99th percentile of school performance as measured against other surrounding states. It provides a language immersion program not found in BSD and teaches the language exceedingly well. All of the students, staff, and family are committed to teaching the kids global fluency. This is not just teaching a foreign language but also making sure students have the skills to adapt to a multitude of situations in different cultures around the world. These students will become leaders in their communities and will be great ambassadors for BSD. HCCS does all of this on a limited budget and brings students in from outside BSD that increases BSD's overall funding. HCCS deserves the full support--financially and administratively--of BSD. Thank you for your time.

Nika Ecker - Parent/guardian - I could only mark one category but I am not only a parent but I am also a teacher at HCCS. I was a parent first, my daughter was in the first class at Hope back in 2012. She is now in her junior year in high school and my other two children are also at Hope. We come from out of district to be a part of Hope. We come for the language skills, for the loving and highly dedicated teachers, we come to help our kids learn and be immersed in another culture. As my daughter transitioned into her high school she noticed how much racism and injustices occurred for the underrepresented communities. She stands up for them and fights for their rights. She learned the importance of seeing ALL people at home but was definitely ingrained in her at school. She is a true global citizen. You cannot get that at any other school, not in Beaverton and not anywhere. We would hope you would not only renew the charter but also seriously consider giving more money to our school. The kids deserve that. Thank you.

Stacy Lambert - Parent/guardian - On behalf of the HCCS Charter Renewal - HCCS is an amazing asset to BSD. Offering a unique and successful Chinese immersion education program. HCCS has an amazing group of staff and teachers that focus intently on their students and advancing their education and global fluency. Our test scores regularly exceed other BSD schools and other state districts in all categories. This is due to the great curriculum plan that the teachers have and continue to advance each year with the whole student in mind. My 2 children have thrived at HCCS and due to the structured and nurturing education environment I believe they will continue to thrive when they move on from HCCS, bringing a great mindset and learning practice to other BSD schools in the future. I suggest you accept the HCCS Charter renewal and all their requests for additional BSD support, since HCCS provides such positive representation to the district, brings in out of district students, and gives BSD top of the state test scores.

Martita Meier - Other Community Member - Dear Beaverton School District, My name is Martita Meier, Chair of the Washington County Democrats, I am writing to advocate that the School District takes full and speedy advantage of the funds offered up by the Oregon Department of Education's (ODE) initiative referred to as Aligning for Student Success: Integrated Guidance for Six ODE Initiatives. Many parts of this initiative overlap with a Resolution that we passed in 2022: <https://washcodems.org/wp-content/uploads/2022/09/RPC-2022-000-Regarding-Special-Education-Testing-and-Disability-Identification.pdf> The opportunity of these grants allows us to close the gaps in the many areas that exist today for parents and students with these 'hidden disabilities.' I urge you to review our resolution and find ways to help us help parents and young people get the best educational opportunities possible Please see my full testimony here https://docs.google.com/document/d/15xmFfo4CDlg97mZKhTjHzNKO_RcN6L8A2fnoRgVi9z4/edit?usp=sharing

Sharon Williams - Other Community Member - Dear Beaverton School District, I am a PCP of the Washington County Democrats, and I am writing today to advocate that the School District takes full and speedy advantage of the funds offered up by the Oregon Department of Education's (ODE) initiative referred to as Aligning for Student Success: Integrated Guidance for Six ODE Initiatives. Many parts of this initiative overlap with a Resolution that we passed in 2022: <https://washcodems.org/wp-content/uploads/2022/09/RPC-2022-000-Regarding-Special-Education-Testing-and-Disability-Identification.pdf> The opportunity of these grants allows us to close the gaps in the many areas that exist today for parents and students with these 'hidden disabilities.' I urge you to review our resolution and find ways to help us help parents and young people get the best educational opportunities possible. Thank you for your time and attention. Sharon L. Williams, PCP Washington County Democrats

Kelly Matsushima - Other Community Member - I'm a teacher at Hope Chinese Charter School and would love to give a bit of feedback before our charter renewal. HCCS adds so much to the Beaverton School District. The school was founded on principals like educating for global fluency and nurturing cultural adaptability. Our students are motivated, engaged and thoughtful learners. These students go on to being well prepared, high achieving middle or high school students at BSD schools. They help to support your mission of belonging and respect, community connections and academic excellence. Having the support of BSD is crucial to our continued achievements. I know HCCS would love to develop more of a partnership with BSD. Our staff would love access to more professional development opportunities through BSD. Our goals are the same. Our students are your students too. Let's work together to grow our amazing program and school.

Changyuan Ren - Staff Member - My name is Changyuan Ren and I am the middle school Chinese teacher. This is my 4th year working at Hope Chinese Charter School. I really enjoy myself in teaching our wonderful middle school students. I really hope the district can provide us more fund to help our

school continue to grow. Currently, we do not have a gym or library at our site and the field is small too. If more fund provided, our school may use it to find a bigger site to continue to grow our school. It is like changing the plant to a bigger pot when the pot is not big enough to hold it. The founders has done an amazing job in establishing this number 1 charter school in Oregon. It is a time to make the school grow taller and stronger. Thanks for bringing this to the district.

Can Zhang - Parent/guardian - As a parent of an HCCS student, I am grateful for the unique education it provides. The multi-lingual environment and emphasis on diversity are crucial in helping my child become global proficiency while also appreciating different cultures. The dedication of the teachers and principal is evident in the positive impact on my child's academic performance, social interaction, curiosity about science, and general knowledge. HCCS's commitment to a positive and nurturing environment for our children sets it apart from other public schools. As a charter school, HCCS is a valuable asset to our community. It is important to recognize its significance and provide the necessary funding for the school to continue delivering an exceptional education. I urge the district to support HCCS to continue to thrive and provide our children with an outstanding education."

Tafena T - Other Community Member - We are members of the Beaverton Black Parent Union, organizing to support student success through culturally relevant education & resources within BSD. We write to express our concern for a policy to be voted on at this board meeting: policy JGE. Expulsion policies historically have had a disproportionate impact on the most vulnerable youth in our district; this statement is supported by data & personal accounts of those of us who attended BSD schools. Much research in the last 2 decades has shown the harmful effects of exclusionary discipline policies & their disproportionate use on students of color & students w/ disabilities. We urge the board to delay the approval of this policy until revisions are made & the policy is strengthened in that it provides the information, accommodations, & considerations integral to an expulsion process that treats students & families w/ dignity & centers the well-being of our students. Suggestions have been sent to board members & superintendent.

Amy Johnson - Parent/guardian - Hello School Board Members, It has come to my attention that well-funded right-wing community members are making their presence known to the Beaverton School Board and speaking against the district's newly adopted social studies/ethnic studies standards and curriculum. That movement is fueled by and fuels hate. We must follow our state mandate, which came from people we elected, not extremists. And we must support our educators and we must do right by our students. As a BSD parent, I fully support Beaverton teaching the new state social studies curriculum and support teachers who are implementing the new standards. Further, I am disheartened to hear that the superintendent paused the antiracist social studies units developed by the district in collaboration with Katy Swalwell, author of "Social Studies For a Better World." This work is critical, and should be supported. We owe it to our children to start building an antiracist society, that begins with and belongs in our schools.

Jing BERUBE - Parent/guardian - I will choose the education for my son first when I pick up the school. And the safety friendly environment. Hope CCS meet my need. They teach Chinese, I want my son pick up the second language because I speak Chinese. The teachers here they really are responsible for making sure the kids learning what they been taught to the kids, they will send emails for remind you the kids picking what they been passed on. It was surprised me that my son came out something good than I been taught him. The teachers encouraged him in a good way to learn. That is what I choose Hope CCS. The Hope encourage lots of parents to attend the work with school. I like that, it like a family to build up a nice home for your kids" environment, it is very safety for sure. It never been heard the kids fighting in the class or bully those issue. Hope CCS is a nice school for education and I hope that the kids will be turn out to be a good citizen.

Amy Baker - Staff Member - As the Social Worker on Special Assignment I feel compelled to comment on the value of school social workers to the stated goals in the integrated guidance. A reduction in school social workers will negatively impact the development of an MTSS system, the capacity of behavioral health and wellness teams to meet the needs of students and families, and the removal of barriers to academic success. As masters level school mental health professionals, they provide resource and referral, Tier 2 therapeutic interventions, crisis response, family engagement and professional development for staff. To reduce these services given the mounting research regarding the ongoing impact of the pandemic on youth and families' mental health rates is concerning. These positions are versatile and vital to the social and emotional well being of our students which leads to academic success.

Shino Takami-King - Parent/guardian - I grew up attending BSD schools and my grandma was a teacher at Cedar Park. I spent many no-school days and summers at school either helping my grandma prep for her students or attending/helping with summer school classes. When my family was moving from WA back to OR, my priority was to find a home within BSD boundaries. It was important to me for my children to attend a BSD school because of my positive experience and specifically the Chinese immersion program at HOPE. The teachers & staff are talented, caring educators who go above & beyond to help my children not only learn a new language (Mandarin), continue to close Covid learning gaps, but also participate in extra-curricular activities such as a Chinese New Year performance (at Washington Square) and a national Chinese Speaking Contest. Our family plans to stay at HOPE through 8th grade (we would like a high school option too). Please continue to support HOPE's mission, their teachers & staff, and families that love this school!

Beth Wright-Kuhns – Staff Member - Good Evening. I just wanted to make the board aware of the fact that the current integrated budget proposal reduces current Social Worker staffing from 55 Social Workers and a TOSA that supports mentoring and staffing to 19.3 Social Workers and no TOSA support. The proposal mentions that an MTSS model will be part of student success - but we are eliminating the framework and qualified mental health professionals that implement tier 2 interventions to students in the school. Along with cuts to social workers, this proposal also cuts our nursing TOSA and nursing assistants which makes it nearly impossible to maintain post COVID physical and mental health needs of students. As the secondary counselor on special assignment I know that cutting these positions also puts more strain on our school counselors and what they are able to do, putting the risk of not being able to fully support our most vulnerable students. These cuts to QMHP is a big step backwards for BSD.

yitong wu – Staff Member - My name is Yitong Wu, I have been working at Hope Chinese Charter School since I graduated from my postgraduate school. Being here for 7 years, I'm really seeing HCCS as my second home, we have the most hard working students, dedicated staff and supportive families. We are really working together here to provide a positive and meaningful education environment for our students. At HCCS besides developing students' dual language skills we are also nurturing their cultural adaptability and human development skills. HCCS teachers spares no efforts to research new teaching methods to create students' center learning and differentiated teaching. We also create as many opportunities as possible for students to showcase their Chinese and talent and feel proud of themselves. HCCS really brings excellence to the district and with more support from the district we will be able to retain the high performing teachers and continue to bring the best to the students.

Kevin Quillan – Staff Member - I just started at Hope Chinese Charter School in November 2022. I love this school so much and am so happy to be a part of the team here. They are doing such a great job with the students and I hope the charter is renewed easily and more funding can be provided so the school can continue to help the children do well here.

Isiah T – Parent/guardian - I'm a parent of 3 BSD students & I am deeply concerned about the expulsion & restraint policies. The biggest concern for expulsion is that of discretionary: there should not be such flexibility to expel a student. I have family who grew up in this district & have shared their stories of the lack of awareness regarding race & culture by various administrators. Because of this I do not believe that administrators can make expulsion decisions without their own biases informing their decisions. In regard to restraint & seclusion-- at no time do I think there should be cause to restrain or seclude a small child. If your staff does not have the capability to support all children in their boundaried schools, then you all need to train them. I do not pay taxes to have my child possible restrained or secluded because they're having a bad day. Both of these policies need to get feedback from those most impacted before voting. as a Black man, I have not been asked, so who decided this?

Susan Compton – Parent/guardian - Hi, My children attends Hope Chinese Charter School. We love that our children gets educated in an amazing school with dedicated teaching staff. We thank BSD for their continued support to this school. Best Regards, Susan & Alan Compton

Lilly A – Staff Member - The students and families at Hope are some of the most invested folks I have ever met! Having worked at a variety of other schools, I can confidently say that these students are high-achieving, caring, and excited about learning. It is clear that many families want to send their kids here even though they are outside of the district. Hope is known for being a safe, inclusive place that has high standards! Test scores aside, students are able to grow by developing their SEL skills and self-awareness. There is a true sense of community with an ongoing dialogue between stakeholders that allow for growth, improvement, and the opportunity to feel heard. Many Hope students end up in BSD high schools which is also a plus with their outstanding academics. In addition to developing their language skills, students have begun to think critically and are encouraged to self-reflect more holistically. Hope students have a well-rounded education that sets them up for success going forward!

Debbie Chow Matto – Parent/guardian - I have one child at Hope,& another attended Hope during ele. & now at a BSD MS.Our experience has been exceptional, our children are engaged and excited to go to school, they have attained life-long positive habits from their experience at Hope.Teachers are very committed and dear to everyone, their dedication is a direct result of the student success we see at Hope .We want to be able to pay them fairly, same rate as a BSD teacher and not below. Hope has certainly outgrown its current facility space, operating in an insufficient facility pose restrictions and ad-hoc costly and temporary solutions, furthering the funding gap the school experience yearly.Hope spends a lot of effort fundraising for immediate needs, but never enough to resolve anything long-term.I applaud you for 2021FacilityPlan, it was a well-put together document, Hope is no different and share sim. facility issues.Hope is a great school, but it needs BSD's support in every way!

Gabrielle McGrew – Parent/guardian - I am writing in support of Hope Chinese Charter School (HCCS). My son is in his second year of preschool at HCCS, my younger daughter attends our community elementary school, my older daughter attends International School of Beaverton and my husband is a high school science teacher in the Beaverton School District. We are very much hoping that our son be admitted to HCCS next year through the lottery. He is caucasian and raised in an English-speaking home. Attending HCCS has expanded his understanding of language and culture already. It has been amazing to see him understand Chinese when he hears it spoken by strangers in public, speak about how different languages are spoken by different families, and gain understanding of cultures and values that are both different from and similar to those of his family. HCCS has supported our goal of raising children to have an appreciation for diversity and a broad worldview.

Megan Young – Staff Member - I have been an educator at Hope Chinese Charter School for five years now, and it is by far the best school I have ever worked at. Prior to my time at Hope, I worked at various

public and charter schools in Oregon, and I had never seen a school like Hope. The staff at Hope are hardworking, caring, and always go above and beyond. The families and community are supportive by volunteering in any way they can. Our families and staff do anything and everything possible to make the best learning environment for our students and to help them be the best world citizens they can be. With all that we do, our students thrive and prove that through their excellence epitomized by their test scores in Chinese, math, and ELA. We want to grow and expand, not only to serve more students with the desire to join a fantastic Chinese Immersion program but also to provide more to our current community. Some of our students speak two, three, or four languages, and I personally am inspired on a daily basis.

Yannie Wong – Staff Member - I've been teaching at Hope Chinese Charter School for 8 years as an English teacher and ESL instructor. I'm staying here because of the great community. The staff members are always supportive, welcoming, and encouraging. I'm always thankful for the extra help even if it's not on their job description or it's during their prep time. The families are also phenomenal-from cleaning and serving during lunch, teaching art literature, and even helping with drive line in the morning and at the end of the day. Teaming up with the families allows the students at HOPE to thrive in all subjects and skills. I'm amazed by the various languages they know and implementing it in different contents. They're open to learn and grow as members of the HOPE community and are also learning how to be good global citizens. I wish to see HOPE grow and expand so more children can have the opportunity to join this great community, receive high-quality learning, and learn another language!

Dina Gross – Staff Member – With Hope Chinese Charter School (HCCS) soon to renew it's charter, I want to voice my support for this true treasure of a program, right here in Beaverton. HCCS provides an unparalleled educational experience. BSD needs to nurture, protect, and support Hope with proper funding and resources for staff and students. Without question, 85% funding per student is a critical step. Also, with more adequate funding, HCCS could be a helpful and supportive example for BSD's wider second language expansion programs to learn from.

Dori King – Other Community Member – I write this letter having spent a rainy weekend in Northern California filtering through emails from our neighbors expressing concerns about policies and curriculum in the district. How wonderful it is to see my neighbors expressing their ideas and concerns with the goal of making our educational system better! I look forward to watching this meeting and hearing the dialogue. I offer this quick note with these supportive questions as you listen closely to ideas and concerns tonight: How will you prepare yourself to listen fully? We are all subject to confirmation bias --- - we tend to interpret new data or information as confirming what we already believe to be true. How will you note these biases and engage as a board and school district staff members to counter them? How will you center the school district's mission in your work tonight? What else do you need to make a choice or form a course of action? What other numbers, narratives, and knowledge do you need?

Merilee Avila – Parent/guardian – HCCS brings so much to the Beaverton School District! From academic achievement to diversity to attendance, HCCS helps bring up all BSD's proudest KPIs. The demand for a small, academically rigorous school that cultivates cultural awareness and multilingualism is so high that HCCS brings in families from across and outside the district (despite no bus service!). However, with less than 75 GSF per student (by far the lowest in BSD), HCCS has outgrown its current location and will need BSD's help to find a new one within BSD boundaries. HCCS's exceptional pull is an opportunity to help balance enrollment numbers across the district, especially with a smart co-location. I'd like to see HCCS and BSD partner more strategically for mutual benefit. My family is half-latino and already speaks Spanish. I wanted to offer my kids a third language and culture, but within a small school community like the one I had in rural Oregon. We are so glad we found HCCS!

Corene Pettit – Parent/guardian - Dear BSD Board: I want to express my desire for your support of the Charter Renewal Letter as written for Hope Chinese Charter School (HCCS). I have 3 children currently enrolled at HCCS, am currently on HCCS's Board, and have been a part of the community since 2017. I entered the kindergarten lottery for HCCS for my oldest child, because I wanted my children to experience a full language immersion program, but couldn't afford the prices of private education. I have been impressed since day one with the staff, culture, and curriculum. HCCS has proven itself to be an important asset to the educational community of Beaverton, as evident through our extensive waitlist, participation in events, and high test scores. The increase in grant funding from 80 to 90% would enable us to continue offering our top-performing dual-language curriculum to all families, regardless of socioeconomic status, and grant us the ability to give a much-deserved raise to our hardworking staff.



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 the School Board meeting.



DRAFT MEETING MINUTES—BUSINESS MEETING JANUARY 17, 2023

Board Members Present:

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

Staff Present:

| | |
|----------------------|---|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent for Teaching and Learning |
| Dr. Carl Mead | Deputy Superintendent for Operations |
| Mike Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |
| Susan Rodriguez | Chief Human Resources Officer |
| Shellie Bailey-Shah | Public Communications Officer |
| Nicole Will | Executive Administrator for Elementary Schools |
| Ken Bell | Executive Administrator for High Schools and Option Schools |
| Steven Sparks | Administrator for Long Range Planning |
| Tracy Bariao-Arce | Principal at Scholls Heights Elementary |
| David Nieslanik | Principal at Southridge High School |
| 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. The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

A. BikeBetter: Congressional App Challenge Winners

A team of three 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, which uses ODOT data to show where crashes have occurred on city streets and where cyclists should exercise extra caution.

B. *Claes Nobel Educator of Distinction*

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

C. *School Board Recognition Month*

Appreciation was shared to School Board members for volunteering their time and their dedication and commitment, including working this past year to pass a bond and levy to support BSD schools.

III. SUPERINTENDENT'S REPORT

A. *Comments by the Superintendent*

Superintendent Gustavo Balderas shared that the strategic plan work is continuing and additional information will come soon on the progress of the planning process. He noted that the budget process is beginning, and that it is important for the Legislature to support our students with an appropriate dollar amount to continue current baseline services, with at least \$10.3 billion dedicated to the State School Fund for the biennium.

IV. PUBLIC COMMENTS

A. *Comments by Employee Groups*

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the Board.

B. *Comments by Community Members*

The board received 3 written public comments. There were 8 requests to speak to the board in person or virtually.

V. CONSENT AGENDA Chair Tom Colett

A. *Approve Personnel Actions*

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

B. *Approve Board Meeting Minutes*

BE IT RESOLVED that the minutes of the December 12, 2022 School Board meeting, December 12, 2022 and January 9, 2023 Work Sessions are hereby approved.

C. *Authorize Public Contracts*

BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the public contract items as submitted at this meeting.

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

VI. REPORTS

A. *School Reports* – Presenters: Nicole Will, Ken Bell

a. *Scholls Heights Elementary School* – Tracy Bariao-Arce

b. *Southridge High School* – David Nieslanik

The principals of Scholls Heights Elementary and Southridge High 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: Nutrition Services* – Presenter: Charity Ralls

The Administrator for Nutrition Services presented a report about the district's school meal services, including efforts navigating the changes and challenges brought on by the pandemic and still providing quality meals. A written report is attached in BoardBook.

- C. *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.
- D. *School Calendars for 2023-24 & 2024-25* – Presenter: Susan Rodriguez
Chief Human Resources Officer Susan Rodriguez presented the district's school year calendars for 2023–24 and 2024–25. School will start the week before Labor Day and end before mid-June, and students and staff will have a full week off at Thanksgiving for a "fall break." Community and staff input was considered in developing the calendars. Information is attached in BoardBook.

The board recessed for a brief break from 8:35 to 8:45 p.m.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

- A. *Northwest Regional Education Services District: 2023-2024 Local Service Plan* – Presenter: Dan Goldman, David Williams, Karen Cunningham
Dan Goldman, Karen Cunningham and David Williams from Northwest Regional ESD shared the report on the NWRES D Local Service Plan for 2023–24. A detailed report and slidedeck are attached in BoardBook.
- B. *Board Policy Updates* – Presenter: Camellia Osterink
 - a. *ECACB Drones*
Revisions are recommended for compliance with FAA, Oregon Dept of Aviation, Senate Bill 581 (2019) and changes to federal law.
 - b. *EEA Student Transportation*
Revisions are recommended reflecting Senate Bill 905 (2019), which clarifies and aligns Oregon law with the Every Student Succeeds Act.
 - c. *GBDA Expressing Milk in the Workplace*
Revisions are recommended to reflect ORS 653.077(10)(b) and House Bill 2593 (2019), including designating a location for expressing milk at each building.
 - d. *JED Student Attendance*
Revisions are recommended to reflect House Bill 2191 (2019) and House Bill 2556 (2019), adding mental and behavioral health as a reason for an excused absence and allowing excused absences for a student who is a dependent of an U.S. Armed Forces service member on active duty or called to active duty.
 - e. *JGE Expulsion*
Revisions are recommended to reflect House Bill 2514 (2019), expanding the privacy of student records discussed in executive session to include “confidential records of a student” and deleting language limiting to students’ medical and educational programs.
Camellia Osterink shared the revisions to each board policy listed. Detailed information on recommended policy language changes is attached in BoardBook.

VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Findley & Bonny Slope Elementary Boundary Adjustment* – Presenters: Steven Sparks, Dr. Carl Mead
The School Board approved the recommended boundary adjustment between Findley and Bonny Slope elementary schools. Grid Code 130 will be moved from the Bonny Slope to Findley

attendance area. Affected students currently enrolled at Bonny Slope in grades 3 and 4, and their younger siblings currently enrolled there in grades K, 1 and 2, may opt to continue enrollment at Bonny Slope under the “legacy student” option. Transportation will be provided for eligible students for the 2023–24 and 2024–25 school years.

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

IX. BOARD COMMUNICATION

Comments by Individual Board Members

Board members shared individual comments, including positive remarks about the classified staff training, thanking the superintendent for holding listening sessions as an informal way to talk with community members, and appreciating meeting with new and continuing participants in the bond accountability committee. Board members also noted an upcoming meeting with Washington County elected officials at the ESD office, and emphasized that a \$10.3 billion State School Fund is what’s needed for schools and encouraged people to contact their legislators. The School Board election this May is for Zones 2, 6 & 7, and community members who live in these zones are encouraged to run for election.

X. CLOSE MEETING

Board Chair Tom Colett adjourned the meeting at 9:41 p.m.

Use the following links to access board meeting information:

Video Livestream: [youtube.com/BeavertonSchools](https://www.youtube.com/BeavertonSchools) • Meeting Materials: beavertonsd.org/boardmeetings



DRAFT MEETING MINUTES—WORK SESSION FEBRUARY 6, 2023**Board Members Present:**

Tom Colett, Chair
Karen Pérez, Vice-Chair
Susan Greenberg
Eric Simpson (attended virtually)
Sunita Garg
Ugonna Enyinnaya (changed to virtual attendance at 5:00)
Becky Tymchuk

Staff Present:

| | |
|----------------------|----------------|
| Dr. Gustavo Balderas | Superintendent |
| Kerry Delf | Chief of Staff |

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

I. OPEN MEETING

Board Chair Tom Colett called the meeting to order at 3:06 p.m.

II. BOARD LEADERSHIP DEVELOPMENT

Dr. Marty Schafer and Khieem Jackson of Franklin Covey discussed board development with board members, including the current landscape and overview of the four pillars for great boards: clarity around board and district roles to increase effectiveness, leadership and culture, direction vs. management and giving direction with one voice, and standard operating procedures.

The board discussed next steps including creating clear standard operating procedures. Board members may share specific areas they would like to be addressed. The board chair and vice chair will work on a draft and bring it to the board for fine tuning and eventual approval.

III. CLOSE MEETING

Chair Tom Colett adjourned the work session at 6:08 p.m.



PUBLIC CONTRACTS

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

RECOMMENDATION

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 | |
| Architectural/Engineering (A/E) Services for Southridge HS Softball/Baseball Artificial Turf | Aaron Boyle | RFP (Request for Proposals) 21-0030 | Cameron McCarthy Landscape Architecture & Planning, LLP | \$215,300.00 | 02/2023 | 09/2024 | Authorization to Award Project Work Authorization |
| Traffic Engineering Contract Related to Raleigh Hills School Replacement | Aaron Boyle | Direct Appointment Procedure Pursuant to OAR 137-048-0200 | DKS Associates, INC | \$176,859.00 | 03/2021 | 12/2026 | Authorization to Award Contract Amendment |
| Construction Manager/General Contractor (CM/GC) for Aloha HS Office Relocation | Aaron Boyle | RFP (Request for Proposals) 22-0009 | Balfour Beatty Construction, LLC | \$5,148,806.00 | 06/2022 | 12/2023 | Authorization to Award GMP Amendment |
| Safe Fleet Wireless Video System for School Buses | Craig Beaver | King County Directors' Association (KCDA) Wireless Bus Video Security System Cooperative Contract #22-15 | Schetky Northwest Sales, INC | \$286,000 | 03/2023 | 06/2023 | Authorization to Award Contract |
| Secondary Band Equipment Updates | Kayla Bell | Omnia Partners/Region 4 Education Service Center (ESC) Cooperative Contract #R191201 | Music & Arts | \$968,446.69 | 03/2023 | 03/2024 | Authorization to Award Contract |



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Southridge High School (HS) Softball/Baseball Artificial Turf

PROJECT TIMELINE: 2/2023 – 9/2024

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: Install Artificial Turf at Varsity Softball/Baseball Fields at Southridge HS, Aloha HS and Westview HS

CONTRACT NAME: Architectural, Engineering, and Related (A/E) Services for Southridge HS Softball/Baseball Artificial Turf

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

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

CONTRACT TIMELINE: 2/2023 – 9/2024

CONTRACT AMOUNT: \$215,300.00

CONTRACT SCOPE: A/E Services for the Southridge HS Softball/Baseball Artificial Turf Project.

RECOMMENDATION: Authorization to Award a Project Work Authorization under Master Contract #21-0030B to Cameron McCarthy Landscape Architecture & Planning, LLP

FUNDING SOURCE: 2022 Bond; Physical Education & Athletics; Southridge HS Softball/Baseball Artificial Turf



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Raleigh Hills School Replacement

PROJECT TIMELINE: 3/2021 –12/2026

PROJECT BUDGET: \$66,821,753.00

PROJECT SCOPE: Replacement and renovation of Raleigh Hills School

CONTRACT NAME: Traffic Engineering Services for the Raleigh Hills School Replacement Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Direct Appointment Procedure Pursuant to OAR 137-048-0200

CONTRACT TIMELINE: 5/2021 – 12/2025

CONTRACT AMOUNT: \$176,859.00 (as amended)

CONTRACT SCOPE: Contract amendment to add services related to roadway design documentation and construction administration.

RECOMMENDATION: Authorization to Award Contract Amendment to DKS Associates, INC.

FUNDING SOURCE: 2022 Bond; Raleigh Hills Replacement



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Aloha High School (AHS) Office Relocation

PROJECT TIMELINE: 6/2022 – 12/2023

PROJECT BUDGET: \$6,985,000.00

PROJECT SCOPE: New building addition for the front office and associated administration program.

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) for Aloha HS Office Relocation

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 22-0009

CONTRACT TIMELINE: 9/2022 – 12/2023

CONTRACT AMOUNT: \$5,148,806.00

CONTRACT SCOPE: The initial contract was for a CM/GC to provide pre-construction services. The pre-construction services included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately development of a Guaranteed Maximum Price (GMP) proposal. The GMP proposal has been negotiated by the project team within the project budget (see above) and encompasses the scope of construction services needed to complete the project.

RECOMMENDATION: Authorization to Award GMP Amendment to Balfour Beatty Construction, LLC

FUNDING SOURCE: 2022 Bond; Office Relocations; AHS Office Relocation



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Safe Fleet Wireless Video System for School Buses

PROJECT TIMELINE: 03/2023 – 06/2023

PROJECT BUDGET: \$286,000

PROJECT SCOPE: Purchase, installation, and training services for wireless video data storage with remote access software and retrieval system on approximately three hundred (300) school buses for the purpose of ensuring student safety and well-being. Expenses are eligible for 70% reimbursement from Safe Schools Fund (SSF).

CONTRACT NAME: Safe Fleet Wireless Video System for School Buses

RECOMMENDED BY: Craig Beaver, Administrator for Transportation

SOLICITATION METHOD: Permissive cooperative procurement authority via King County Directors' Association (KCDA) Wireless Bus Video Security System Cooperative Contract #22-215

CONTRACT TIMELINE: 03/2023 – 06/2023

CONTRACT AMOUNT: \$286,000

CONTRACT SCOPE: Purchase, installation, and training services for wireless video data storage with remote access software and retrieval system on approximately three hundred (300) school buses for the purpose of ensuring student safety and well-being. Expenses are eligible for 70% reimbursement from Safe Schools Fund (SSF).

RECOMMENDATION: Authorization to Award Contract to Schetky Northwest Sales, Inc.

FUNDING SOURCE: General Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Bond Critical Equipment: Secondary Band Equipment Updates

PROJECT TIMELINE: 03/2023 – 03/2024

PROJECT BUDGET: \$968,446.69

PROJECT SCOPE: Procurement of secondary band equipment based on current inventory and condition.

CONTRACT NAME: Secondary Band Equipment Updates

RECOMMENDED BY: Kayla Bell, Administrator for K-12 Instruction

SOLICITATION METHOD: National Cooperative Procurement Authority via Omnia Partners/Region 4 Education Service Center (ESC) Cooperative Contract #R191201

CONTRACT TIMELINE: 03/2023 – 03/2024

CONTRACT AMOUNT: \$968,446.69

CONTRACT SCOPE: Procurement of secondary band equipment based on current inventory and condition.

RECOMMENDATION: Authorization to Award Contract to Music & Arts

FUNDING SOURCE: 2022 Bond, Critical Equipment, Band Equipment



SCHOOL REPORT

School: Sexton Mountain Elementary

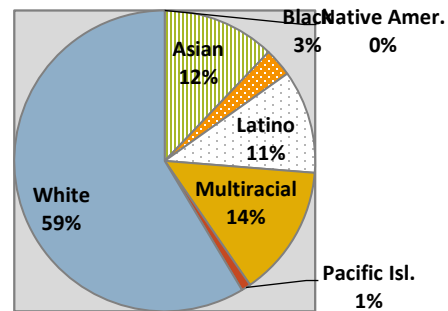
Principal: Cherie Reese

Years as School Principal: 4

Years in BSD: 25

School Demographics 2021–22

Enrollment: 481
Economically Disadvantaged: 18%
Students with Disabilities: 16%
Ever English Language Learner: 12%
Different Languages Spoken: 20



School Metrics

Kindergarten Readiness

| At/Above End of KG Reading Level | 18-19 | 20-21 | 21-22 |
|----------------------------------|-------|-------|-------|
| All Students | 90% | 77% | 67% |
| English Language Learners | | | |
| Students with Disabilities | | | |
| Talented and Gifted | | | |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | 89% | 76% | 70% |
| Multi-racial | | | |
| Male | 86% | 78% | 67% |
| Female | 94% | 76% | 68% |
| 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 | 57.0% | 53.4% | 39.4% | All Students | 70.9% | 54.2% | 39.4% |
| Economically Disadvantaged | 57.0% | 52.9% | 39.2% | Economically Disadvantaged | 70.9% | 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 | | | | Students with Disabilities | | | |
| Talented and Gifted | 91.7% | >95% | 91.0% | Talented and Gifted | 91.7% | >95% | 93.2% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 80.0% | 74.4% | 57.3% | Asian | 90.0% | 77.8% | 61.8% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | | | |
| White | 52.0% | 57.8% | 46.5% | White | 68.0% | 59.0% | 46.3% |
| Multi-racial | 58.3% | 72.1% | 43.7% | Multi-racial | 75.0% | 68.9% | 42.7% |
| Male | 48.6% | 49.9% | 36.3% | Male | 65.7% | 55.0% | 41.0% |
| Female | 63.6% | 57.3% | 42.5% | Female | 75.0% | 53.5% | 37.7% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 English Language Arts | School | District | State | Grade 5 Mathematics | School | District | State |
|--------------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 72.4% | 59.5% | 46.8% | All Students | 49.3% | 46.4% | 30.0% |
| Economically Disadvantaged | 72.4% | 59.1% | 46.7% | Economically Disadvantaged | 49.3% | 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 | | | | Students with Disabilities | | | |
| Talented and Gifted | >95% | >95% | 92.2% | Talented and Gifted | 92.9% | >95% | 85.8% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | | | |
| White | 71.7% | 67.6% | 54.2% | White | 57.8% | 50.4% | 35.9% |
| Multi-racial | 90.9% | 64.1% | 51.2% | Multi-racial | 30.0% | 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 | 46.1% | 44.3% | 30.3% |
| Economically Disadvantaged | 46.1% | 43.9% | 30.2% |
| English Language Learners | | | |
| Ever English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | | | |
| Talented and Gifted | >95% | 89.5% | 83.6% |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | 52.2% | 52.0% | 37.1% |
| Multi-racial | 40.0% | 49.5% | 33.5% |
| Male | 39.5% | 45.5% | 31.8% |
| Female | 52.6% | 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: **97.6%**

Smarter Balanced Math: **97.2%**

Student Survey: **15%**

| 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 | 70% | 91% | 57% | Students reporting that at least one adult cares about them | 89% | 93% | NA |
| Students missing class due to suspensions or expulsion | 6 | 0 | 10 | Parents reporting they feel informed and valued as active partners in their child's education | 69% | 81% | 88% |
| Number of class days missed due to suspensions or expulsion | 9.5 | 0.0 | 12.5 | Teachers and staff reporting they contribute to school decision making | 100% | 53% | 73% |

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

Sexton Mountain Elementary



Board of Directors' Meeting — February 27, 2023

Cherie Reese, Principal
Autumn McConnell, Assistant Principal



Sexton Mountain: Bright Spots & Celebrations

Our Students



Curiosity, Joy & Creativity

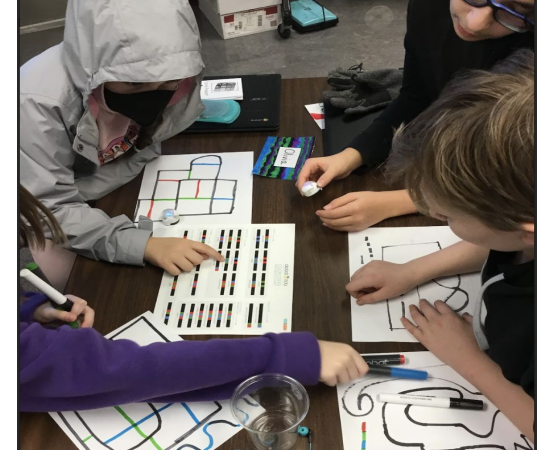
Our Staff



Collaboration

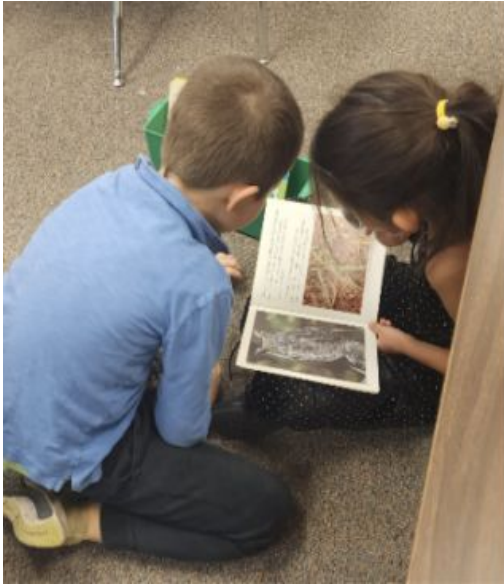
42

Our Community



Makerspace

What We Are Working On



Reading Achievement



Social Emotional Learning

Sexton Mountain: Data

- 481 Students
- 20 Languages Spoken
- 18% Economically Disadvantaged
- 16% of Students With Disabilities, SRC program
- 12% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

| | Sexton Mtn. | BSD | Oregon |
|------|-------------|-------|--------|
| ELA | 72.4% | 59.5% | 46.8% |
| Math | 49.3% 44 | 46.4% | 30.0% |



45

Questions?





SCHOOL REPORT

School: **Stoller Middle School**

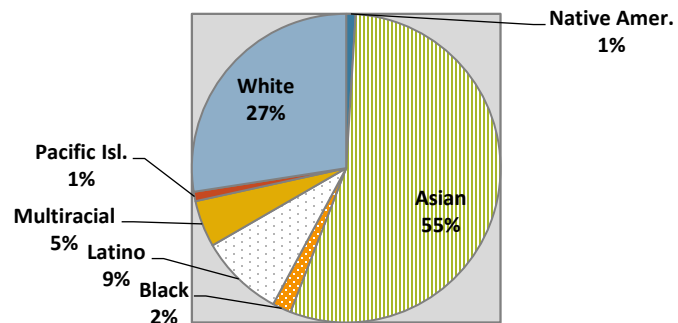
Principal: **Veronica Galvan**

Years as School Principal: **9**

Years in BSD: **17**

School Demographics 2021–22

Enrollment: **1057**
Economically Disadvantaged: **9%**
Students with Disabilities: **7%**
English Language Learner: **19%**
Different Languages Spoken: **38**



School Metrics

College Readiness: Oregon State Assessment Results 2021–22

| Grade 8 English Language Arts | School | District | State | Grade 8 Mathematics | School | District | State |
|----------------------------------|--------|----------|-------|----------------------------------|--------|----------|-------|
| All Students | 75.2% | 53.2% | 43.9% | All Students | 68.8% | 38.8% | 25.9% |
| Economically Disadvantaged | 75.2% | 53.2% | 43.9% | Economically Disadvantaged | 68.8% | 38.6% | 25.9% |
| English Language Learners | 14.3% | <5% | <5% | English Language Learners | 50.0% | 7.0% | <5% |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | 14.3% | 15.0% | 11.8% | Students with Disabilities | 9.5% | 10.1% | 6.1% |
| Talented and Gifted | >95% | 93.2% | 89.8% | Talented and Gifted | >95% | 87.8% | 80.5% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 84.1% | 77.6% | 67.1% | Asian | 86.3% | 74.7% | 57.2% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 50.0% | 27.5% | 28.4% | Hispanic/Latino | 40.0% | 15.3% | 12.9% |
| White | 65.8% | 59.0% | 49.8% | White | 47.8% | 38.4% | 30.1% |
| Multi-racial | 80.0% | 60.3% | 50.5% | Multi-racial | 60.0% | 49.6% | 30.8% |
| Male | 71.9% | 48.1% | 38.8% | Male | 68.5% | 40.7% | 26.6% |
| Female | 78.7% | 58.6% | 49.4% | Female | 69.2% | 36.7% | 25.1% |
| Non-binary | | | | Non-binary | | | |

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.

| Grade 8 Science | School | District | State |
|----------------------------------|---------------|-----------------|--------------|
| All Students | 64.1% | 37.3% | 27.2% |
| Economically Disadvantaged | 64.1% | 37.3% | 27.2% |
| English Language Learners | 7.1% | <5% | <5% |
| Ever English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | 10.0% | 13.3% | 8.9% |
| Talented and Gifted | 91.6% | 82.7% | 75.2% |
| Native American/Alaskan Native | | | |
| Asian | 71.2% | 63.3% | 47.8% |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | 44.1% | 13.7% | 13.1% |
| White | 57.5% | 40.8% | 32.7% |
| Multi-racial | 63.3% | 46.5% | 31.7% |
| Male | 65.2% | 38.8% | 28.6% |
| Female | 62.9% | 35.6% | 25.6% |
| Non-binary | | | |

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

2021–22 Participation Rates

Smarter Balanced ELA: **94.1%**

Smarter Balanced Math: **94.3%**

Student Survey: **89%**

| 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 | 67% | 85% | 66% | Students reporting that at least one adult cares about them | 77% | 83% | 82% |
| Students missing class due to suspensions or expulsion | 66 | 4 | 52 | Parents reporting they feel informed and valued as active partners in their child's education | 64% | 69% | 73% |
| Number of class days missed due to suspensions or expulsion | 251.5 | 8.0 | 158.5 | Teachers and staff reporting they contribute to school decision making | 44% | 61% | 50% |

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

Stoller Middle

Board of Directors' Meeting — February 27, 2023

Veronica Galvan, Principal
Kelly Angelina, Assistant Principal
Paul Hanson, Assistant Principal



Stoller: Bright Spots & Celebrations



- Student Affinity Groups - BSU, Mecha, GSA
- No Hate November
- Parent/Family Engagement - Principal Chats, Latino Family Night, AVID Family Night, Stoller Lights, BSU Family Night
- Collaboration - Kid Chats, learning walks, dedicated time



Stoller Lights Festival
Thursday, January 12th

What We Are Working On



SEL/Community Building

Teacher Collaboration



Stoller: Data

- 1,057 Students
- 38 Languages Spoken
- 9% Economically Disadvantaged
- 7% of Students With Disabilities, ALC, SCC programs
- 19% Ever English Language Learners
- Students Proficient on Grade 8 State Tests

| | Stoller | BSD | Oregon |
|------|-------------|-------|--------|
| ELA | 75.2% | 53.2% | 43.9% |
| Math | 68.8% 51 | 38.8% | 25.9% |

Questions?



Communications & Community Involvement

ANNUAL DEPARTMENT REPORT

February 27, 2023



“Small but mighty!”

Shellie Bailey-Shah, Public Communications Officer

Kara Yunck, Communications Coordinator

Melissa Larson, Communications Specialist

Gabby Urenda, Bond Communications Specialist

Sean Van, Graphic Designer

Tim Hurtt, Videographer

Johanna Shrout, Volunteer & C4K Coordinator

Christina Mackin, Community Resources Coordinator

Karla Barrett-Curtis, Administrative Assistant

Accomplishments

- Execution of a successful bond & levy education campaign
- Expansion of video storytelling
- Improved website experiences: district, school, careers
- Increased community engagement

Challenges & Goals

- Connecting with non-English speaking families
- Communicating new strategic plan
- Increase storytelling around 2022 Bond
- Relocation of Clothes for Kids

Questions?

Be sure to follow the district's
social media accounts



COMMUNICATIONS & COMMUNITY INVOLVEMENT

2022-2023 Annual Department Report

Overview

The Communications & Community Involvement (CCI) team is composed of the Public Communications Officer and eight staff members: Communications Coordinator, Communication Specialist, Videographer, Graphic Designer, Community Resource Coordinator, Volunteer Coordinator and Administrative Assistant. In addition, CCI added a Bond Communications Specialist this year, a shared position with Facilities Development and funded by the 2022 Bond.

We are committed to providing accurate, clear, timely and transparent information to students, parents/guardians, staff, community members and media partners in addition to providing opportunities for authentic community engagement. CCI collaborates with all departments and schools to promote and support the district's mission.

Accomplishments

Communications

1. CCI developed and executed two successful voter education campaigns that resulted in the passage of a \$723-million, 6-year bond in May 2022 and a \$205-million, 5-year levy in November 2022. The approach was multi-pronged and included robust websites, engaging video, aggressive social media campaigns, strategic media coverage and an exhaustive schedule of community meetings attended by School Board members and staff.
2. CCI continues to lead the state in video storytelling. With the addition of our new videographer, the department has increased its weekly video output as well as its ability to do special projects for other departments, including Human Resources, Special Education and the Multilingual Department.

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, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

3. In collaboration with the Human Resources Department, CCI built a new online experience for prospective employees in hopes of recruiting and retaining the best talent. We also supported several hiring campaigns and job fairs.
4. CCI completed an overhaul of the district website — updating the design, incorporating more video, updating school logos and making it more mobile-friendly.
5. The department was recognized for excellence in messaging campaigns (Fake & Fatal Fentanyl Awareness, Let's Be BSD), video production and graphic design by the National School Public Relations Association (NSPRA) and the Oregon School Public Relations Association (OSPRA).

Community Engagement & Partnerships

1. CCI facilitated a tremendous amount of community engagement over the past year from focus groups to surveys to community meetings for various initiatives: the superintendent search, school resource officer (SRO) review and strategic planning process. We are particularly proud of our efforts to elevate student voice in all these processes.
2. CCI launched a new engagement tool, called Engage BSD. Recent projects include an attendance survey, strategic plan survey, bond project feedback and promotion of Superintendent Coffee Chats and Listening Sessions.
3. CCI supported both school and district-wide community partnerships, valued at nearly \$800,000 in goods and services. This year, the largest effort was the district's collaboration with Wake Up Beaverton and its partners to provide school supply kits (valued at about \$100,000) to nearly 6,000 students at four separate events. We also successfully transitioned some of our long-time donors away from holiday food boxes to more equitable grocery gift cards for a total of nearly 1,800 families served.

Volunteering

District-managed, volunteer-run Clothes for Kids maintained the appointment-only model instituted during the pandemic as a way to better serve families in need. Thus far this year (August - December), the number of visits for the 2022-23 school year (2,018 visits) is up 56% as compared to the same time last year (1,293 visits). We are extremely thankful for our dedicated long-term volunteers.

Challenges & Goals

1. We continue to look for better ways to disseminate information to our non-English speaking families. ParentSquare has been a useful tool for those families who engage with the platform, but we would like to work with the Multilingual Department on more robust training for non-English speaking families. In addition, we are adjusting our practices to include

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supplemental audio recordings for those communities identified by MLD that would benefit from non-written forms of communication.

2. Once the strategic planning process is complete, CCI will be charged with translating the work into meaningful and actionable messaging that permeates everything the district does. This task will require developing a new toolkit of assets.
3. We need to grow our engagement numbers on the Engage BSD platform. One focus area will be finding compelling ways for the community to use the tool to influence ongoing bond projects.
4. We need to increase our storytelling as it relates to the 2022 Bond, so that community members have a clear understanding of how the district is efficiently and equitably spending those funds on ongoing projects.
5. Clothes for Kids will be moving to a new location at the District Auxiliary Facility during the summer. This move presents an opportunity to rethink how we can best serve our families moving forward.

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

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MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of January 31, 2023:

- 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 January 31, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- General Fund
 - Increase in revenue from the Common School Fund
 - Expenditures in salary and benefits are projected down slightly to reflect current estimates
- Investments
 - Significant investments due to first capital construction bond sale
- Revenue Forecast
 - Review of State of Oregon revenue forecast scheduled for February 22, 2023

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 January 31, 2023
(\$ in millions)

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | 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 | 154.7 | - | 154.7 | 162.0 |
| Common School Fund | 4.3 | 4.3 | - | - | - | 5.2 |
| County School Fund | 1.0 | 1.0 | 0.7 | - | 0.7 | 1.0 |
| Local Option Levy | 38.2 | 38.2 | 38.0 | - | 38.0 | 39.0 |
| Investment Earnings | 0.6 | 0.6 | - | - | - | 2.0 |
| NWRESD Appointment | 11.0 | 11.0 | 7.0 | - | 7.0 | 12.0 |
| Other | 9.1 | 9.1 | 2.7 | - | 2.7 | 9.1 |
| Total | \$ 622.8 | \$ 622.8 | \$ 481.0 | \$ - | \$ 481.0 | \$ 630.0 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 297.3 | \$ 297.3 | \$ 145.6 | \$ - | \$ 145.6 | \$ 292.3 |
| Benefits | 178.1 | 178.1 | 83.6 | - | 83.6 | 174.1 |
| Purchased services | 32.5 | 32.5 | 16.7 | 11.0 | 27.7 | 32.5 |
| Supplies & materials | 15.5 | 15.5 | 6.4 | 1.8 | 8.2 | 15.5 |
| Capital outlay | 0.9 | 0.9 | 0.3 | 0.1 | 0.4 | 0.9 |
| Other | 3.1 | 3.1 | 2.1 | 0.2 | 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 | \$ 259.9 | \$ 13.1 | \$ 273.0 | \$ 613.8 |

| | |
|--|-----------------|
| Projected Surplus / (Deficit) from Operations | \$ (3.2) |
| Excludes beginning fund balance and contingency | |
| Projected Ending Fund Balance | \$ 106.4 |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2023 * | 16.9% |

| | | | |
|--|--|---------------|--------------|
| *Projected ending fund balance breakdown: | | Projected EFB | |
| General Operating Fund | | \$ 106.3 | 16.8% |
| 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 | \$ 154.0 | \$ 3.3 | \$ 157.3 | \$ 323.9 |
| Support Services | 194.8 | 194.8 | 99.3 | 9.6 | 108.9 | 192.3 |
| 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 | \$ 259.9 | \$ 13.1 | \$ 273.0 | \$ 613.8 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of January 31, 2023

| 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 | \$ 8,533,305 | \$ 2,887,930 | \$ 400,835 | \$ 3,288,765 | 24.24% | \$ 5,244,540 |
| Categorical | 7,256,000 | 6,875,946 | 1,977,527 | 3,007,885 | 4,985,412 | 68.71% | 1,890,534 |
| Scholarship Fund | 515,000 | 486,131 | 50,884 | 23,000 | 73,884 | 14.35% | 412,247 |
| Grant Fund | 164,670,491 | 53,763,156 | 48,634,237 | 5,485,025 | 54,119,262 | 32.87% | (356,106) |
| Sustainability Fund | 16,050,000 | 13,487,939 | - | - | - | 0.00% | 13,487,939 |
| Nutrition Services Fund | 19,383,736 | 10,751,387 | 6,638,266 | 3,796,170 | 10,434,436 | 53.83% | 316,951 |
| Debt Service Fund | 105,760,013 | 97,318,469 | 13,981,701 | - | 13,981,701 | 13.22% | 83,336,768 |
| Capital Projects Fund | 567,095,950 | 406,976,583 | 25,445,314 | 49,282,221 | 74,727,535 | 13.18% | 332,249,048 |
| Insurance Reserve Fund | 8,151,475 | 9,424,052 | 3,388,643 | 891,067 | 4,279,710 | 52.50% | 5,144,342 |
| Workers' Compensation Fund | 5,944,823 | 5,173,344 | 1,332,367 | 56,929 | 1,389,296 | 23.37% | 3,784,048 |
| Total | \$ 908,396,488 | \$ 612,790,312 | \$ 104,336,869 | \$ 62,943,132 | \$ 167,280,001 | | \$ 445,510,311 |



2022-23 Classroom Teacher Staffing By School
As of 1/31/23

| 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 Wismer | 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 | 16.9 | 5.0 | 2.0 | - | 23.9 |
| Elementary School Total | 16,893 | 16,561 | (332) | 496.0 | 151.0 | 54.0 | - | 701.0 | 494.0 | 151.0 | 54.0 | - | 699.0 |
| 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 1/31/23

| School | Budgeted Enrollment | 9/30/2022 Enrollment | Enrollment Change | Budgeted APU | | | | | Actual APU | | | | |
|---|---------------------|----------------------|-------------------|----------------|--------------|-------------|-------------|----------------|----------------|--------------|-------------|-------------|----------------|
| | | | | 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 | 26.3 | 5.6 | 1.2 | 0.8 | 33.9 |
| Highland Park | 658 | 669 | 11 | 21.8 | 4.2 | 1.0 | 0.6 | 27.6 | 21.6 | 4.2 | 1.0 | 0.6 | 27.4 |
| 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 | 29.1 | 5.4 | 1.4 | 0.8 | 36.7 |
| Middle School Total | 7,153 | 7,121 | (32) | 247.0 | 48.0 | 11.4 | 7.4 | 313.8 | 242.7 | 48.0 | 11.4 | 7.4 | 309.5 |
| 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 | 50.5 | 9.8 | 2.6 | - | 62.9 |
| Sunset | 1,942 | 1,939 | (3) | 58.4 | 11.6 | 3.0 | - | 73.0 | 58.1 | 11.6 | 3.0 | - | 72.7 |
| 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 | 349.0 | 68.0 | 17.4 | - | 434.4 |
| 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 | 24.5 | 4.8 | 1.2 | - | 30.5 |
| 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 | 6.7 | 1.2 | 0.4 | - | 8.3 |
| 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 | 21.2 | - | |
| 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 | 1,200.0 | 286.2 | 88.6 | 7.4 | 1,582.2 |

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
Portfolio Management
Portfolio Summary
January 31, 2023

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|----------------|------------------|--------------|
| Commercial Paper Disc. -At Cost | 29,000,000.00 | 28,829,020.00 | 28,583,735.83 | 4.29 | 43 | 4.597 |
| Federal Agency Coupon Securities | 35,900,000.00 | 35,432,070.00 | 35,934,300.00 | 5.40 | 503 | 3.652 |
| Federal Agency Disc. -At Cost | 213,000,000.00 | 209,640,647.78 | 208,218,546.93 | 31.26 | 120 | 4.494 |
| Treasury Coupon Securities | 324,800,000.00 | 311,614,042.00 | 312,191,723.01 | 46.88 | 408 | 3.133 |
| Treasury Discounts -At Cost | 57,000,000.00 | 56,294,620.00 | 55,878,712.23 | 8.39 | 98 | 4.270 |
| LGIP | 25,183,656.90 | 25,183,656.90 | 25,183,656.90 | 3.78 | 1 | 1.900 |
| Investments | 684,883,656.90 | 666,994,056.68 | 665,990,674.90 | 100.00% | 266 | 3.698 |

| Total Earnings | January 31 Month Ending | Fiscal Year To Date |
|---------------------------------|-------------------------|-----------------------|
| Current Year | 1,424,216.35 | 5,388,592.57 |
| Average Daily Balance | 676,051,124.12 | 543,881,594.72 |
| Effective Rate of Return | 2.48% | 1.68% |

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

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Book Value
January 31, 2023

| 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 | 4,977,150.00 | | 0.73 |
| 31315KEP1 | 11272 | Federal Agricultural Mortgage | 04/20/2023 | 5,000,000.00 | 4,890,722.22 | 4,949,600.00 | | 0.73 |
| 31315KFZ8 | 11273 | Federal Agricultural Mortgage | 05/24/2023 | 5,000,000.00 | 4,876,625.00 | 4,927,200.00 | | 0.73 |
| 31315KLT5 | 11317 | Federal Agricultural Mortgage | 09/15/2023 | 20,000,000.00 | 19,303,850.00 | 19,415,200.00 | | 2.89 |
| 31315KKL3 | 11319 | Federal Agricultural Mortgage | 08/15/2023 | 20,000,000.00 | 19,389,222.22 | 19,492,400.00 | | 2.91 |
| | | | Subtotal | 55,000,000.00 | 53,370,794.44 | 53,761,550.00 | 35.00 | 8.01 |
| Federal Farm Credit Bank | | | | | | | | |
| 3133ENA91 | 11280 | Federal Farm Credit Bank | 07/15/2024 | 25,000,000.00 | 25,034,300.00 | 24,523,250.00 | | 3.75 |
| | | | Subtotal | 25,000,000.00 | 25,034,300.00 | 24,523,250.00 | 35.00 | 3.76 |
| Federal Home Loan Bank | | | | | | | | |
| 3130AULY8 | 11322 | Federal Home Loan Bank | 07/26/2024 | 5,000,000.00 | 5,000,000.00 | 5,004,100.00 | | 0.75 |
| 3130AUJ62 | 11323 | Federal Home Loan Bank | 01/26/2024 | 5,900,000.00 | 5,900,000.00 | 5,904,720.00 | | 0.88 |
| 313384DJ5 | 11294 | Federal Home Loan Bank | 03/22/2023 | 5,000,000.00 | 4,919,750.00 | 4,968,950.00 | | 0.73 |
| 313384CD9 | 11295 | Federal Home Loan Bank | 02/21/2023 | 2,000,000.00 | 1,974,748.33 | 1,994,920.00 | | 0.29 |
| 313384DJ5 | 11296 | Federal Home Loan Bank | 03/22/2023 | 15,000,000.00 | 14,759,250.00 | 14,906,850.00 | | 2.21 |
| 313384GX1 | 11305 | Federal Home Loan Bank | 06/15/2023 | 20,000,000.00 | 19,498,197.22 | 19,649,600.00 | | 2.92 |
| 313384FQ7 | 11306 | Federal Home Loan Bank | 05/15/2023 | 10,000,000.00 | 9,790,425.00 | 9,866,100.00 | | 1.47 |
| 313384FQ7 | 11307 | Federal Home Loan Bank | 05/15/2023 | 25,000,000.00 | 24,491,625.00 | 24,665,250.00 | | 3.67 |
| 313384BN8 | 11308 | Federal Home Loan Bank | 02/06/2023 | 10,000,000.00 | 9,926,500.00 | 9,993,800.00 | | 1.49 |
| 313384CM9 | 11311 | Federal Home Loan Bank | 03/01/2023 | 10,000,000.00 | 9,892,087.50 | 9,963,700.00 | | 1.48 |
| 313384FM6 | 11315 | Federal Home Loan Bank | 05/12/2023 | 25,000,000.00 | 24,505,458.33 | 24,674,750.00 | | 3.68 |
| 313384LW7 | 11320 | Federal Home Loan Bank | 09/18/2023 | 20,000,000.00 | 19,302,333.33 | 19,407,800.00 | | 2.89 |
| 313384FBO | 11321 | Federal Home Loan Bank | 05/02/2023 | 16,000,000.00 | 15,787,377.78 | 15,816,000.00 | | 2.37 |
| | | | Subtotal | 168,900,000.00 | 165,747,752.49 | 166,816,540.00 | 35.00 | 24.89 |
| | | | Total | 248,900,000.00 | 244,152,846.93 | 245,101,340.00 | 100.00 | 36.66 |
| Corporate Indebtedness | | | | | | | | |
| Toyota Cap Corp | | | | | | | | |
| 89233HTC8 | 11301 | Toyota Cap Corp | 06/12/2023 | 5,000,000.00 | 4,851,415.28 | 4,910,300.00 | | 0.72 |
| 89233HP65 | 11309 | Toyota Cap Corp | 02/06/2023 | 19,000,000.00 | 18,844,601.11 | 18,988,220.00 | | 2.83 |
| 89233HSF2 | 11310 | Toyota Cap Corp | 05/15/2023 | 5,000,000.00 | 4,887,719.44 | 4,930,500.00 | | 0.73 |
| | | | Subtotal | 29,000,000.00 | 28,583,735.83 | 28,829,020.00 | 5.00 | 4.29 |
| | | | Total | 29,000,000.00 | 28,583,735.83 | 28,829,020.00 | 35.00 | 4.29 |

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 | | 5,775,959.40 | 5,775,959.40 | 5,775,959.40 | | 0.86 | |
| LGIP 5173 | FUND 300 | LGIP | | 5,122,420.46 | 5,122,420.46 | 5,122,420.46 | | 0.76 | |
| LGIP 4966 | FUND 416 | LGIP | | 1,109,093.62 | 1,109,093.62 | 1,109,093.62 | | 0.16 | |
| LGIP 4972 | FUND 417 | LGIP | | 2,960,788.38 | 2,960,788.38 | 2,960,788.38 | | 0.44 | |
| LGIP 6440 | FUND 418 | LGIP | | 10,215,395.04 | 10,215,395.04 | 10,215,395.04 | | 1.53 | |
| | | | | Subtotal | 25,183,656.90 | 25,183,656.90 | 100.00 | 3.78 | |
| | | | | Total | 25,183,656.90 | 25,183,656.90 | 100.00 | 3.78 | |
| US Treasuries | | | | | | | | | |
| US Treasuries | | | | | | | | | |
| 91282CCK5 | 11274 | U.S. Treasury | 06/30/2023 | 55,000,000.00 | 53,517,578.13 | 53,968,750.00 | | 8.03 | |
| 91282CAP6 | 11275 | U.S. Treasury | 10/15/2023 | 50,000,000.00 | 48,253,900.00 | 48,400,500.00 | | 7.24 | |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 46,890,500.00 | | 7.09 | |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 51,828,700.00 | | 7.88 | |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,487,300.00 | | 2.21 | |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 18,307,800.00 | | 2.76 | |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 14,148,000.00 | | 2.14 | |
| 9128282D1 | 11288 | U.S. Treasury | 08/31/2023 | 10,800,000.00 | 10,599,228.00 | 10,594,152.00 | | 1.59 | |
| 91282CCD1 | 11297 | U.S. Treasury | 05/31/2023 | 9,000,000.00 | 8,781,120.00 | 8,866,440.00 | | 1.31 | |
| 91282CCD1 | 11299 | U.S. Treasury | 05/31/2023 | 15,000,000.00 | 14,635,200.00 | 14,777,400.00 | | 2.19 | |
| 912828ZU7 | 11313 | U.S. Treasury | 06/15/2023 | 10,000,000.00 | 9,787,109.38 | 9,835,900.00 | | 1.47 | |
| 91282CAF8 | 11316 | U.S. Treasury | 08/15/2023 | 20,000,000.00 | 19,428,400.00 | 19,508,600.00 | | 2.91 | |
| 912796T33 | 11285 | U.S. Treasury | 02/23/2023 | 5,000,000.00 | 4,921,250.00 | 4,986,400.00 | | 0.73 | |
| 912796YL7 | 11292 | U.S. Treasury | 03/16/2023 | 2,000,000.00 | 1,969,126.67 | 1,989,320.00 | | 0.29 | |
| 912796Y60 | 11303 | U.S. Treasury | 02/21/2023 | 10,000,000.00 | 9,881,927.78 | 9,975,500.00 | | 1.48 | |
| 912796ZP7 | 11314 | U.S. Treasury | 06/08/2023 | 20,000,000.00 | 19,550,662.22 | 19,678,200.00 | | 2.93 | |
| 912796X53 | 11318 | U.S. Treasury | 06/15/2023 | 20,000,000.00 | 19,555,745.56 | 19,665,200.00 | | 2.93 | |
| | | | | Subtotal | 381,800,000.00 | 368,070,435.24 | 367,908,662.00 | 100.00 | 55.27 |
| | | | | Total | 381,800,000.00 | 368,070,435.24 | 367,908,662.00 | 100.00 | 55.27 |
| | | | | Grand Total | 684,883,656.90 | 665,990,674.90 | 667,022,678.90 | | |

Beaverton School District
Summary by Issuer
January 31, 2023
Grouped by Fund

| Issuer | | Number of Investments | Par Value | Book Value | % of Portfolio | Average YTM 365 | Average Days to Maturity |
|---|--------------------------|--------------------------|-----------------------|-----------------------|-------------------|--------------------|-----------------------------|
| Fund: Pooled Cash | | | | | | | |
| | Subtotal | 18 | 235,675,959.40 | 230,566,155.44 | 34.62 | 4.596 | 143 |
| Fund: 300 Debt Service | | | | | | | |
| | Subtotal | 4 | 71,122,420.46 | 69,906,881.57 | 10.50 | 4.461 | 92 |
| Fund: 416 Capital Projects Non-Tax | | | | | | | |
| | Subtotal | 3 | 5,109,093.62 | 5,052,968.62 | 0.77 | 3.780 | 25 |
| Fund: 417 Capital Projects Taxable | | | | | | | |
| | Subtotal | 3 | 32,960,788.38 | 32,355,238.38 | 4.86 | 4.244 | 76 |
| Fund: 418 Bond Issue Fund | | | | | | | |
| | Subtotal | 16 | 340,015,395.04 | 328,109,430.89 | 49.26 | 2.905 | 412 |
| | Total and Average | 44 | 684,883,656.90 | 665,990,674.90 | 100.00 | 3.725 | 266 |



ITEM FOR INFORMATION

2022 GRADUATION RATES

BACKGROUND

The Oregon Department of Education annually publishes statewide graduation and dropout data, as well as data for each district and school. On January 26, 2023, the Oregon Department of Education released disaggregated data regarding 2021–22 cohort graduation and dropout rates.

Beaverton School District graduation rates for 2021–22 cohorts in both the four-year cohorts and five-year cohorts remain well above state averages, with students who entered ninth grade in 2017–18 graduating within four years at 89.1 % and within five years at 90.4%, in comparison to the Oregon statewide averages of 81.3% for four years and 83.8% for five years. The four-year cohort graduation rate is just 0.2% below the all-time high set in 2020; when compared to the 2018–19 (pre-pandemic) school year, on-time graduation rates are higher for all student groups with the exception of multiracial students. The graduation rate for Black students in Beaverton exceeded the district rate for all students for the third consecutive school year.

The district’s dropout rate for 2021–22 was 1.7%, well below the state average of 4.1%. This rate is also below that of the 2018–19 (pre-pandemic) school year, when it was at 2.0%.

Staff will present an in-depth look at the district’s data, highlighting the successes the district has made in closing opportunity and achievement gaps, in addition to areas for continued growth.

RECOMMENDATION

Staff will present information on recent graduation rates. No action is needed.

Graduation & Drop-Out Rates

School Board Meeting — February 27, 2023

Dr. Joshua Fritts, Executive Administrator
Ken Bell, Executive Administrator

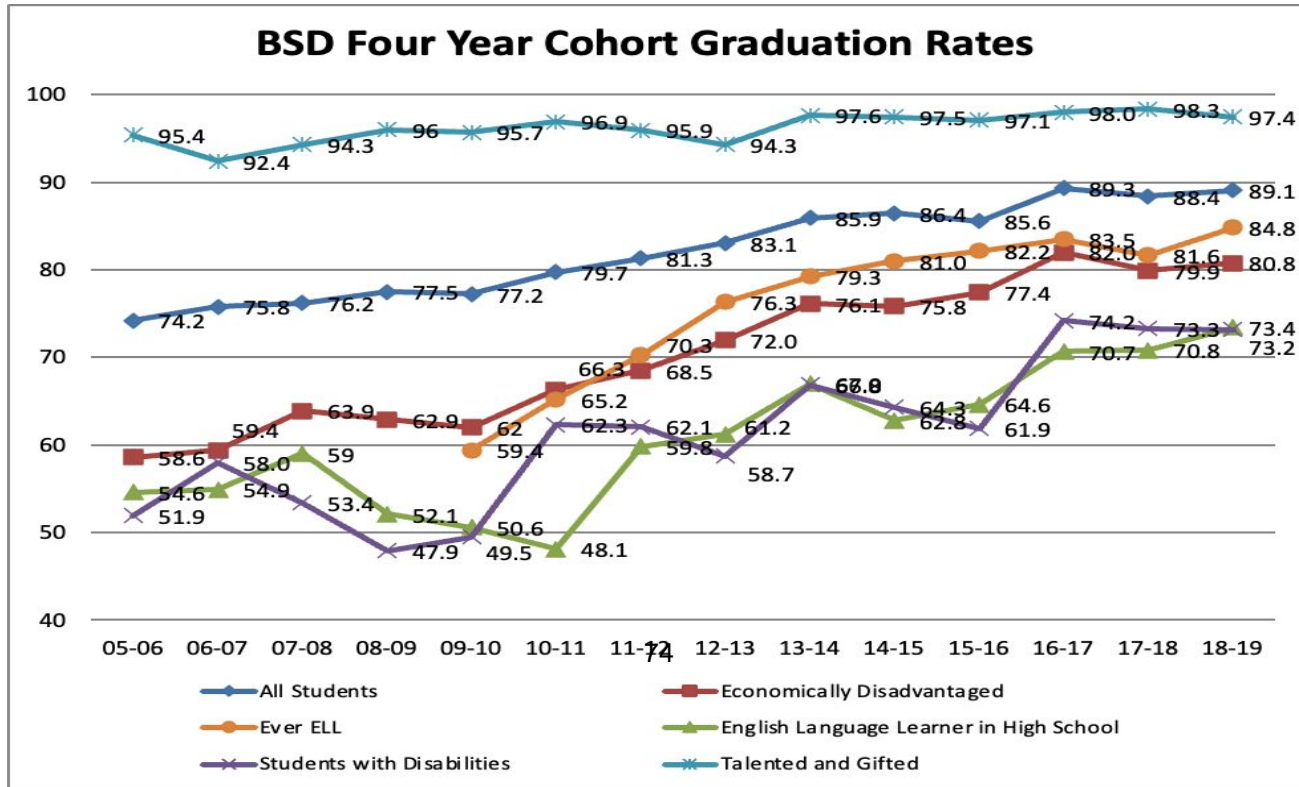
Agenda

- Review the most recent graduation and dropout data
- Highlight areas of achievement, as well as areas for continued growth

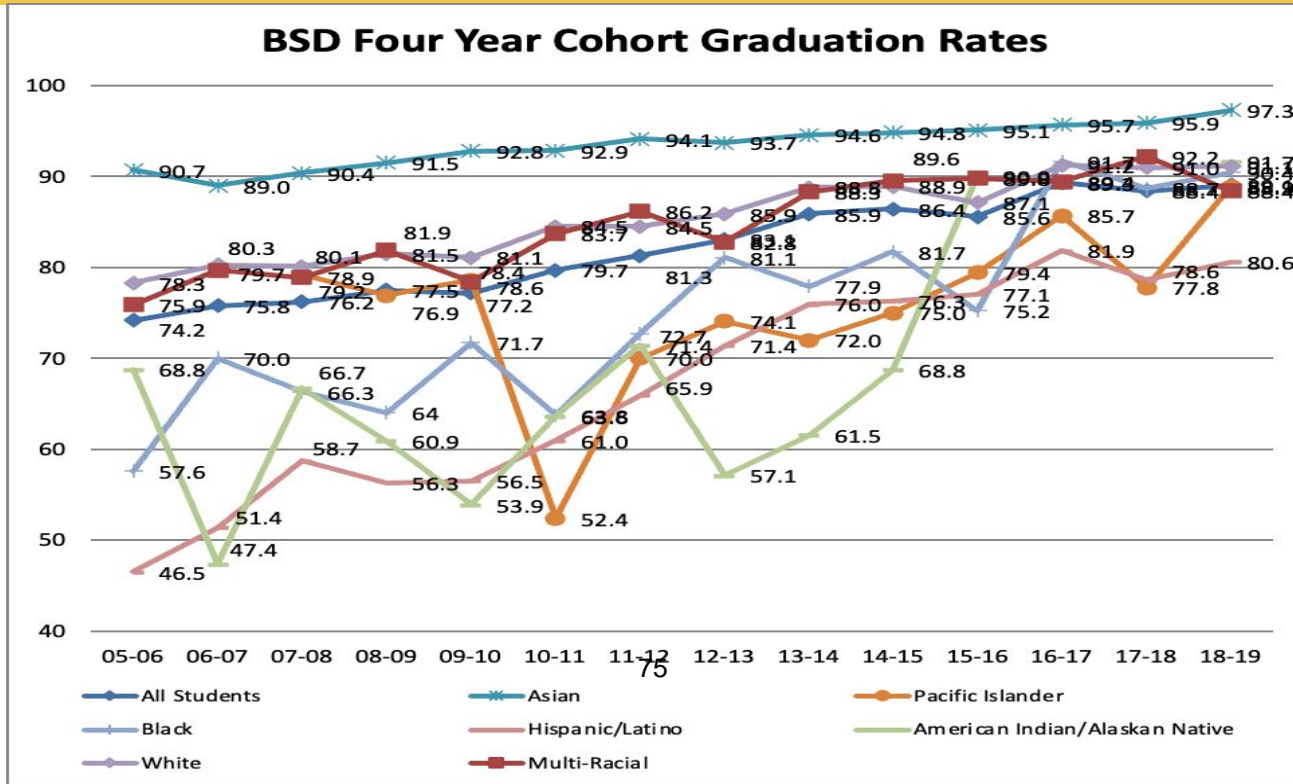
Graduation Rates - Four Year Cohort

| 9th Graders Entering in: | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Students graduating during or before: | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| State | 66.2 | 66.4 | 67.2 | 68.4 | 68.7 | 72.0 | 73.8 | 74.8 | 76.7 | 78.7 | 80.0 | 82.6 | 80.6 | 81.3 |
| Beaverton School District | 74.2 | 75.8 | 76.2 | 77.5 | 77.2 | 79.7 | 81.3 | 83.1 | 85.9 | 86.4 | 85.6 | 89.3 | 88.4 | 89.1 |
| Aloha High School | 67.1 | 70.9 | 72.3 | 72.7 | 67.9 | 72.9 | 74.8 | 75.6 | 78.1 | 78.1 | 79.2 | 85.0 | 85.9 | 85.5 |
| Arts & Communication High School | 96.7 | 89.5 | 93.9 | 90.9 | 93.4 | 85.7 | 94.1 | 88.6 | 97.7 | 97.1 | 88.9 | 98.5 | 96.0 | 94.3 |
| Beaverton Academy of Sci & Eng* | ----- | ----- | 81.5 | 65.1 | 72 | 86.0 | 84.6 | 93.9 | 96.3 | 94.8 | 90.9 | 98.8 | 96.9 | 100.0 |
| Beaverton High School | 68.2 | 75.4 | 75.6 | 74.2 | 72.6 | 73.7 | 73.9 | 79.5 | 81.9 | 81.0 | 79.3 | 78.6 | 80.2 | 82.4 |
| Community School | 45.1 | 26.9 | 24.6 | 35.4 | 41.2 | 40.0 | 35.0 | 53.1 | 54.1 | 53.5 | 62.5 | 83.3 | 69.4 | 73.3 |
| FLEX Online School | ----- | ----- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 80.7 | 66.1 |
| ISB High | ----- | 95.0 | 96.6 | 100 | 98.6 | 100.0 | 98.7 | 98.6 | 98.8 | 100.0 | 100.0 | 98.6 | 100.0 | 99.0 |
| Mountainside High School | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 94.9 | 91.0 | 95.4 |
| Southridge High School | 85.7 | 84.9 | 85.1 | 88.5 | 83.2 | 88.7 | 89.6 | 86.0 | 88.1 | 88.6 | 85.4 | 85.0 | 86.0 | 85.8 |
| Sunset High School | 76.0 | 79.8 | 77.4 | 81.4 | 79.8 | 83.2 | 89.2 | 85.9 | 89.6 | 90.1 | 91.7 | 92.3 | 93.3 | 95.3 |
| Washburn | 79.8 | 79.1 | 82.3 | 80.1 | 82.4 | 80.9 | 84.3 | 87.7 | 88.2 | 90.7 | 88.9 | 91.8 | 89.9 | 89.0 |

Graduation Rates - Four Year Cohort by Demographic Groups



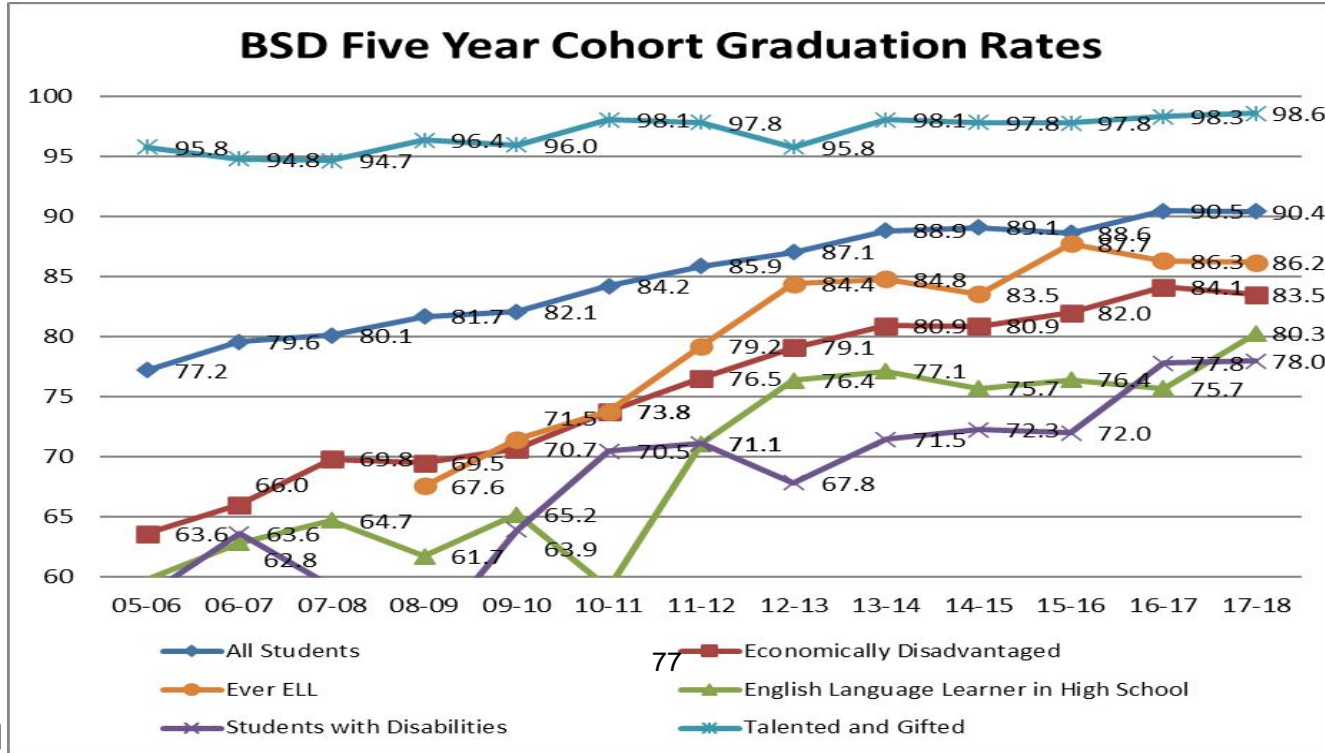
Graduation Rates - Four Year Cohort by Demographic Groups



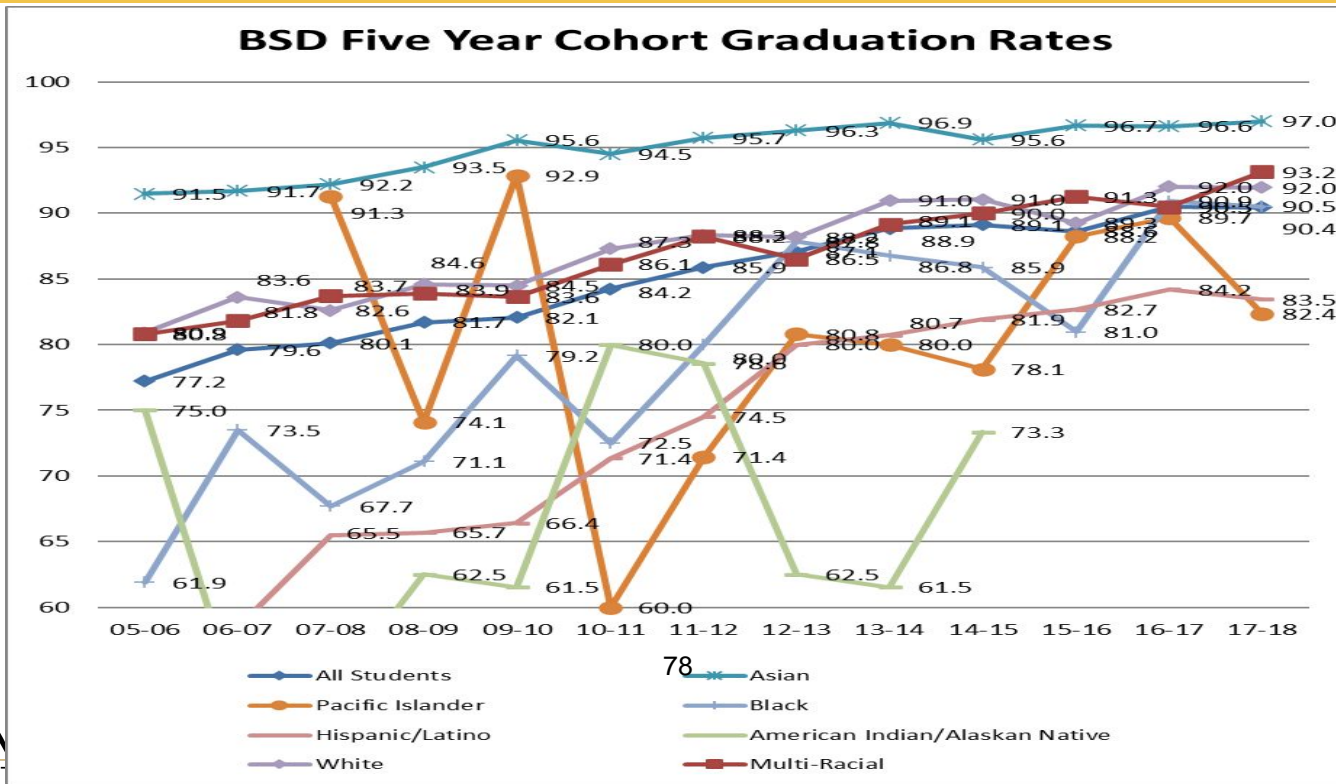
Graduation Rates - Five Year Cohort

| 9th Graders Entering in: | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Students graduating during or before: | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| State | 69.1 | 70.5 | 72.4 | 73.2 | 75.9 | 76.5 | 77.8 | 78.9 | 80.0 | 81.6 | 83.0 | 84.5 | 83.8 |
| Beaverton School District | 77.2 | 79.6 | 80.1 | 81.7 | 82.1 | 84.2 | 85.9 | 87.1 | 88.9 | 89.1 | 88.6 | 90.5 | 90.4 |
| Aloha High School | 70.5 | 75.7 | 74 | 79.4 | 75.0 | 79.8 | 79.7 | 82.3 | 81.7 | 81.6 | 81.3 | 86.0 | 86.6 |
| Arts & Communication High School | 98.3 | 95.8 | 97 | 92 | 94.7 | 95.6 | 97.6 | 96.1 | 98.8 | 98.5 | 90.3 | 98.5 | 98.7 |
| Beaverton Academy of Sci & Eng* | ----- | ----- | 88.9 | 79 | 85.7 | 89.8 | 94.1 | 97.0 | 97.5 | 94.8 | 92.1 | 98.8 | 97.9 |
| Beaverton High School | 70.4 | 77.9 | 77.9 | 75.8 | 78.6 | 77.9 | 80.4 | 83.7 | 85.0 | 83.3 | 84.0 | 82.3 | 82.0 |
| Community School | 62.3 | 47.3 | 50 | 52.8 | 63.8 | 61.0 | 69.3 | 78.5 | 83.1 | 83.6 | 88.9 | 88.9 | 87.9 |
| FLEX Online School | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 70.0 |
| ISB High | ----- | 100.0 | 96.6 | 100 | 98.6 | 100.0 | 100.0 | 100.0 | 98.8 | 100.0 | 100.0 | 100.0 | 100.0 |
| Mountainside High School | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 95.7 | 92.6 |
| Southridge High School | 86.7 | 87.2 | 88 | 89.7 | 86.7 | 90.5 | 92.6 | 87.1 | 87.7 | 91.1 | 89.5 | 84.9 | 90.5 |
| Sunset High School | 76.9 | 83.1 | 80.4 | 84.5 | 82.9 | 88.0 | 88.9 | 89.0 | 93.5 | 93.9 | 92.8 | 93.5 | 94.4 |
| Westview High School | 82.2 | 81.9 | 85.2 | 83.9 | 84.9 | 84.6 | 86.7 | 89.3 | 90.4 | 91.2 | 91.7 | 92.7 | 92.8 |

Graduation Rates - Five Year Cohort by Demographic Groups



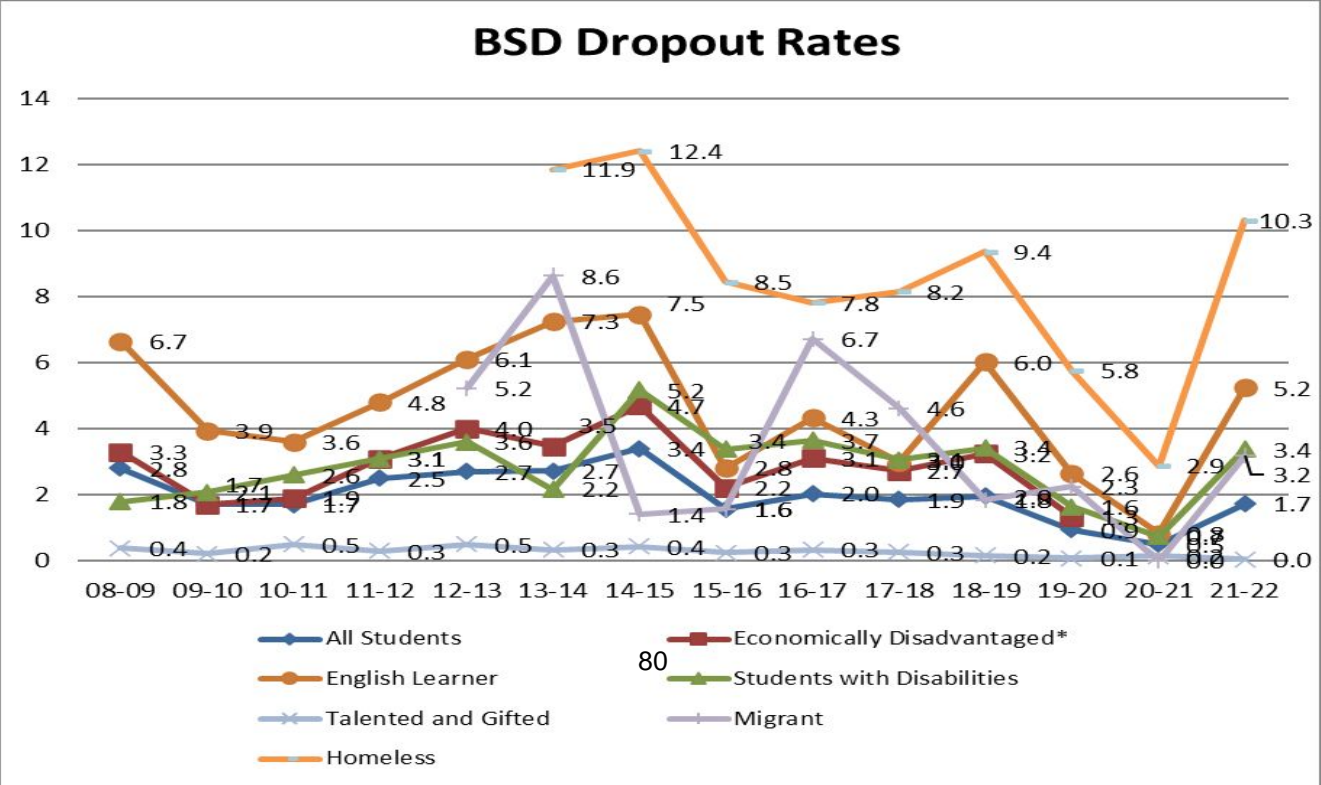
Graduation Rates - Five Year Cohort by Demographic Groups



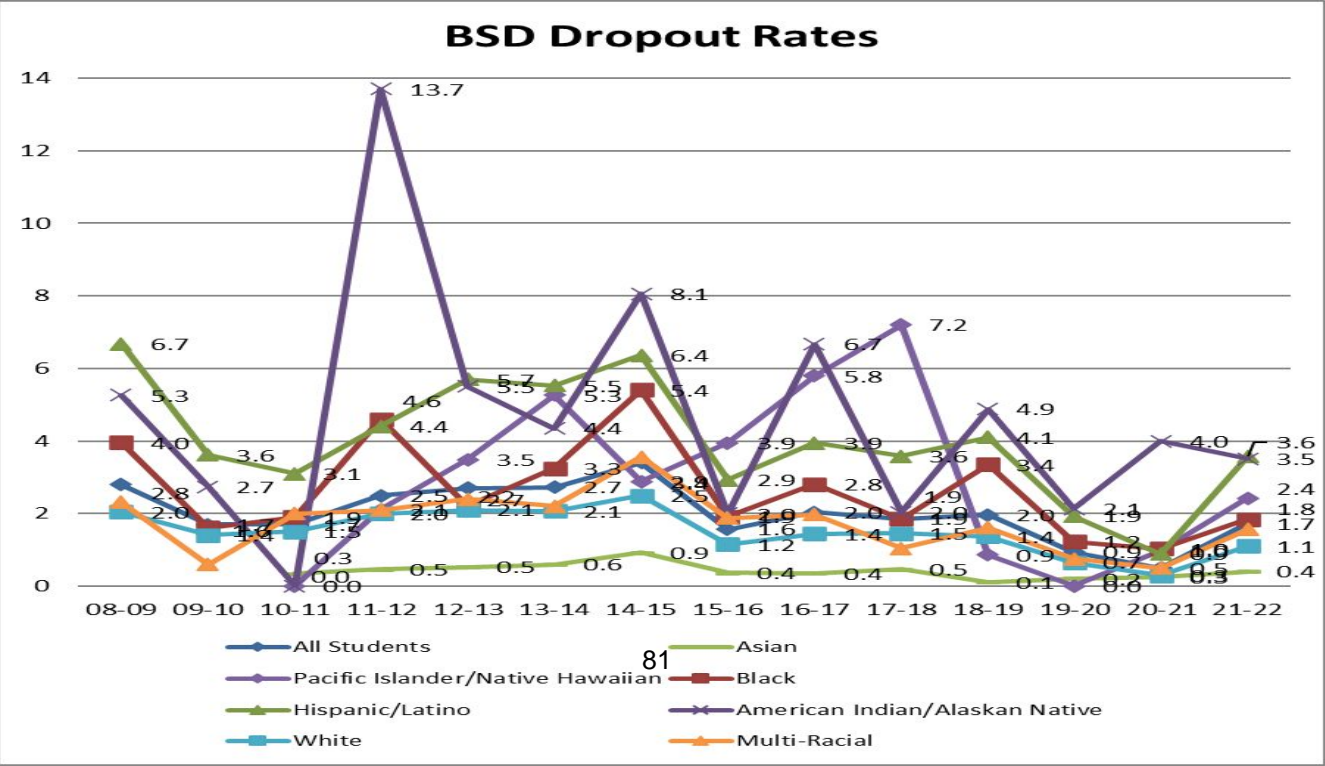
Dropout Rates

| Dropout Rates | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| State | 3.4 | 3.4 | 3.3 | 3.4 | 4.0 | 4.0 | 4.3 | 3.9 | 3.9 | 3.6 | 3.3 | 2.4 | 1.8 | 4.1 |
| Beaverton School District | 2.8 | 1.7 | 1.7 | 2.5 | 2.7 | 2.7 | 3.4 | 1.6 | 2.0 | 1.9 | 2.0 | 0.9 | 0.5 | 1.7 |
| Aloha High School | 3.9 | 1.9 | 1.6 | 3.8 | 3.2 | 3.0 | 5.4 | 2.7 | 3.3 | 3.3 | 3.3 | 1.9 | 1.4 | 3.2 |
| Arts & Communication High School | 0.0 | 0.0 | 0.9 | 0.3 | 0.3 | 2.1 | 0.5 | 0.3 | 0.0 | 0.0 | 1.1 | 0.3 | 0.0 | 0.3 |
| Beaverton Academy of Sci & Eng* | 0.5 | 0.4 | 0.0 | 1.0 | 0.6 | 1.6 | 0.9 | 0.3 | 0.8 | 0.6 | 0.3 | 0.0 | 0.0 | 0.4 |
| Beaverton High School | 4.3 | 1.7 | 1.9 | 2.5 | 4.4 | 3.7 | 4.1 | 1.9 | 3.0 | 3.6 | 4.9 | 1.6 | 0.5 | 2.8 |
| Community School | 3.4 | 3.7 | 3.5 | 7.5 | 10.1 | 8.3 | 11.1 | 5.5 | 2.9 | 4.9 | 2.7 | 1.2 | 2.9 | 8.8 |
| FLEX Online School | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 1.3 | 9.6 |
| ISB High | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mountainside High School | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 0.4 | 0.1 | 0.6 |
| Southridge High School | 2.3 | 0.5 | 0.9 | 1.0 | 1.4 | 2.1 | 2.0 | 0.9 | 2.1 | 2.0 | 2.2 | 1.0 | 0.3 | 1.2 |
| Sunset High School | 1.3 | 1.1 | 1.0 | 1.6 | 2.3 | 2.8 | 2.1 | 1.2 | 1.4 | 0.9 | 0.9 | 0.4 | 0.4 | 0.5 |
| Westview High School | 2.5 | 0.9 | 1.1 | 1.4 | 3.0 | 2.3 | 2.7 | 1.5 | 1.7 | 1.3 | 1.4 | 1.0 | 0.4 | 1.2 |

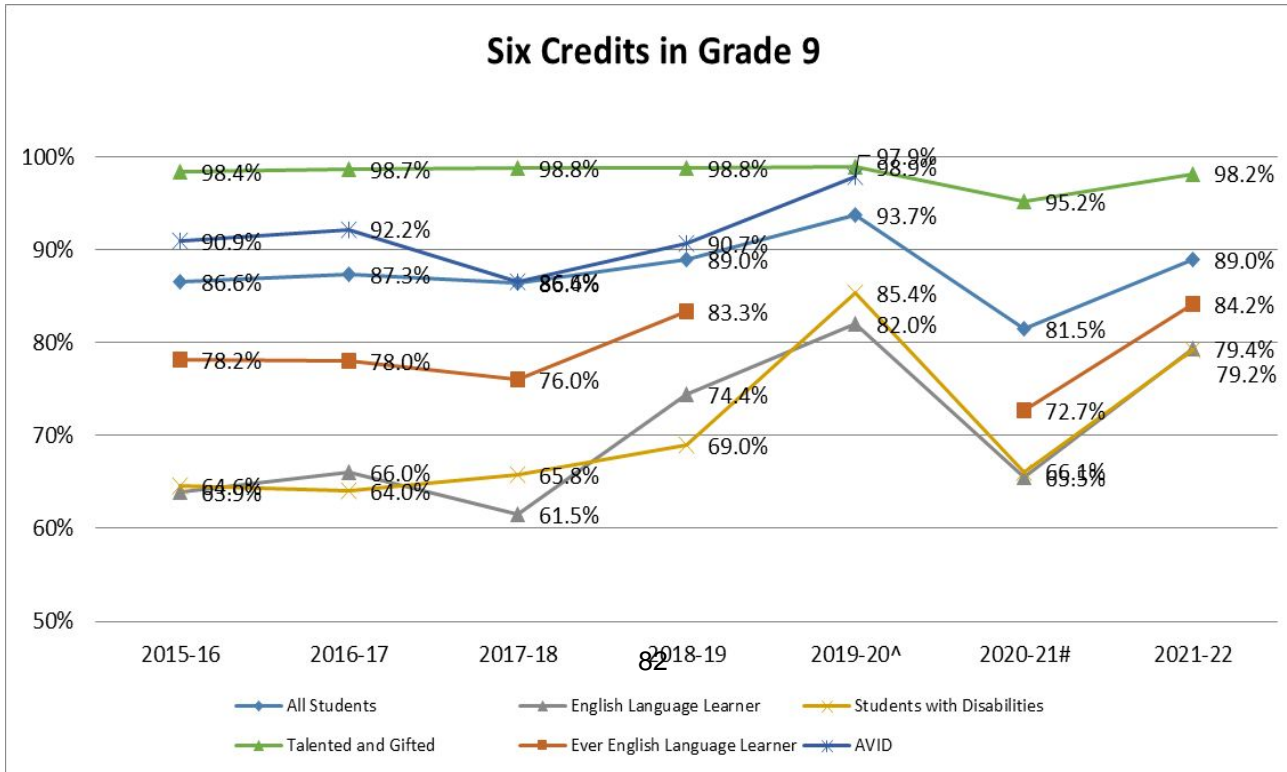
Dropout Rates - by Demographic Groups



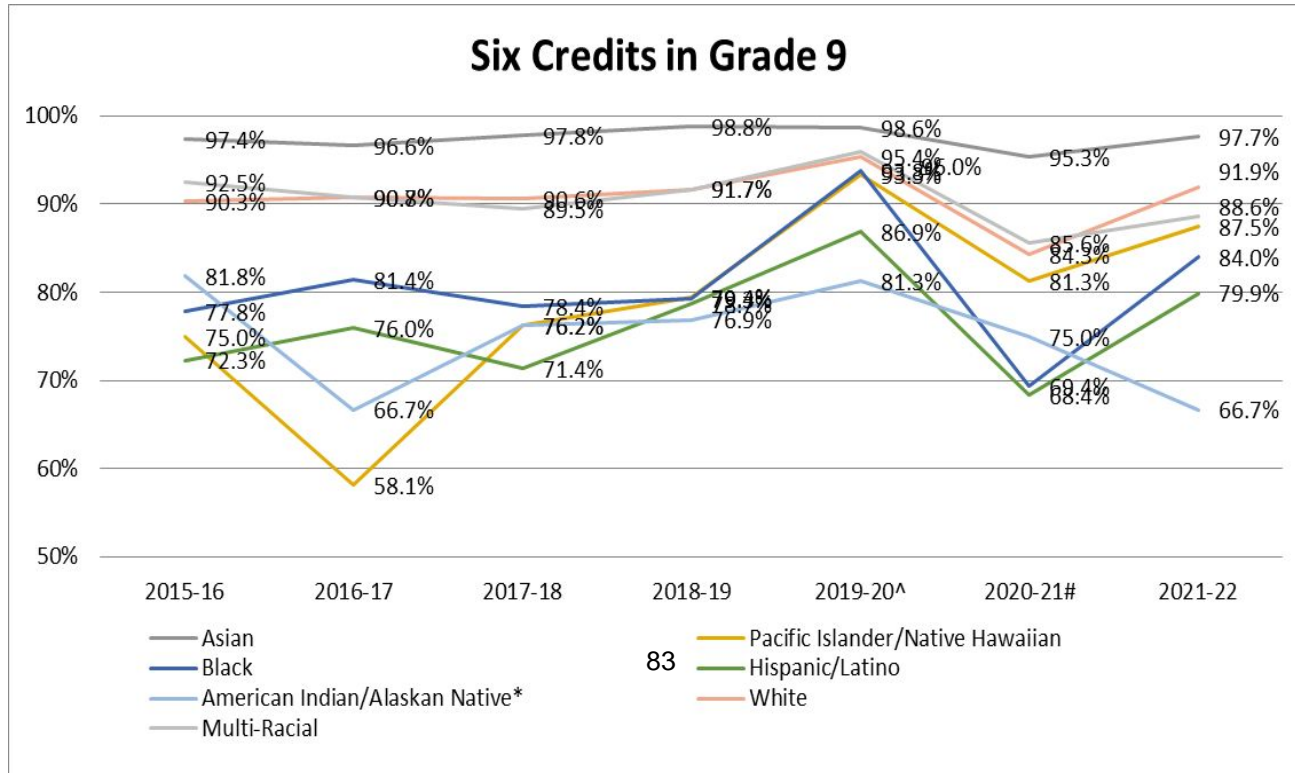
Dropout Rates - by Demographic Groups



9th Grade On Track to Graduate (earning 6 credits)



9th Grade On Track to Graduate (earning 6 credits)



Question & Comments

Hope Chinese Charter School Annual Evaluation Beaverton School District October 17, 2022



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Evaluation Overview.....2

Highlights of Findings.....3

Program Evaluation Key Questions, Findings, and Supporting Evidence.....4

| Indicator | Key Question | Pg |
|-----------|--|----|
| 1 | To what extent has the school delivered its intended instructional program? | 4 |
| 2 | How well are students learning? | 6 |
| 3 | To what extent are staff qualified to deliver the program and ensure student learning? | 9 |
| 4 | To what extent is the school on sound financial footing? | 11 |

*School Board 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.

Evaluation Overview

Purpose

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter; or
5. Maintain financial stability.

Design

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

School Mission

Educating for Global Fluency by developing Chinese & English dual-language skills, nurturing cultural adaptability and inspiring excellence in our students for a positive impact in our world.

Site Visit

The prescribed site visit was conducted by Teaching and Learning staff on May 18, 2022. Instruction at all grade levels and in both languages was observed during the visit.

Highlights of Findings

| Indicator | Key Question and Findings |
|-----------|---|
| 1 | <p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> • Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit. |
| 2 | <p>How well are students learning?</p> <ul style="list-style-type: none"> • HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs. • The school monitors student progress using a variety of assessments that also inform instructional decisions. |
| 3 | <p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22. • English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. • Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. • In 2022, 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year. |
| 4 | <p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • The 2022-23 budget has been provided to the District. The audit report for 2021-22 identified no deficiencies and prior year recommendations had been implemented. • HCCS had net income of \$321,850 or 8% of total expenses for 2021-22. • After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23. • In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%. |

| Indicator | Key Question and Findings |
|-----------|---|
| 1 | <p data-bbox="318 222 1451 258">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="318 275 1451 573" style="list-style-type: none"> <li data-bbox="318 275 1451 384">• Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English. <li data-bbox="318 394 1451 464">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="318 474 1451 573">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit. |

Charter Requirements

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
- 5.1.2 In kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;
- 5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;
- 5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be in Chinese and 65% in English;
- 5.1.5 Differentiated instruction in all classes;
- 5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;
- 5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
- 5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
- 5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use.

Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and feedback as well as additional challenging work for students who need it.

- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. A variety of methods were used to engage students -- random calling, cold calling, physical response, individual and full class (choral) responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms but were effective in observed classrooms. Classroom routines were efficient and known by students. In 21 observations across classrooms, 97% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, use of amplification system).
- During the visit, students were asked to recall information, use technology, produce text, make presentations, develop understanding of math concepts and fluency with math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Learning targets were rarely visible to students. District learning targets observed in classrooms included:

ELA

- acquire and use accurately grade-appropriate general academic and domain-specific words
- determine or clarify the meaning of unknown vocabulary using context clues
- write informative/explanatory text
- read common high-frequency words by sight
- ask and answer questions to demonstrate understanding, referring to the text
- explain the meaning of simple similes and metaphors
- identify the main purpose of a text

Math

- Uses properties of operations, proportional relationships, and fractions to generate expressions and solve equations
- Develops an understanding of statistical variability, summarizes and describes distributions

Science

- apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms

- Instructional materials used during the 2021-22 school year included *Singapore Math*, *Lucy Calkin's Writing Units of Study* and *Words Their Way* for English Language Arts, *Singapore Chinese* and leveled Chinese readers for Chinese Language Arts, and *FOSS Science*.

| Indicator | Key Question and Findings |
|-----------|--|
| 2 | <p data-bbox="313 222 1451 258">How well are students learning?</p> <ul data-bbox="313 268 1451 518" style="list-style-type: none"> <li data-bbox="313 268 1451 451">• HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs. <li data-bbox="313 457 1451 518">• The school monitors student progress using a variety of assessments that also inform instructional decisions. |

Charter Requirements

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment;

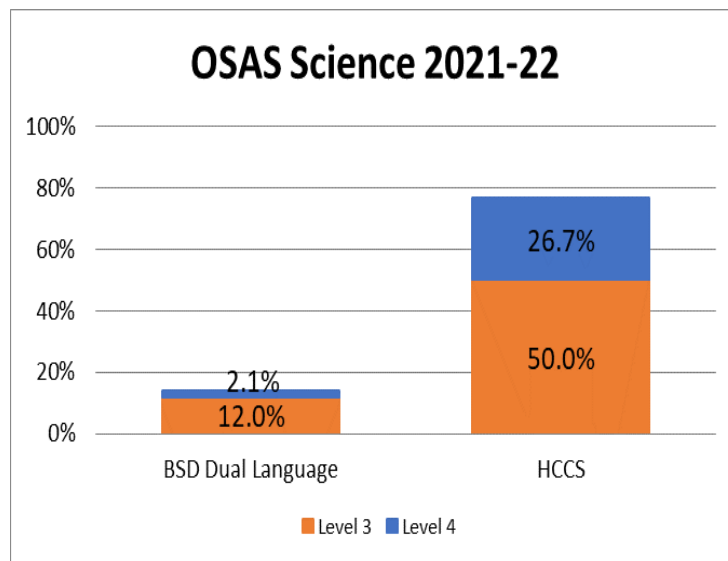
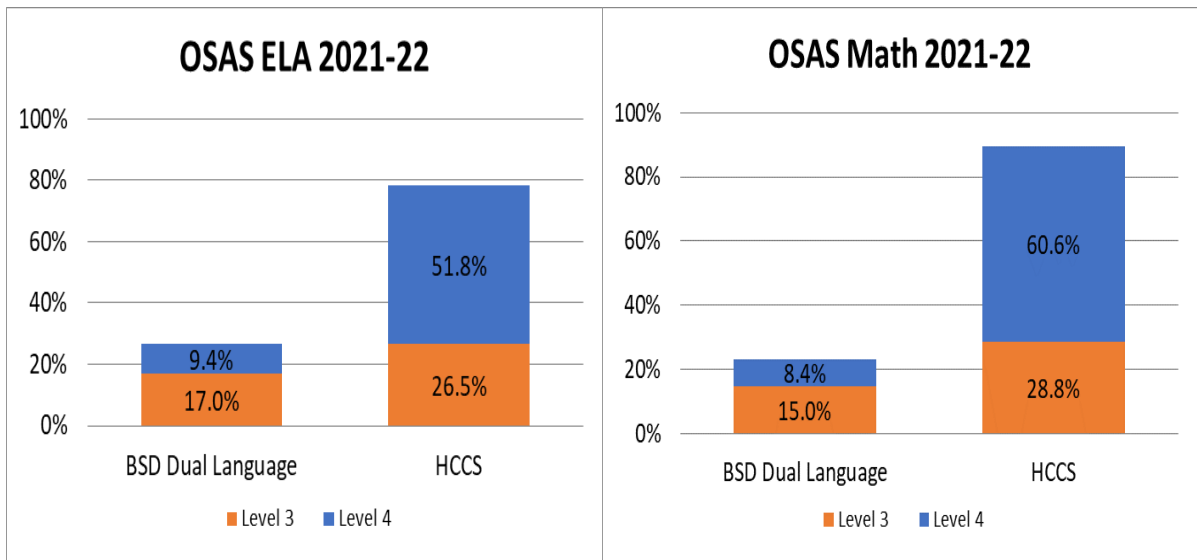
5.6.3 Administering to each second-, third-, and fourth-grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) or such other assessment as may be approved in writing by the District;

5.6.4 Administering to each fifth-grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP 4se) to assess all four skills (Chinese listening, speaking, reading, and writing); and

5.7 Student Achievement. All of the Charter School students must meet the District’s learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter School students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Findings

- The State’s English Language Proficiency Assessment (ELPA) was administered to 32 of 34 students enrolled in 2021-22 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of HCCS students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District.



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2021-22.
- HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions as outlined in the table below.

| Assessment | Purpose | Use | Frequency |
|--|---|--|---------------------------------------|
| Chinese Language Reading and Writing Assessments | Assesses Chinese reading fluency and comprehension; character writing ability and understanding | Informs teacher of characters mastered and tracks progress throughout the year. | Beginning, middle and end of the year |
| Student Oral Proficiency Assessment (SOPA) | Assesses students' level of oral proficiency with Chinese language | Tracks students' progress from year to year (2 nd – 4 th grade) | End of the year |
| STAMP4se (STAndards-based Measurement of Proficiency) | Assess middle school students' proficiency with spoken and written Chinese language | Track student progress | End of the year |
| Star 360 Reading Assessment | Assess students' reading ability, vocabulary knowledge, and comprehension by grade level standards. | Informs teacher instruction. Shows student growth, and which standards should be retaught/reviewed. Progress monitoring. | Beginning, mid, and end of year. |
| Star 360 CBM Reading | Assess students' reading fluency by grade level standards. | Informs teacher of students' reading fluency. Progress monitoring. | Quarterly |
| English Writing Assessments (Lucy Calkins Units of Study) | Assesses students' writing achievement | Informs teacher of students' achievement with writing skills | Beginning, middle and end of year |
| English Language Proficiency Assessment (ELPA) | Assesses ELL students' proficiency levels in English | Informs teacher of students' English proficiency level | End of year |
| ESL Assessments | Assesses ELL students in a variety of English language objectives | Informs teacher of students' English level and assists in setting learning goals for the student. | Beginning and end of year |
| Star 360 Math Assessments | Assess students' math skills and knowledge by grade level standards. | Informs teacher instruction. Shows student growth, and which standards should be retaught/reviewed. Progress monitoring. | Beginning, mid, and end of year. |
| Singapore Math Assessments | Assess and track ongoing progress of math skills according to the curriculum. | Guides teaching strategies for daily learning at an individual/group level | Bi-weekly. |
| OSAS English Language Arts, Math, and Science | Assesses student achievement of state standards | Measures student progress toward career- and college-readiness | End of year |
| PSAT8/9 | College Readiness assessment for students in grade eight. | Feedback on progress toward high school and college readiness in reading, writing, and math | April |

| Indicator | Key Question and Findings |
|-----------|---|
| 3 | <p data-bbox="313 254 1433 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 296 1459 686" style="list-style-type: none"> <li data-bbox="313 296 1459 373">• All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22. <li data-bbox="313 373 1459 451">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="313 451 1459 529">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="313 529 1459 686">• In 2022, 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year. |

Charter requirements

18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

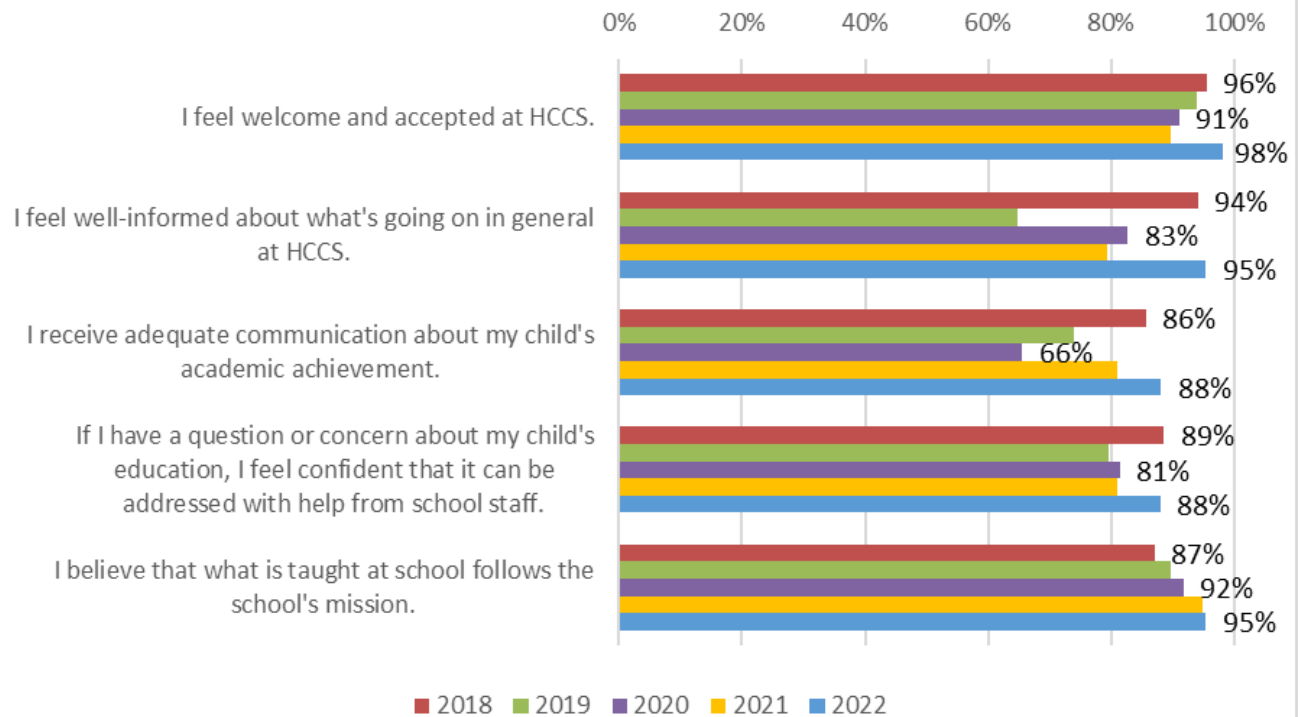
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

18.4 Licensure. Classroom instruction will only occur in the presence of a teacher with a valid Oregon license or charter school registry.

Findings

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers and counselors were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2021-22, teachers participated in professional development on diversity, equity, and inclusion (DEI) topics.
- A web-based survey of parents was conducted by the school in June, garnering 106 responses, almost twice as many responses as the prior year. 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year.

Hope Chinese Parent Survey



| Indicator | Key Question and Findings |
|-----------|---|
| 4 | <p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2022-23 budget has been provided to the District. The audit report for 2021-22 identified no deficiencies and prior year recommendations had been implemented. HCCS had net income of \$321,850 or 8% of total expenses for 2021-22. After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23. In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%. |

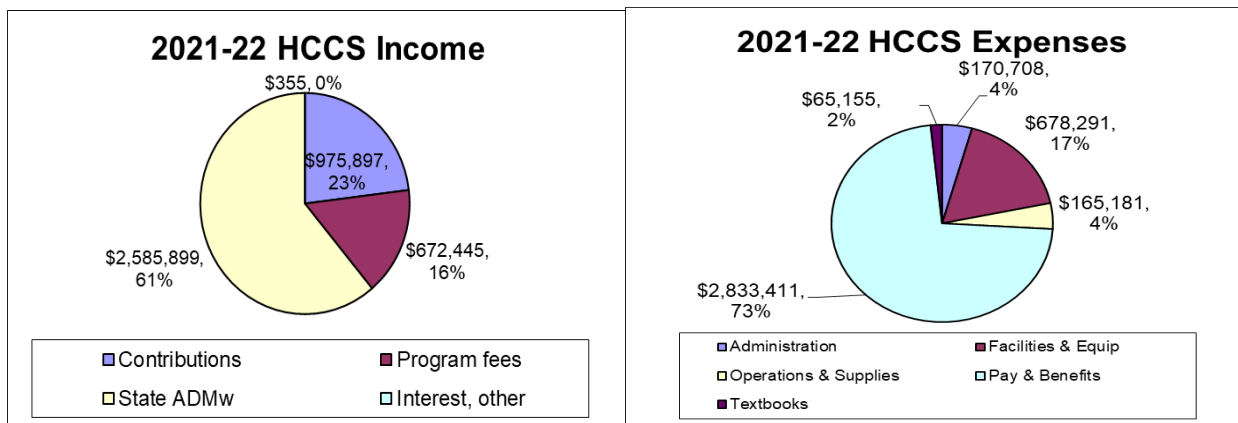
Charter Requirements

13.4 Annual Audit. HCCS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

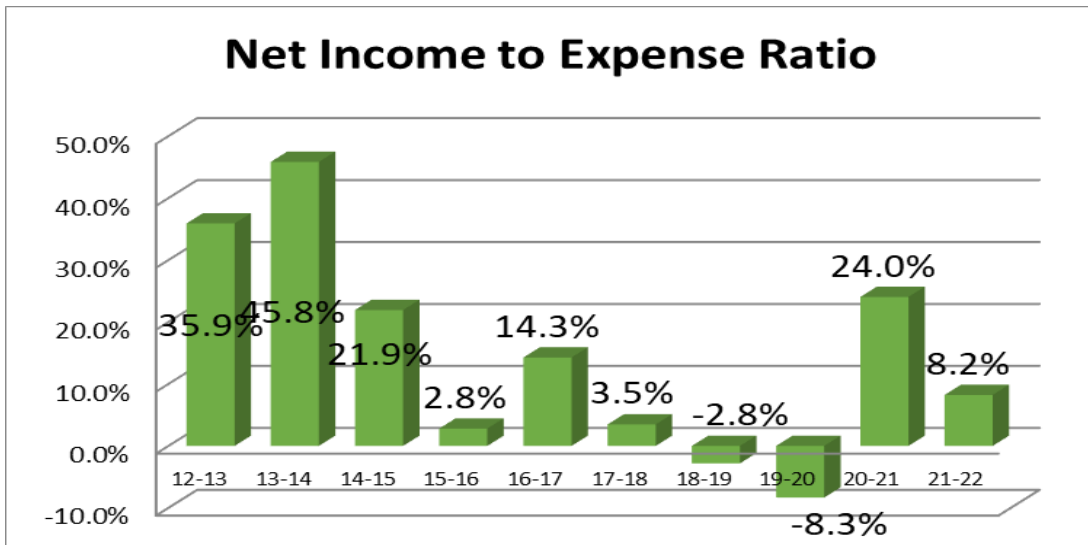
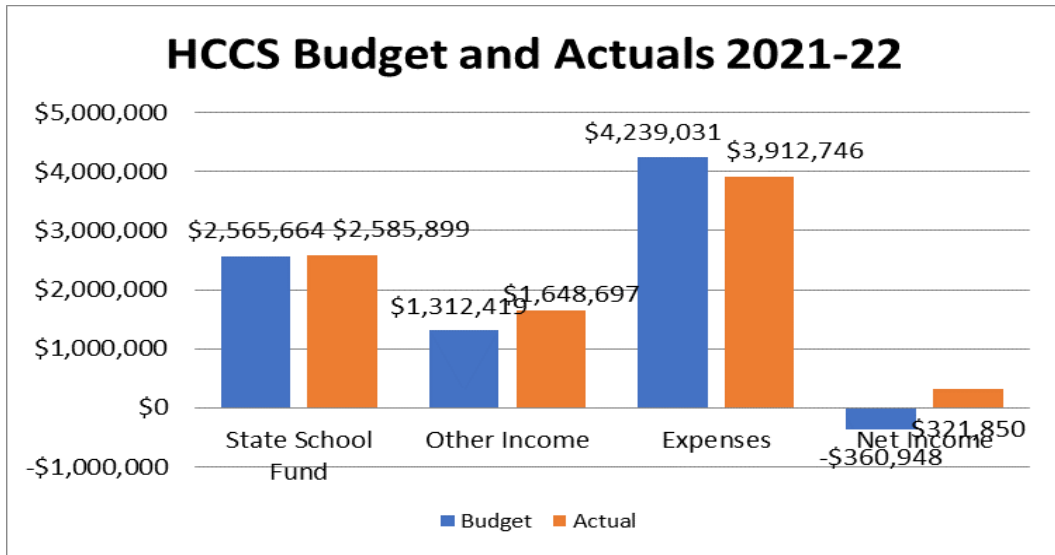
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

- The annual audit of the ninth year of operation was received on November 19, 2021. The audit did not find any evidence of non-compliance with state standards. A separate management letter identified no deficiencies and noted that three recommendations from the prior year to strengthen internal controls had been implemented.
- The 2022-23 budget was provided to the District on April 27th.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the tenth year of operation with net income of \$321,850 on total revenues of \$4,234,596 and \$3,912,746 total expenses. State School fund accounts for 61% of the school’s income, down from 66% in the prior year. Income and expenses are summarized in the charts below:



- Compared to the 2021-22 budget, income from sources other than the State School fund was \$330,000 higher than anticipated while expenses were \$330,000 lower. As a result, HCCS had a net income of \$321,850 or 8.2% of total expenses for the year.



- After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23.
- In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%.

| 2021-22 Return Rate | Total |
|---|-------|
| Active students at end of 2021-22, Grades K-7 | 330 |
| Returned to Hope Chinese | 308 |
| Out of district/private school/home school | 1 |
| In BSD School | 15 |
| Return rate | 93% |

**ITEM FOR ACTION AT A FUTURE MEETING****HOPE CHINESE CHARTER RENEWAL****BACKGROUND**

The second renewal of the charter for Hope Chinese Charter School (HCCS) expires on June 30, 2023. The Hope Chinese Charter School Board is seeking renewal of the charter. By state law, renewals of a charter after the first renewal shall be for a minimum of five years but may not exceed 10 years.

As outlined in the approved charter, section 2.2, on renewal:

If HCCS desires to renew this charter, it must submit a written renewal request to the District at least 180 days before the current charter term expires. The District will evaluate the proposed renewal in accordance with the requirements of the Act.

HCCS submitted a request to renew the charter on December 8, 2022.

The District must hold a public hearing about the request for renewal within 45 days after receiving the renewal request. An extension of this time was agreed to. Within 30 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and HCCS must negotiate a new charter school contract within 90 days after the date on which the District approved the renewal, unless the District and HCCS agree to an extension of the time. If the District does not approve the renewal, HCCS may address the reasons stated in the District's denial notice and any remedial measures suggested by the District, and submit a revised request for renewal to the District.

According to ORS 338.065 there are five factors required for consideration in the renewal decision. The sponsor bases the renewal decision on a good faith evaluation of whether the charter school is:

- In compliance with the charter and all other applicable state and federal laws
- In compliance with the charter of the public charter schools
- Is meeting or working toward meeting the student performance goals and agreement specified in the charter or any other written agreement between the sponsor and other public charter school governing body;
- Is fiscally stable and evidence that a sound financial management system described in the proposal and incorporated into the written charter was used; and
- Is in compliance with any renewal criteria specified in the previous charter, if any.

The sponsor must base the evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.

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.

After reviewing the supporting evidence, staff have determined that HCCS has met the five criteria for renewal outlined above.

RECOMMENDATION:

The superintendent recommends that the Board approve the renewal of the charter for Hope Chinese Charter School for a term of five years.

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.

Hope Chinese Charter Renewal 2023

| | <i>Renewal Criteria</i> | <i>Status</i> | <i>Comments</i> |
|---|---|----------------------|--|
| 1 | Is the school in compliance with Oregon charter school law and all other applicable state and federal laws? | Yes | See external evaluation report received December 7, 2022. |
| 2 | Is the school in compliance with the charter? | Yes | See external evaluation report received December 7, 2022 and the 2021-22 Annual Evaluation report. |
| 3 | Is the school meeting or working toward meeting the student performance goals and agreement specified in the charter? | Yes | See 2021-22 Annual Evaluation report. |
| 4 | Is the school fiscally stable and was the sound financial management system outlined in the charter used? | Yes | See external evaluation report received December 7, 2022, 2021-22 Annual Evaluation and most recent financial audit. |
| 5 | Is the school in compliance with any renewal criteria specified in the charter, if any? | Yes | The only renewal criteria specified is the renewal timeline outlined below. |

Renewal Timeline

| <i>Timeline</i> | <i>Event</i> | <i>Date completed</i> |
|---|--|------------------------------|
| No later than December 30, 2022 | Written request for renewal of charter | December 8, 2022 |
| Within 45 days of receiving request for renewal | Public hearing on renewal request to be held February 27, 2023 | |
| Within 30 days of public hearing | School Board decision on renewal request on March 13, 2023 | |
| Within 90 days of renewal approval | Negotiation of charter | |

Revised December 15, 2022



December 8, 2022

Jon Bridges
 Director of Accountability
 Beaverton School District
 16550 SW Merlo Road
 Beaverton, OR 97006

Dear Jon,

Please accept this letter as Hope Chinese Charter School’s official request for a five-year charter sponsorship renewal from Beaverton School District for school years 2023-2028. We agree to BSD’s request to extend the timeline for a renewal decision from 30 to 40 days.

Hope Chinese Charter School has a mission that is aligned with the BSD strategic plan to engage students with a variety of relevant and challenging learning experiences. At HCCS, we have created a learning environment that promotes student achievement as demonstrated by our strong academic performance despite the difficulties brought on by the pandemic in recent years (see Exhibit A).

Our student body is diverse, with almost half the student population identifying as multiracial. As the only Chinese immersion program in the district, we are providing an opportunity for the Chinese language and culture to be accessible to those who want to gain a greater appreciation of it and would not otherwise have access.

| Demographics | | | | | |
|--|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Hispanic/Latino | 5% | 6% | 6.50% | 7.20% | 6.40% |
| White | 13% | 20% | 22.20% | 23.10% | 25% |
| Black/African-American | 1% | 1.20% | 0.90% | 0.60% | 0.70% |
| Asian | 30% | 40% | 38% | 35.60% | 36.60% |
| Multiracial | 49% | 31% | 31% | 31.60% | 29.30% |
| American Indian/Alaskan Native | 0.81% | 0.88% | 0.80% | 0.90% | 1% |
| Native Hawaiian/Other Pacific Islander | 1.01% | 0.92% | 0.60% | 1% | 1% |

During the 2018-2023 charter term, the school continued to add to grades served until it reached 8th grade. Correspondingly, our enrollment grew as well. Because of the demand for our services, HCCS attracts students from outside the district thereby bringing in additional state funding estimated at \$489,549 [$\$9,599 \times 51$] to the Beaverton School District.

| | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--------------------|---------|---------|---------|---------|---------|
| Student Enrollment | 368 | 339 | 339 | 324 | 280 |
| Out-of-district | 51 | 33 | 44 | 46 | 45 |

Furthermore, our waitlist numbers demonstrate that there is high demand in the community for our Chinese immersion program.

| Wait List Numbers (at the time of lottery deadline in March) | | | | | |
|---|---------|---------|---------|---------|---------|
| | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Kinder | 59 | 57 | 81 | 87 | 50 |
| 1st | 30 | 21 | 38 | 34 | 12 |
| 2nd | 16 | 14 | 15 | 16 | 20 |
| 3rd | 12 | 6 | 19 | 20 | 3 |
| 4th | 6 | | 8 | 15 | 13 |
| 5th | 3 | 2 | 8 | | 3 |

Requested Changes to the Charter Agreement

Percentage of General Purpose Grant

Based on data from ORC3S, 40% (37 out of 89) of charter schools serving grades K-8 in multi-school districts are receiving more than 80% of the amount of the school district’s General Purpose Grant per ADMw. Twenty-three of these schools serving these grades receive 90%. Given that HCCS provides a unique program that aligns with and helps BSD to meet its strategic goals, we request that our percentage of the general purpose grant be increased from 80% to 90%. This is also the percentage charters would receive if they are sponsored by the State Board of Education.

HCCS would use the additional funding to close the gap in teacher salaries between what we pay our teachers and what BSD is able to offer. Both our licensed and classified employees’ pay rates are at about 93% of the BSD 2021.03 published pay schedule. If we add the COLA adjustment of 4% for 2021-22 and 3.5% for 2022-23 onto the BSD 2021.03 pay schedule, which BSD proposed in their recent negotiation with BEA, it will cost HCCS about \$315,000 during the 2022-23 school year to meet the same

level of COLA adjustments as BSD. Plus HCCS will have a 1.31% PERS Employer contribution rate increase in 2023 which will add another \$40,000 to the payroll cost.

We have a significant number of gifted students as well as students who are below grade level who receive RTI services. With increased funding, we would like to increase resources and teaching assistants for both of these student groups.

| Number of TAG Students | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-------------|
| 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | School Wide |
| 13 | 8 | 15 | 4 | 4 | 5 | 49 |

| Students Below Grade Level - Receiving Support | | |
|--|-----|-----|
| Grade Levels | K-3 | 4-8 |
| # of students | 20 | 41 |
| Total for School | 61 | |

Currently, we estimate that the cost of services provided by BSD (special education, nursing, Synergy, district-liaison) equals between \$100,000-\$200,000. Of course, we understand this is dependent upon need. However, 20% of the General Purpose Grant withheld from us represents \$738,691 [20% of \$9,599 per student; 384.78 ADMw].

| | |
|-------------------------|--|
| \$738,691 | [20% of General Purpose Grant per ADMw] |
| (\$100,000)-(\$200,000) | [cost of services provided by BSD] |
| <u>\$97,909</u> | [additional revenue from out of district students] |
| \$736,600 - \$636,600 | |

We believe that the \$97,909 [20% of \$489,549] in out of district student funding helps offset the cost of services provided by BSD, and therefore warrants the increase to 90% of the General Purpose Grant (an additional \$369,350 based on current rates [10% of \$9,599 per student; 384.78 ADMw]). The additional \$369,350 would help cover the \$355,000 of COLA and PERS adjustments. The remainder would be put towards services for TAG and below-grade level students.

Maximum Enrollment

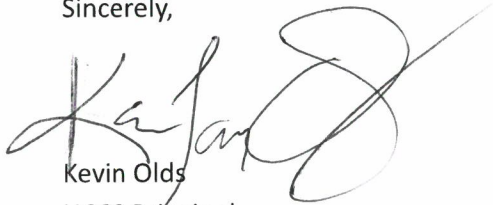
HCCS has reached the physical capacity of its current building and added a portable for this school year. We are exploring building options and determining the best path to maintain financial sustainability, and therefore we anticipate that during the next charter term we will continue to grow our enrollment to meet demand as demonstrated by our waiting list numbers. We request that our maximum enrollment be changed from 400 to 600.

Services and Support Provided by the District

HCCS would like the language in this section modified so that HCCS is granted access to certain services that can be provided at no additional cost to the district. HCCS would like to participate in BSD negotiated contracts for products and services such as curriculum, business services (Pacific Office Automation), and information technology services (specifically, increased access to the benefits of Synergy and/or Parent Square) . In addition, there may be professional development services held for district employees for which adding additional personnel would not increase the cost.

We want to thank the BSD board and staff for their support of HCCS throughout the years and look forward to our continued partnership in setting students on the path to post-secondary success. As you review the academic data and the report from Dr. Lucich, it is clear that this partnership has worked for the success of our students and the Beaverton School District. Your continued support for our school will give us the opportunity to continually improve our services to students, parents, staff, and the community.

Sincerely,



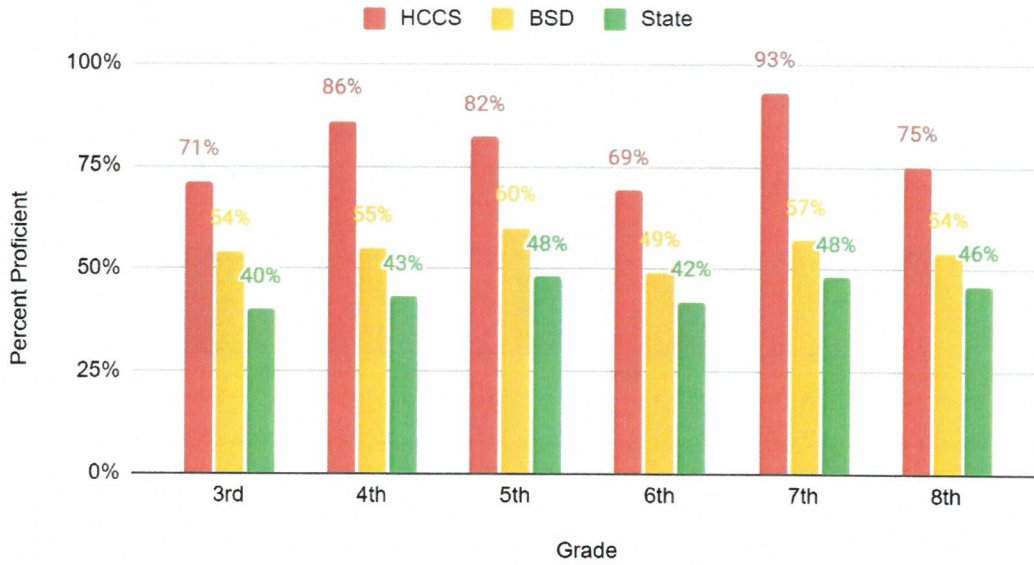
Kevin Olds
HCCS Principal



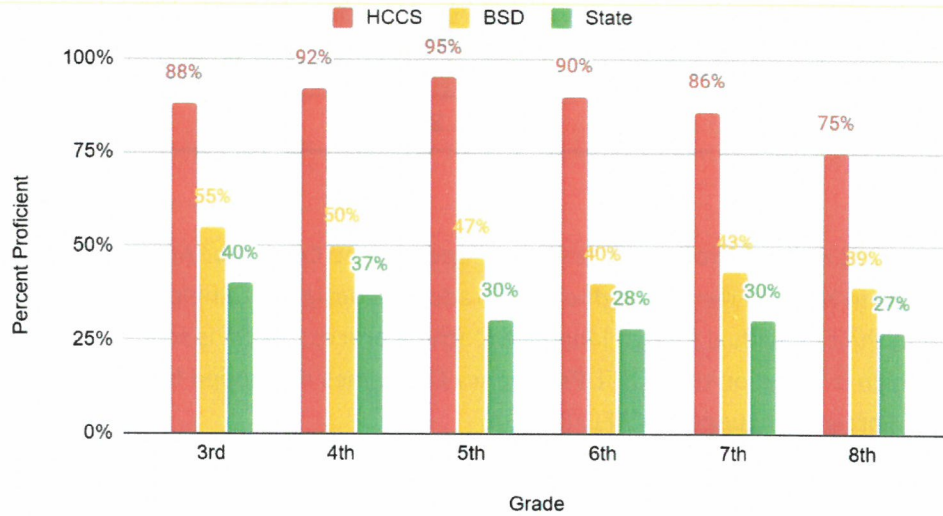
Michael Herring
HCCS Board Chair

Exhibit A - Hope Chinese Charter School Academic Performance

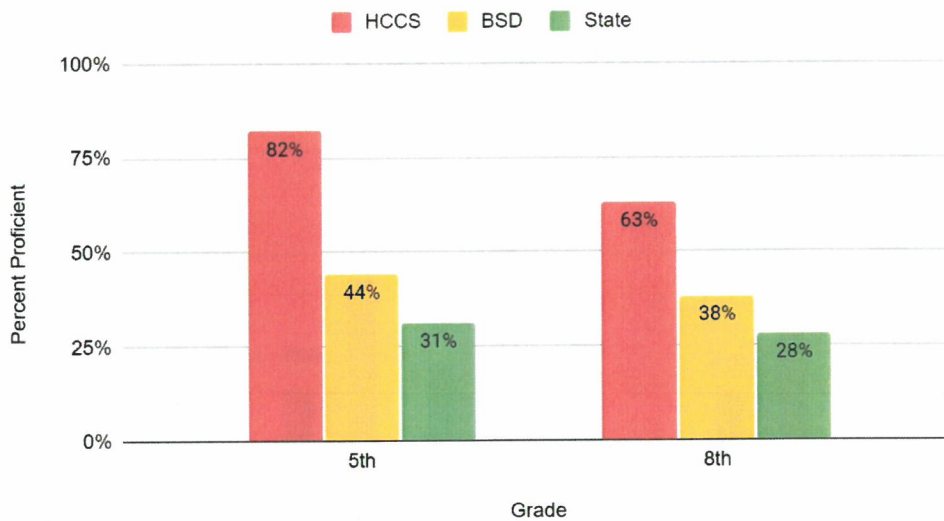
ELA Summative State Testing Scores 2021-22



Math Summative State Testing Scores 2021-22



Science Summative State Testing Scores 2021-22



| SOPA 2021-22 | Grade | | | |
|----------------------|-------|-------|-------|-------|
| | 2nd | 3rd | 4th | All |
| 4: Highly Proficient | 73.1% | 41.2% | 38.0% | 51.0% |
| 3: Proficient | 7.7% | 23.5% | 30.0% | 20.3% |
| 2: Nearly Proficient | 11.5% | 23.5% | 26.0% | 20.3% |
| 1: Developing | 7.7% | 11.8% | 6.0% | 8.5% |

What is SOPA ?

SOPA is the standardized oral proficiency test, developed by the Center for Applied Linguistics for young language learners in kindergarten through eighth grade. It is designed to help language learners watch their progress in their individual foreign language learning process. SOPA is scored using the COPA/SOPA Rating Scale, which is based on the ACTFL Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) (1999).

[SOPA Test Taker/Parents Guide](#)

[COPA/SOPA Rating Scale](#)

| STAMP4SE 2022 5th grade | Reading | Writing | Listening | Speaking |
|----------------------------|---------|---------|-----------|----------|
| Intermediate High | 8.3% | 16.7% | 66.7% | 12.5% |
| Intermediate Mid | 20.8% | 37.5% | 25.0% | 33.3% |
| Intermediate Low | 41.7% | 41.7% | 8.3% | 50.0% |
| Novice High | 29.2% | 4.2% | 0.0% | 4.2% |

What is STAMP 4SE?

Avant STAMP (STAndards-based Measurement of Proficiency) 4Se determines language proficiency in 4 domains (Reading, Writing, Listening and Speaking) for grades 2-6. Avant STAMP 4Se is web-based and computer- adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions engage learners, and because STAMP 4Se is adaptive, students are able to demonstrate their own actual proficiency level without any pre-set upper limits. Avant STAMP 4Se was originally developed as the NOELLA test by a consortium of six state Foreign Language Supervisors, the Center for Applied Linguistics, and the Center for Applied Second Language Studies at the University of Oregon and funded by the US Department of Education. Avant STAMP 4Se has been validated by field testing and expert panels. It is a secure test that requires a proctor during administration.

[STAMP 4Se Test Taker Guide](#)

[STAMP 4Se Benchmarks & Rubric Guide](#)

[STAMP 4Se Frequently Asked Questions \(FAQ\)](#)

Hope Chinese Charter School

Evaluation for 2021-22

Beaverton School District



Charter School

Hope Chinese Charter School
3500 SW 104th Avenue
Beaverton, OR 97005
(971) 226-7500

Charter Contact

Kevin Olds, Principal
kevin.olds@hopeccs.org

Sponsoring School District

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Evaluator

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Evaluation Purpose

This evaluation is a third-party evaluation of the Hope Chinese Charter School during its tenth year of operation, 2021-22.

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INTRODUCTION

In July 2022, Victoria Lukich was commissioned by the Beaverton School District (BSD) to conduct an evaluation of Hope Chinese Charter School (HCCS) for the 2021-22 school year. This report communicates the findings and recommendations of that evaluation.

For the evaluation, Dr. Lukich applied a charter school rubric to assess HCCS in the following areas:

Framework 2: Organizational Performance

- Indicator 6: Mission & Key Elements
- Indicator 7: Educational Program
- Indicator 8: Governance & Reporting
- Indicator 9: Students & Employees
- Indicator 10: School Environment

Framework 3: Financial Performance

- Indicator 11: Fiscal Accountability & Oversight
- Indicator 12: Sustainability Measures

The rubric used in this evaluation was developed by the Center for Student Success at Portland State University. Dr. Lukich has permission from PSU to use the rubric. The indicators in the rubric align with standards established by the National Alliance for Public Charter Schools. For each of the indicators, the rubric identifies criteria that describe more specifically how the charter school should address the requirements for that measure.

Using the descriptions in the rubric, Dr. Lukich assigned a rating to each measure indicating whether HCCS *exceeds, meets, approaches* or *does not meet* the standard in that measure. The rating was determined on the basis of the documentation provided by the charter school as well as through evidence collected through communication with stakeholders. The rubric was provided to the charter school leadership and to the BSD prior to the commencement of the evaluation process.

This evaluation included the following:

1. Preliminary communication with the principal to review the evaluation process and discuss potential artifacts for the collection of evidence.
2. A site visit to the school which included interviews with the principal, teachers, parents, students, the school counselor, and administrative support staff. The site visit also included a tour of the facility and classroom observations at several different grade levels.
3. An interview with the HCCS board president to ensure the school is: i) fulfilling the provisions of its charter with BSD; and ii) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.
4. A review of the collection of evidence provided by the charter school's leadership.
5. Follow-up communication with many stakeholders to clarify remaining questions.
6. Preparation and submission of final report.

This report was commissioned by the Beaverton School District administration. A draft copy of the report was provided to the charter school and district staff prior to final publication in order to ensure the accuracy of the report.

FRAMEWORK 2: Organizational Performance

| Indicator 6: Mission and Key Design Elements | | |
|--|-------------------------------------|--|
| <p>Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?</p> <p><i>Criteria: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter agreement or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding mission and key design elements. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding mission and key design elements. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding mission and key design elements. |
| <p>Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?</p> <p><i>Criteria: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information about their child's academic progress. The school has a clear process to garner parent input to help drive school improvement efforts. The school surveys parents at least annually with a response rate of at least 50%, and at least two-thirds of the survey respondents indicate they are satisfied with their students' academic progress and with the education program overall.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding parental involvement and level of satisfaction. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction. |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Interview with the principal*
- *Interviews with teachers and other school staff*
- *Interviews with parents and students*
- *Results from the 2021-22 HCCS Annual Parent Survey*
- *HCCS website*
- *HCCS Family Handbook, 2022-23*
- *HCCS Wisdom Seekers Handbook, 2022-23*
- *HCCS Volunteer Handbook, 2022-23*
- *HCCS Employee Handbook, 2022-23*
- *HCCS Communication Plan, 2022-23*

- *Parent Teacher Conference Goal Setting*
- *School Improvement Committee (PPT slides): May 13, 2022*
- *Copies of the Pan Pan Press (monthly school newsletter) September 2021-May 2022*
- *HCCS Middle School Information Session 2022 (PPT)*
- *2021-2022 Intent to Return (counts by grade level)*

Narrative:

Measure 6a. Mission and Key Design Elements

EXCEEDS STANDARD

As noted in the 2017 evaluation of HCCS, the school updated the phrasing of the mission statement from the wording that appeared in the original charter agreement. The revised mission statement of HCCS prominently appears in several school publications and is posted in the school facility. The school's mission and philosophy are stated below:

"Our Mission: Educating for Global Fluency by developing Chinese and English dual-language skills, nurturing cultural adaptability, and inspiring excellence in our students for a positive impact in our world.

Our Philosophy: We believe all students should learn a second language beginning in the early years. Through early and sustained immersion in the Chinese language and culture, our students will learn and achieve at a high academic level, be highly proficient in two languages and develop sensitivity and appreciation for other cultures."

Interviews with HCCS stakeholders—school staff, parents, and board members—revealed a common and consistent understanding of the school's mission. One parent shared:

"When I think of the school's mission, I think of global citizenship – beyond the U.S. bubble. It isn't only becoming familiar with the Chinese language and culture — at least ten other languages are also spoken here. Students at this school have an awareness of what is beyond our little bubble of Beaverton, Oregon."

Another parent shared a similar understanding of the charter school's mission: *"[HCCS] educates well-rounded, life-long learners and global citizens. This mission manifests through the tireless work of teachers and staff who support students and through a tremendous community of parent volunteers."*

Several parents emphasized that the benefits (to their children) of attending HCCS extend beyond students' learning to communicate in the Chinese language. One parent explained how students at HCCS gain an understanding of and appreciation for other cultures.

Results from the HCCS 2021-22 Annual Parent Survey showed that 95.4% of survey respondents believe what is taught at HCCS aligns with the school's mission. One parent shared: *"[At HCCS] ... my kids learn about the world, are able to see things through a different lens, and are better for it."*

Parents expressed appreciation for HCCS's focus on critical thinking, reading and math in English and Chinese. Several parents also shared that they are grateful for the staff's commitment to (and skill in) fostering community at the charter school. One parent stated: *"The teachers here are amazing! They do an excellent job of creating a sense of community."*

Conversations with teachers provided evidence that staff also share a common understanding of and commitment to the mission and philosophy of HCCS. In addition, during classroom observations, the evaluator observed evidence that the school’s mission informs lesson planning, classroom instruction, curriculum and assessment. The mission statement provides focus for staff when they make short and long-term decisions about their work with students.

Commendation:

HCCS is commended for maintaining a strong commitment to the charter school’s initial mission and executing the mission with fidelity and passion. All stakeholders—staff, parents, board members and students—share a common understanding of the mission and philosophy of the school and come together to manifest the mission.

Measure 6b. Parent Involvement & Feedback

EXCEEDS STANDARD

The HCCS Family Handbook emphasizes a hallmark feature of the charter school: that is, the strong partnership between parents and school staff:

“The education of our students is multifaceted with the time at the beginning of the school being just a portion of the student’s experience as they grow and mature into contributing members of our society. HCCS looks forward to a cooperative relationship between the school faculty, staff, school board and the families.”

The family handbook describes the roles and responsibilities for parents, teachers and school administration to foster success for each HCCS student. The emphasis is on all stakeholders working collaboratively to provide the best education possible for HCCS students.

Parents (who were interviewed by the evaluator) were overwhelming positive regarding their level of satisfaction with the educational program provided at HCCS. One parent explained that her oldest child is very academic and has done well at HCCS. She was initially concerned that her second child—who has a learning difficulty—would struggle at the charter school. However, the mother explained that the second child is having a positive experience because of the small classes at HCCS and because of teachers who understand and respond to the different needs of students:

“Teachers here are invested in the children and they know about the kids inside and outside of school. My daughter still struggles sometimes, but her teacher knows how to support her.”

Results from the 2021-22 Annual Parent Survey, showed high levels of parent support for and satisfaction with the charter school. Ninety-five percent responded they agree or strongly agree that they are well-informed about what is going on at HCCS. Ninety-eight percent agree or strongly agree they receive adequate communication from their child’s teacher about their child’s academic achievement. The family handbook identifies parent communication as a high priority at HCCS and describes some of the communication tools used at the charter school:

“To facilitate the communication between parents and teachers, conferences are held twice a year and report cards are sent home at the end of both semesters. Along with conference meetings, teachers also send weekly correspondence to parents via newsletters or email, and can be available to meet with parents before or after school or for scheduled appointments.”

Parent Teacher Conference Goal Setting Sheets are used to guide the parent teacher conferences and to identify and communicate students' strengths and areas for improvement. The goal setting sheets are specific for each grade level. For first grade students the goals address: Chinese (interpersonal speaking, presentational speaking, reading and writing); math (problem-solving, concepts); behavior (class participation, homework, kind, safe, and responsible). Similar goal areas are identified at other grade levels.

One parent explained how she “stumbled into HCCS” and why she stays at the charter school:

“I was told by a family friend to apply for the lottery and luckily my son was accepted . . . I stumbled into HCCS at first because I knew nothing about the school and what it stood for. Our family did not even take a school tour before applying to the school. We choose to stay at Hope because we love the teachers, the academics and the community. The teachers who give everything they have to plan lessons and prepare for each day, the academic stimulation of the students and the importance on having individualized academic goals, and the community who give their time and money to invest in our children. All of this collaboration is why we choose to stay at Hope.”

Other evidence indicating a high level of parent satisfaction with HCCS is that 57% of the charter school families have more than one child enrolled at the school. In addition, the percentage of students who return to HCCS from one year to the next is consistently high: From 2021-22 to 2022-23, 100% of students in kindergarten, grades 1, 2, 4 and 7 expressed an intent to return. From grade 5 to grade 6 is typically the year where HCCS loses the most students. During interviews with parents they explained the reason is not typically due to a dissatisfaction with HCCS, but rather students and families desire a more comprehensive middle school experience than the charter school can offer.

Parents report that HCCS staff are easily accessible and open to new ideas and suggestions from parents. One parent shared:

“I definitely feel that school leadership and staff are very open to input and feedback. Morning drop off is always a sore topic because the line can be so long at times to drop off your kids. Many parents email the school with various suggestions and the school recently tried some of the suggestions last week.”

Strong two-way communication between school and parents is a high priority at HCCS. The charter school has created a comprehensive communication plan that identifies opportunities for staff and community members to be involved in the learning process and also be involved in continuous improvement strategies for the school. The communication plan articulates the school's core beliefs and desired outcomes with respect to strong, effective two-way communication between school and parents. The plan identifies the target audiences, delivery method, delivery frequency and who is responsible for implementation for each of the various communication tools, strategies and events at HCCS.

Copies of the school's monthly newsletter, Pan Pan Press, are posted on HCCS's website. The purpose of Pan Pan Press is explicitly stated on the site: “At Hope we want our Pan Pan Press to highlight student work, projects, accomplishments, thoughts, and the exciting things going on at our school.” The newsletter provides essential information to parents and also fosters a connection between the classroom and the home.

The 2022 HCCS Middle School Information Night PowerPoint presentation provides evidence that the charter school reaches out to BSD families to share the options for middle school students in the district. One of the objectives of the information night is to help families understand what HCCS offers so they can determine if the Chinese immersion charter school is the best fit for their child.

Per the Family Handbook, *“Volunteers are essential for the success of HCCS and [we] ask that each family support the school with 30 volunteer hours annually.”* During interviews with the evaluator, HCCS parents shared that high levels of parent involvement is a benefit of being at the charter school. One parent explained: *“There are many opportunities to be involved at the school. We get lots of email about ways we can be involved.”*

Volunteers play a vital role at HCCS. A vast array of volunteer opportunities are available to parents at the charter school including: homework club, field trip chaperone, lunchroom volunteers, school improvement committee, book fair, Chinese New Year celebration, preparing classroom materials, art literacy, Battle of the Books, curbside drop off/pick up helper, event food prep, Gala Committee, and Heritage month planning.

Class volunteer leaders serve on the Parent Leadership Team (PLT). The PLT is devoted to building a strong community for HCCS families and supporting the school’s charter. The PLT organizes and hosts community-building events for families to meet and support one another.

Commendation:

HCCS is commended for maintaining consistently high levels of parent satisfaction with the charter school, as well as strong, stable parent involvement in school activities and school improvement efforts.

Although HCCS parents are exceptionally positive about the majority of issues pertaining to the school, one area was identified by several parents as an area they believe needs to be addressed. That is, the amount of funding per student that the charter school receives from the BSD. Some of the comments shared by parents appear below:

“The most important comment I would like to address is the funding that we get from the Beaverton School District. I don't know if you have any input with the District on how much funding Hope gets but I would like to see the funding from Beaverton School District increased for our next charter period. We help provide dual language for many families who are not able to give the suggested donation amount of \$2,750 and I believe if the District could provide our school with more funds this would make a huge impact at our school.”

“There are 2 big challenges at Hope: funding and facilities. Funding at the school is an ongoing challenge every school year which I would hope that the Beaverton School District decides to increase the amount of funding that they give to the school. The next challenge is the facilities because our school is bursting at the seams with not enough classes and no covered gym space for PE.”

“I think one of my questions for the Beaverton School District would be how do we increase the funding that comes from the District? My hope is that this charter renewal will include an increase in the percentage of funding we receive from the district because my understanding is that we receive 80% right now. If the District decides not to increase our funding, what exactly would we need to do as a school to increase our funding next time around?”

| Indicator 7: Educational Program | | |
|--|-------------------------------------|---|
| <p>Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?</p> <p><i>Criteria: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented or the school has gained approval for a modification to the material terms of the charter agreement with respect to the educational program and/or instructional practices.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement. |
| <p>Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?</p> <p><i>Criteria: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria related to assessment of student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria related to assessment of student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to assessment of student learning. |
| <p>Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; graduation requirements; content standards, including Common Core State Standards; and the administration of state assessments.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement. |

| | | |
|--|-------------------------------------|---|
| <p>Measure 7d. Is the school protecting the rights of students with disabilities?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding the rights of students with disabilities specific to: equitable access and opportunity to enroll; identification and referral; appropriate involvement with the development and implementation of IEPs and Section 504 plans; operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard: The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.</i> |
| <p>Measure 7e. Is the school protecting the rights of English Learner students?</p> <p><i>Criteria: The school protects the rights of English Learner students by providing: equitable access and opportunity to enroll; development and implementation of required plans related to the service of ELL students; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard: The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.</i> |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Interview with the principal*
- *Interviews with teachers and other key staff*
- *HCCS website*
- *Classroom observations*
- *2022-23 HCCS Assessment Calendar*
- *HCCS Curriculum Map*
- *Master Schedules (by grade level)*
- *Student Calendar*
- *Copy of Information Session, Jan. 2021 (PPT)*
- *Preservice Schedule 2022-23*
- *SOPA Assessment Training PPT 3/4/22*
- *Charter School Agreement: Exhibit A - English as a Second Language Program*
- *Agendas from Language Team meetings (Sept 2021 through June 2022)*

- Copy of CLT Professional Development (11/12/21, reviewing student data)
- TSPC records re: teacher certification
- Email communication with BSD staff who provide special services to HCCS students (Special Education teacher and school psychologist)
- HCCS Multi-Tiered System of Support (MTSS)

Narrative:

Measure 7a. Distinctive Instructional Practices **EXCEEDS STANDARD**

The distinctive instructional practices as described in the HCCS Charter Agreement include requirements for the percentage of daily instruction delivered in Chinese and in English at each grade level. Section 5 of the charter agreement specifies:

- “5.1.2 In kindergarten and first and second grades, 65% of daily instruction will be given in Chinese and 35% will be given in English;*
- 5.1.3 In third, fourth, and fifth grades, 50% of daily instruction will be given in Chinese and 50% will be given in English;*
- 5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be given in Chinese and 65% will be given in English.”*

Based on conversations with the HCCS principal and with teachers, as well as from a review of the school’s daily schedule and master schedule, the school is in compliance with the Chinese to English teaching ratios as described in the charter agreement.

The charter agreement also requires that *“All English Language Arts classes must be taught in English by a person proficient in the English language”* and *“Immersion techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition.”* Based on observations in classrooms and interviews with teachers and the principal, the school is also in compliance with this requirement of the charter agreement.

The HCCS Family Handbook describes the academic expectations with respect to Chinese immersion:

“A key value at HCCS is the immersion of students in Chinese language and culture. The expectation is for students to progress through the natural stages of language understanding and acquisition. Students are first asked to listen attentively and they may initially respond in English in Kindergarten; later students can experience a period of silence in their speech; finally students will begin using the oral language with increasing ease and accuracy. Once students begin using the oral language, they are prepared to learn to read and write.”

During classroom visitations (from kindergarten to middle school level) the evaluator observed the progressive stages of language understanding and response as described in the Family Handbook.

The uniqueness of the curriculum of HCCS’s Chinese Immersion program is described on the school’s website:

“The curriculum learning conveys 6 big ideas through an academic year that become a set of spiral themes across the grades. They are: ‘Self-Identities’, ‘Communities and Roles’, ‘World Adventures’, ‘Cultural Celebrations’, ‘Numbers and Facts’, and ‘Literature Appreciation’. What makes our program different from others is that we create exposure

of Chinese literature learning (ancient, classic and contemporary) to the students through authentic and meaningful practice.”

A variety of cultural programs at HCCS that provide evidence of authentic and meaningful practices that enhance the learning experiences for students include: the Mid-Autumn Festival, the Spring Festival (Chinese New Year) Celebration Week, and Community Conversations.

HCCS’s partnership with sister school, Xinsu Normal School of Jiangsu, located in Suzhou China provides students with rich and authentic learning experiences. HCCS’s website describes the purpose of the sister school program: *“This sister school program is intended to achieve a better understanding of each other’s people and country, and to further facilitate mutual communication in teaching and learning as well as students’ improvement.”*

Commendation:

HCCS deserves commendations for intentionally and consistently implementing the distinctive instructional strategies upon which the charter school began. Specifically, the school is commended for maintaining the spiral themes of: Self-Identities, Communities and Roles, World Adventures, Cultural Celebrations, Numbers and Facts, and Literature Appreciation across the grade levels and allowing students to explore those themes through engagement in authentic and meaningful learning experiences.

Measure 7b. Assessment System

EXCEEDS STANDARD

HCCS has a comprehensive and balanced assessment system in place to evaluate student learning and to make decisions about instructional programs. Some of the assessment tools used at HCCS include: the Oregon Statewide Mathematics Assessment, the Oregon Statewide English Language Arts Assessment, the English Language Proficiency Assessment, and the Chinese version of the Student Oral Proficiency Assessment (SOPA). The SOPA is administered to students in grades 2, 3, and 4 in the spring of each year. The Chinese version of the Standards-based Measurement of Proficiency (STAMP 4se) is administered to fifth graders and eighth graders in the spring of the year to assess all four skills (Chinese listening, speaking, reading, and writing).

Teachers at HCCS use STAR 360 assessments in reading and math with students at all grade levels. Teachers are required to record StarMath and StarReading data every other month (September, November, January, March and June).

STAR360 Early Literacy is used with kindergarten students as a pre-, mid-, or post assessment as well as for progress monitoring throughout the school year. STAR360 Reading is used with students in first grade through eighth grade as a pre-, mid-, or post assessment as well as for progress monitoring throughout the school year.

STAR360 Math is used as a pre-, mid- and post assessment as well as for progress monitoring throughout the school year.

StarCBM Reading is used as a universal screener and also used throughout the year to test fluency using grade level passages. StarCBM Reading data is input in October, February and April. Star Assessments or CBMs may be administered more frequently to RTI students or students of concern for progress monitoring purposes.

Lucy Calkins Units of Study Writing curriculum is used at HCCS. Throughout each unit, students’ writing is assessed using a grade level, genre based rubric.

The charter school also administers the Cognitive Abilities Test (CogAT) to all third and fifth graders and nominated students to identify students who qualify for TAG services.

HCCS students at every grade level are assessed in Chinese Reading four times each year using a Chinese online levelled reading assessment. Students are assessed in Chinese Writing four times a year using teacher-created writing unit assessments. An interpersonal speaking assessment rubric aligned with ACTFL standards is used to assess students’ Chinese speaking.

The HCCS Assessment Calendar identifies the date(s) for several of the key assessment tools administered at the charter school, and provides HCCS staff with a big picture view of the many assessments scheduled throughout the year.

Agendas from language team meetings and staff development agendas provide evidence that teachers at HCCS have received training in using the assessments and evaluating data generated from those assessments. There is also evidence that teachers use the student achievement data to inform their practice with individual students as well as for program improvement and refinement.

Commendation:

HCCS deserves commendations for a comprehensive and balanced assessment system. Teachers administer a wide variety of formative, interim, and summative assessments, and receive extensive training to ensure appropriate analysis of the data generated by the assessments. School leadership ensures teachers have protected time (frequent and consistent) to analyze student achievement data and discuss how the results will be used.

Measure 7c. Statutes Related to Educational Requirements MEETS STANDARD

Oregon Charter School Law (ORS 338.015) describes the intent of public charter schools: *“To create new, innovative and more flexible ways of educating children within the public school system;” “to increase choices of learning opportunities for students;” “to better meet individual student academic needs and interests;”* and *“to build stronger working relationships among educators, parents and other community members.”*

HCCS meets each of these requirements: providing a non-traditional way of educating children within the public school system where students will become proficient in two languages, providing choices for students and families in how children are educated, and promoting strong partnerships between families and school staff.

Based on a review of the master schedule and curriculum maps provided in the collection of evidence, HCCS is in compliance with ORS 329.045 with respect to offering instruction in core academic subjects and aligning with the state content standards. Additionally, learning targets are identified for each grade level in each subject area.

A review of the master schedule and the yearly calendar provide evidence that the charter school is in compliance with requirements for instructional time during each school day and during the year.

HCCS administers state assessments (OSAS) as required by ORS 338.015.

Measure 7d. Rights of Students with Disabilities**MEETS STANDARD**

In accordance with state statute, BSD Board Policy and the charter agreement, HCCS does not limit admission or discriminate against students on the basis of actual or perceived disability. Student enrollment is voluntary and all students who reside within the BSD and apply for and qualify for admission are eligible for enrollment at HCCS if space is available. If the number of applications from students at a specific grade level exceeds the number of spaces available, then students are selected through an equitable lottery system.

In addition, per the HCCS charter agreement, *“the Charter School may not discourage students otherwise eligible to attend the Charter School, including any student with special needs, from applying to or attending the Charter School.”* The HCCS Family Handbook explains how students with disabilities are served at the charter school:

“HCCS is supported by the Beaverton School District (BSD) to identify and serve at-risk students. We comply with our district’s policies as well as federal and state laws as they apply to students with special needs. We are committed to offering a complete immersion education experience to all students enrolled in our program, including those with special needs in the most appropriate learning environment.”

Per the charter agreement, the BSD *“is responsible for ensuring the provision of necessary special education programs and services for any special education student enrolled at the Charter School and the District will retain all funding for its special education students.”* A school psychologist, learning specialist and a speech therapist, all BSD employees, work with teachers at the school to ensure students’ IEP needs are being met.

The learning specialist and the school psychologist reported that HCCS has a “solid process” for identifying and serving students who qualify for special services. The school psychologist provided these details:

“Generally speaking, the school building makes referrals to the special education team, which is a multidisciplinary team consisting of the school psychologist, learning specialist/resource room teacher, and the speech pathologist. The parent and classroom teacher are also team members for each of the individual students. Other positions like nurse, occupational or physical therapist or others are also available as needed, often as contracted employees. In addition to evaluations and consultation on behaviors for students in special education, I also provide direct services or consult with the teaching team for students on IEPs.”

In 2021-22, the learning specialist—a BSD employee—was assigned to HCCS for ten hours per week. This year (2022-23) she is assigned to HCCS for twenty hours per week and spends two days a week at the school. In 2021-22 she had eight students on her caseload; this year, 2022-23, her case load is ten students. The learning specialist explained that she uses a pull-out model for most students; however, she does some push-in with kindergarteners. She admits *“It is very tricky to find good times for pull-out since we are trying to avoid pulling students from core instruction time from both ELA and Chinese LA instructional times. The ‘good’ pull-out time slots are very limited.”*

When asked about his caseload for 2021-22, the school psychologist explained why it is difficult to identify a specific number of students (on his caseload) for the school year: *“There are different students with differing levels of need for different lengths of time.”* He provides direct instruction to students according

to students' IEPs and also consults with classroom teachers on several students. He provides support by offering ideas on general curriculum, safety responses, and protecting students' rights with regard to discipline. The school psychologist created a training on the special education process for HCCS that was translated into Chinese by the BSD multilingual department. He has also consulted with HCCS staff on threat assessments and behavior interventions to prevent suspensions and has consulted with the HCCS counselor on Tier 1/building-wide social emotional curriculums.

HCCS staff participation in IEP meetings was noted as an area that could be improved at the charter school. As reported to the evaluator, *"Often an appropriate staff member does eventually attend, but there is often confusion about who will attend and difficulty in finding coverage."* The school psychologist explained that he has encouraged HCCS to identify *"a common Special Education Evaluation Team time that would put less pressure on them to get coverage and also allow the SPED team members to meet together."*

Recommendation:

HCCS is encouraged to consider identifying a common Special Education Evaluation Team time (and location) for formal IEP meetings as well as for the SpEd team members to meet (outside of IEP meetings) to discuss current interventions and students' progress.

HCCS is committed to identifying students' needs and providing appropriate levels of instruction for all students, not only students who qualify for special education services. The charter school provides a Multi-Tiered System of Support (MTSS) that helps staff identify the targeted instruction most appropriate to meet the diverse learning needs of HCCS students. According to the school website:

"Our [MTSS] is focused on our students who need additional support with English reading, English writing, as well as Chinese Reading. Classroom teachers refer students for additional support if they have any concerns about a student's progress or skills in a certain area."

The Academic Intervention Plan outlines three tiers of instruction:

- Tier 1 (in the classroom) – Intended for all students. Defined as core instruction using designed school curriculum.
- Tier 2 (in the classroom) – Defined as targeted instruction intended for students who are below grade level. Tier 2 instruction may happen during independent practice time, may or may not be related to whole class instruction.
- Tier 3 (pull out) – Defined as targeted instruction using tools from the intervention specialist. Designed for students who are more than one year below grade level and not demonstrating growth.

Teachers collect academic data from students at each tier and share the data with team members and also with the HCCS intervention coordinator. The intervention coordinator monitors data to ensure students are making progress to meet grade level benchmarks in each subject area. Teachers on the Student Intervention Team regularly collaborate to determine what can be done within classrooms to support students, and what differentiated instruction, interventions, or accommodations are necessary to help students achieve.

Through interviews with HCCS staff, as well as through a review of team meeting notes, it is evident that HCCS is committed to identifying individual learning needs for each student and ensuring each student receives the appropriate instruction and/or intervention to help support his/her learning.

Commendation:

HCCS staff is commended for implementing the Multi-Tiered System of Support—tiered academic intervention plan—with fidelity and focus, demonstrating a commitment to addressing the diverse learning needs of students at the charter school. The attention given to differentiation is a high priority for parents and for staff at HCCS.

Measure 7e. Rights of English Learners

MEETS STANDARD

Based on documentation provided and from interviews with key staff, HCCS does not discriminate against English language learners with respect to equitable access and opportunity to enroll in the charter school.

Section 4 of Article 5 of the Charter Agreement describes in detail the required components of the ESL program implemented by HCCS. Based on evidence provided by the school in the collection of evidence as well as through an interview with the ELD teacher, HCCS is in compliance with these requirements. Specifically, the HCCS ELD teacher:

- Is ESOL endorsed.
- Provides each English language learner with services in speaking, listening, reading and writing.
- Uses a pull-out model as well as a push-in model depending on the level of student: With lower level students a pull-out model is often more effective and appropriate.
- Works collaboratively with English teachers.
- Communicates with BSD ELD staff and participates in professional development with BSD staff.

The ELD teacher has been at HCCS for eight years and is currently in her sixth year as the ESOL teacher. She shared: *“Even within the same grade level, English language learners have very different needs. I try to create a bond with students to help make them feel comfortable before they start on skill building.”*

The ELD teacher provides a monthly update to the parents of all ELD students at HCCS. She explains to parents how they can help their children with English language acquisition at home. She shared that parents of ELD students at HCCS are very supportive and are in frequent communication with her.

Based on evidence provided and observed, the charter school is in compliance with identifying eligible students for ELD services and following proper steps in providing appropriate and equitable services to identified students.

In 2021-22, thirty HCCS students in grades K-6 received ELD services. More than 20 students were exited from the ELD program. The ELD teacher continued to monitor the students who were exited and checked in regularly with the students and their English teachers to ensure students continue to make progress toward their academic goals.

The ELD teacher shared that she creates many of her own lesson plans and manipulatives. She explained that she tries to *“not to rely on worksheets and to find more meaningful activities for kids.”* She reported a need for more resources and manipulatives that students find interesting and engaging. She also noted that *“if the school enrollment increases, there will be a need for more ELD staff.”*

The school psychologist noted a challenge he has observed at HCCS that impacts students who qualify or may qualify for ELD services:

“One of the major challenges I face is that school teams have difficulty with differentiating between Chinese and English literacy and Chinese and English language proficiency. The school has tools to determine literacy in both languages, but few to determine Chinese language proficiency. Students who are considered English Language learners do a yearly English proficiency test, but otherwise no data is collected. This makes it incredibly difficult to determine what tests to give, and how to interpret the possible impact of language acquisition and acculturation factors. It is also difficult to look at outcome data for interventions or get an accurate history of what has been tried before.”

| Indicator 8: Governance and Reporting | | |
|--|-------------------------------------|---|
| Measure 8a. Is the school complying with applicable governance requirements? <i>Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding board governance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding board governance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding board governance. |
| Measure 8b. Is the school holding its administration accountable? <i>Criteria: The school complies with applicable laws, rules, regulations, provisions of the charter agreement and its own internal policies and practices relating to oversight of school administration including board oversight of performance expectations for school administrators. The board conducts an annual evaluation of the school administrator's performance.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding oversight of school administration. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding oversight of school administration. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding oversight of school administration. |
| Measure 8c. Is the school complying with reporting requirements? <i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to the district, and the Oregon Department of Education including: attendance and enrollment reporting, compliance with the charter contract and timely submission of all deliverables.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns relating to reporting requirements to the district and ODE. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria with regard to reporting requirements to the district and ODE. |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Interview with the principal*
- *Interview and follow-up email communication with the HCCS Board Chair*
- *Resumes of board members*
- *Principal Performance Evaluation Process and Timeline*
- *OSBA/COSA Charter Director Evaluation Handbook*
- *Board meeting minutes*
- *Board Governance Handbook*

- *Board Communication Protocol*
- *HCCS Family Handbook*
- *Interviews with school support staff*
- *Hope Chinese Reporting 2022-23 School Year Calendar*
- *Communication with BSD Administrator for Accountability*

Narrative:

Measure 8a. Governance Requirements

MEETS STANDARD

The HCCS board has created, and is guided by, a Board Governance Handbook that identifies four pillars of high functioning boards: that is, a strong governance structure, a focus on results, clear roles and responsibilities, and communication that is concentrated on the school’s mission. The handbook includes governance philosophy, responsibilities of the Board of Directors, Public Charter School Goals, and Board Powers and Duties. Based on evidence provided and through interviews with the principal and the board chair, the school’s work aligns with and follows the handbook.

In addition, the Board Governance Handbook includes policies that cover: the election of and responsibilities of board members, new board member orientation, conflict of interest, standards of conduct, board appointed committees, board meeting agendas and minutes, public participation in board meetings, responsibilities of the principal, and complaint/grievance procedure for the board and for the school.

The board chair confirmed that in 2021-22 there were no conflicts of interest on the board and no board meetings were cancelled due to lack of a quorum.

HCCS has current board policies that address governance, administration, fiscal management, support services, personnel, instruction, students and district-community relations. Based on evidence provided and interviews with the principal and board chair, the school is in compliance with all board policies.

The Charter Agreement identifies the requirements for Board composition:

“The board of directors of HCCS must comprise at least five individuals, no fewer than three of whom must reside within the Portland metropolitan area. The individuals comprising the board of directors of HCCS must collectively have financial and professional education expertise. A minimum of three individuals on the board must be parents of current Charter School students.”

Recommendation:

Although the resumes of board members were provided to the evaluator in preparation for the evaluation, there is no evidence that parents and community members have access to the qualifications of the HCCS board members. HCCS is encouraged to post board member biographies, not full resumes, but brief bios, on the school website to highlight board members’ qualifications for serving on the HCCS board as well as to provide evidence that the school is in compliance with diverse board composition as described in the charter agreement including that at least three members of the board must be parents of current HCCS students.

Measure 8b. Evaluation of Administration**EXCEEDS STANDARD**

The evaluation of a charter school administrator is the responsibility of the charter school board. Per HCCS board policy:

“The administrator’s/principal’s job performance will be evaluated formally at least annually.”

The HCCS board chair shared that the board follows an evaluation process for the school’s principal based on the 2020 OSBA’s Charter School Director Evaluation Workbook. The process includes: a pre-evaluation meeting with the board and the principal to establish the timeline, goals and expectations for the year; check-in meetings during the school year to discuss the principal’s progress toward the goals; and a narrative summary of the results.

The administrator evaluation tool used at HCCS includes:

- Performance Standards - based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- Goals with identified time lines
- Evidence of Performance – This consists of the principal’s self-evaluation and regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

The HCCS board chair and the principal both confirmed that the board evaluated the principal during the 2021-22 school year. As evidenced through board meeting minutes, the principal reported on progress toward his goals during the year. For 2021-22, the HCCS principal identified the following four goals and linked each goal to specific performance standards. The goals are listed in the board meeting minutes:

- Goal 1: By June of 2022, HCCS will begin building a collaborative culture by having a process in place where teachers collaborate, review data, make instructional decisions, plan, and share ideas/information.
- Goal 2: By June 2022, A collaborative, continuous improvement process and plan will be developed that utilizes a variety of data measures, encourages instructional improvement, and monitors student progress.
- Goal 3: By June 2022 the DEI committee will complete the second survey of staff regarding DEI and develop an action plan for continued efforts.
- Goal 4: By June 2022, HCCS will have consistent processes in place for all Administrative areas.

Evidence indicates that the HCCS board holds the charter school’s principal accountable and provides transparency in the process of the principal’s evaluation.

Measure 8c. Reporting Requirements**MEETS STANDARD**

HCCS is required, by law and by charter agreement, to submit an array of reports to the BSD and to the ODE. The frequency and timelines for submission of these reports vary depending on the report. Some

reports—such as the financial audit, the annual evaluation, and the revised budget—are submitted annually. Other reports—including expulsions, staff changes, and financials—are submitted quarterly.

To help ensure the school is current and timely with report submission, BSD staff has created the HCCS Reporting Schedule. The document is a yearly school calendar with the submission dates for each required report identified on date the report is due. The form is color-coded with ODE reports in red, BSD reports identified in green, and reports for HCCS in black font. According to the BSD Administrator for Accountability, during 2021-22 the HCCS staff submitted all required reports to the district in a timely manner.

Since HCCS uses the same student information system as the BSD (Synergy), much of the student data identified in the original charter agreement requiring HCCS to submit information about students to the district (such as attendance, grade level, whether a student receives special services for ELD or SpEd), is no longer necessary; the BSD has access to the data through Synergy.

| Indicator 9: Students and Employees | | |
|--|-------------------------------------|---|
| <p>Measure 9a. Is the school protecting the rights of all students?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to the rights of students including policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment; the collection and protection of student information; due process protections, privacy, civil rights and student liberties requirements; conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices).</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria pertaining to protecting the rights of all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of all students. |
| <p>Measure 9b. Is the school meeting teacher and other staff credentialing requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding teacher and other staff credentialing requirements. |
| <p>Measure 9c. Is the school employing generally acceptable employee relations practices?</p> <p><i>Criteria: School employees receive written documentation explaining customary employee benefits such as leave provisions, insurance protections, and the right to form a collective bargaining group. The staff has easy access to school leadership for addressing concerns. Employees are provided with professional development opportunities.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding employee relations practices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding employee relations practices. |
| <p><u>Measure 9d.</u> Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400) ?</p> <p><i>Criteria: Board policies are in place to address requirements for reporting on child abuse and sexual conduct by school employees and the reporting of child abuse by students. Policy is also in place describing the process for reporting abuse or sexual conduct. Annual training is provided on the prevention and identification of abuse and sexual conduct and on the obligations of school employees to report abuse and sexual conduct under policies adopted by the school board.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders. |

| | | |
|---|-------------------------------------|--|
| <p>Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?</p> <p><i>Criteria: Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. Teachers' evaluations are based on multiple measures; these measures are used to determine an overall performance level. The multiple measures are used to identify components of the teacher's professional growth plan. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to teacher evaluation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria pertaining to teacher evaluation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria pertaining to teacher evaluation. |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Interview with the principal*
- *Interviews and email communication with teachers and school support staff*
- *Interviews and email communication with parents*
- *Interview with HCCS Human Resources director*
- *HCCS Family Handbook*
- *HCCS Wisdom Seekers Handbook*
- *HCCS Volunteer Handbook*
- *HCCS website*
- *HCCS Employee Handbook*
- *HCCS School Tour FAQ*
- *PDU Tracking Forms and logs*
- *School Improvement Committee notes: Chinese Teacher Professional Development*
- *5 Dimensions of Teaching and Learning – framework from Center for Educational Leadership*
- *Teacher SMART Goal Setting form*
- *Preservice Schedule - 2022-23 school year*
- *TA Training – PowerPoint presentation*
- *2021-22 Language Team Meetings Agendas and notes*

Narrative:

Measure 9a. Protecting Rights of all Students EXCEEDS STANDARD

The charter agreement requires that HCCS follows the admission and enrollment policies described in ORS Chapter 338.125. That is, student enrollment in the charter school is voluntary, any student who resides in the school district in which the charter school is located is eligible for enrollment in the charter school if space is available. Students who do not reside in the school district in which the charter school is located are also eligible for enrollment provided space is available.

Furthermore, ORS 338.125 requires that student enrollment in a public charter school may not be based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language or athletic ability.

A review of documentation and interviews with parents and key HCCS staff provided evidence that the charter school is in compliance with statutes and policies related to admission, lottery, and waiting lists.

The charter agreement requires that HCCS accurately maintain all student records required by law and agree to retain and disclose the records as required by law including the Family Education Rights and Privacy Act (FERPA). The school administrative assistant confirmed that students' records are carefully managed at HCCS; students' cumulative files are stored in a locked fireproof cabinet in the office. In addition, parents' and students' FERPA rights are described in great detail in the Family Handbook.

HCCS employs a Positive Behavior Intervention & Support (PBIS) program that the school calls "Wisdom Seekers." The Wisdom Seekers Handbook describes the purpose of the program: *"To promote teaching and learning in a secure, positive environment where all staff and students can develop academically, socially, and personally."*

A PBIS approach requires adults in the system to identify a limited number of school-wide expectations. At HCCS, the staff identified: Be Kind, Be Respectful, Be Safe and Be Responsible. The staff worked collaboratively to create a matrix of appropriate behaviors under each expectation for various locations around the school. For example, to "Be Safe" in the play area students are expected to: keep hands, feet and objects to self; stay in the assigned area; follow adult directions; and go down the slide (not up) and make sure it's clear.

Students at HCCS earn tokens when adults observe them being kind, respectful, safe and/or responsible. Parents explained that the tokens at HCCS are called "Wisdom Seeker cards," and are handed out to students when adults observe students engaging in positive behaviors. One mother reported: *"My daughter talks about receiving the cards and using them as tickets to enter in a lottery for rewards that the principal gives out later."*

HCCS staff also care for the social-emotional needs of their students. The counselor reported that she has provided social-emotional learning (SEL) lessons to students. She explained that many students have needed help returning to in-person learning after Covid-19 forced them into remote learning. She shared: *"Trying to get back into school routines has created a steep learning curve for many students."*

The counselor also described providing *"mini positive psychology lessons"* to help students identify their strengths and understand how they contribute to making a classroom community stronger. Activities like this align with the emphasis on community so prevalent at HCCS.

Measure 9b. Teacher Certification and Volunteer Requirements MEETS STANDARD

According to Oregon statute, at least one-half of a charter school's total full-time equivalent (FTE) teaching and administrative staff must hold a valid teaching license issued by the Teachers Standards and Practices Commission (TSPC). The other teachers must be registered with the TSPC.

According to the HCCS principal, 18.59 FTE (77%) are appropriately licensed with TSPC and the remaining (5.55 FTE) are registered with TSPC. All staff have either a masters' or bachelors' degree.

The HCCS Volunteer Handbook provides information about roles and responsibilities of volunteers at the school, examples of volunteer activities, health and safety protocols, volunteer procedures, interactions with students, code of ethics and tips for working with children. The Volunteer Handbook also addresses the requirement for all volunteers to have a criminal background check and describes the process for obtaining a background check. In addition, potential volunteers must complete a “*Sexual Misconduct Online Training*” and email the certificate of completion to the school.

Measure 9c. Employee Relations

MEETS STANDARD

HCCS’s Employee Handbook includes documentation regarding customary employee benefits such as leave provisions, insurance protections, tuition assistance, and retirement savings plans. In addition, the Employee Handbook contains information about routines, processes and policies at HCCS including, but not limited to: fair labor standards act, evaluation of staff, fundraising guidelines, how to respond to harassment in the workplace, completing injury or accident forms, expectations for lesson plans for substitutes, expectations for attendance at staff meetings and other professional duties, and guidelines for the use of personal electronic devices and social media.

Professional development and growth is identified as a priority at HCCS. The Employee Handbook states: “*The Board recognizes the importance of continued educational experiences and other professional development activities as a means to improve job performance.*” Teachers are expected to keep their professional training and knowledge current through ongoing courses and workshops.

Teachers reported they have many opportunities to participate in professional development related to their own professional goals and in their areas of interest. In 2021-22, HCCS teachers participated in professional development opportunities in the areas of: professional learning communities; diversity, equity and inclusion classroom practices; instructional practices to support talented and gifted students; SIOP strategies; Special Education processes; data analysis; assessments including STAR360, OSAS training, and immersion programs.

In addition, the HCCS Chinese language team participated in professional development activities that included: attendance at the ACTFL conference; training on the pre-assessment and scoring rubric, level learning reading data report, reading strategies, the Chinese proficiency benchmark/intervention plan, SOPA reflection and conference sharing.

Measure 9d. Required Annual Trainings

MEETS STANDARD

The charter agreement states that HCCS is required to comply with all applicable state and federal laws concerning student welfare, safety and health, including the reporting of child abuse. Specifically, the agreement requires that HCCS is responsible for the reporting of child abuse and neglect in accordance with ORS 339.370, 339.372 and 339.388. Responsibilities of school staff to report child abuse (or suspicion of child abuse) are also delineated in the HCCS Employee Handbook:

“All staff will be required to participate in annual training in the prevention and identification of abuse of a child and the obligations of reporting.

Any staff member who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect shall immediately orally report or cause an oral report immediately by telephone or otherwise to the local office of

the Oregon Department of Human Services or local law enforcement agency within the county where the person making the report is located at the time of the conduct.

*Any public charter school employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to Oregon Department of Human Services (DHS), its designee, or to the law enforcement agency within the county where the person making the report is located at the time of the contact."*

During interviews, the HCCS teachers reported they completed all required annual trainings last year. The HCCS human resources director confirmed that in 2021-22 all HCCS staff completed required trainings with respect to the prevention and identification of child abuse as well as other trainings required by ODE and the charter agreement.

Measure 9e. Teacher Evaluation and Professional Growth **EXCEEDS STANDARD**

The HCCS Employee Handbook identifies the purpose of the school's evaluation system: *"To aid the teacher in making continued professional growth and to determine the teacher's performance of the teaching responsibilities."*

Licensed staff evaluations are based on the core teaching standards adopted by the Oregon State Board of Education. Licensed and registered probationary staff at HCCS are formally evaluated at least annually. Evaluations are based on at least two observations and other relevant information.

Evaluation of staff is conducted in accordance with established HCCS board policy, applicable charter school evaluation procedures, and Oregon law.

Teacher evaluation at HCCS is based on the 5 Dimensions of Teaching and Learning (5D™) instructional framework. The framework addresses core elements of teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. The rubric that accompanies the 5D framework is used as a tool during the teacher evaluation process at HCCS.

The teacher evaluation process at HCCS incorporates the elements required by ODE including: self-reflection, goal-setting, observations, formative assessment and summative evaluation. All HCCS teachers meet with the principal within the first eight weeks of school for a goal setting conference. Observations and feedback take place informally throughout the school year. At midyear, the teacher meets with the principal to review goals and progress toward those goals. A final evaluation is conducted in the final eight weeks of the school year. The evaluation is discussed with the teacher, comments are noted and the evaluation is signed by the teacher and the principal. A copy of the evaluation is given to the teacher and placed in the teacher's personnel file.

The HCCS principal shared that he has created his own Walk Through Tool that is aligned to the 5D+ Teacher Evaluation Rubric. On the tool, he can indicate the lesson segment he is observing (beginning 20% of lesson, middle 60%, or final 20% of lesson); which standard(s) the lesson focuses on; any notes that he takes during the observation; and whether or not the standard was observed. Teachers indicated they appreciate that the principal is often in classrooms and regularly observing their teaching, offering help when needed.

The collection of evidence included records of professional development units for HCCS staff members.

The Preservice Schedule for 2022-23, provided evidence that teachers received training and professional development in the Star360 Assessment, teambuilding, PBIS, school policies, first aid renewal, counseling procedures, and synergy training. Staff also received training in the area of diversity, equity and inclusion.

A PowerPoint presentation shared by HCCS leadership served as evidence that HCCS provides training to the school's teaching assistants (TAs). The training included defining expectations in the classroom and on recess duty, as well as asking the TA to identify his/her strengths and the areas he/she wants to improve in the new school year. Strategies to help students resolve conflict was also included in the TA training.

Notes from the School Improvement Committee (April 1, 2022) provide evidence of internal and external trainings in which HCCS Chinese teachers participated during the 2021-22 school year. The trainings covered a wide array of topics including assessment data analysis, classroom interventions, reading objectives and standards, reading workshop, internal assessments and SOPA, routine practices, small group instruction, and differentiation. External trainings included attendance at: the ACTFL conference, the Early Childhood Chinese Immersion Forum 2022, the Chinese Language Teachers Association Annual Conference, and the National Chinese Language Conference.

Agendas from teachers' team meetings provide evidence that when HCCS staff attend trainings and/or conferences, they report back to their team (or if appropriate, to the entire staff) to share what they learned.

| Indicator 10: School Environment | | |
|---|-------------------------------------|---|
| Measure 10a. Is the school complying with facilities and transportation requirements? <i>Criteria: The school complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation including: American with Disabilities Act; fire inspections and related records; viable certificate of occupancy or other building use authorization; documentation of requisite insurance coverage; and student transportation.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation. |
| Measure 10b. Is the school complying with health and safety requirements? <i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement related to safety and the provision of health-related services including: appropriate nursing services, dispensing of pharmaceuticals and food service requirements.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety. |
| Measure 10c. Is the school handling information appropriately? <i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information including: maintaining the security of and providing access to student records; accessing documents maintained by the school under the state's Freedom of Information law, transferring of student records; and proper and secure maintenance of testing materials.</i> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school was materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately. |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Lease agreement with Lindquist Holdings, LLC*
- *Certificate of Liability Insurance, PACE*
- *HCCS Family Handbook*
- *Healthy & Safe Schools Plan*
- *Interview with the principal*
- *Facility Tour*
- *Tualatin Valley Fire & Rescue Report – 1/28/2022*
- *Report of Inspection, Testing & Maintenance of Automatic Fire Sprinkler Systems*
- *Emergency Evacuation Drill Record – 2021-22*
- *Student Threat Assessment and Management System*
- *HCCS Board Policy*

Narrative:**Measure 10a. Facilities****MEETS STANDARD**

In the collection of evidence, HCCS provided a copy of the ten-year lease for the school facility. The lease expires on 1/20/2025. Copies of PACE insurance coverage—required by the lease agreement and by the charter contract—were also included in the documentation provided by the school.

Based on observations from the evaluator’s site visit, the HCCS facility is clean, ADA accessible, and evacuation routes are posted appropriately.

The collection of evidence provided by HCCS leadership included an inspection field report from Tualatin Valley Fire & Rescue dated 2/11/22 and noted no violations for the charter school. An annual report from Viking Fire Protection dated 1/31/22 was also included in the collection of evidence and confirmed that the school meets requirements for testing and maintenance of automatic fire sprinkler systems.

The Emergency Preparedness section of the HCCS Family Handbook addresses safety measures in place at HCCS. Student safety is identified as the foremost priority at the charter school:

“In the event of a school-wide emergency, HCCS will initiate its emergency response plan, which includes the swift and secure sheltering of students, visitors, volunteers and staff, accounting of and caring for students as well as the safe evacuation to a pre-designated evacuation site, if necessary.”

Parents are given the opportunity to register with FlashAlert, an emergency notification system. FlashAlert distributes messages to parents during emergency situations.

HCCS provided the Emergency Evacuation Drill Record for 2021-22 which describes details of required monthly drills at the school. The record includes: date of the drill, start and end time, duration of the drill, notification method, weather conditions, special conditions/problems encountered, staff training, student instruction, and type of drill. HCCS is in compliance with completing the required monthly drills.

HCCS is in compliance with OAR 581-022-2223 which requires school districts and charter schools to develop a Healthy & Safe Schools Plan. The main areas covered by the plan include testing for radon, lead in drinking water, lead paint, asbestos, and integrated pest management. Test results are also posted on the school’s website.

Measure 10b. Health & Safety**MEETS STANDARD**

The HCCS Family Handbook provides guidelines pertaining to students taking medication at school. Parents are encouraged to give their children medication at home on a schedule rather than during school hours. If medication needs to be administered during the school day, the medication is dispensed by trained office staff. Teachers may only administer medication during field trips or in emergency situations.

When medication must be given at school the following criteria must be met:

- HCCS must have a completed permission form from the parent
- All medications are kept in the office – not in classrooms or backpacks
- Over the counter medication must be in the original container with student’s name on it
- Medication must be sent to the school in the pharmacy-labeled container
- Parents must provide a copy of all relevant information included with the medication

HCCS has board policy in place to address hazing, harassment, intimidation, bullying, menacing, and cyberbullying. Board policy also addresses threats of violence, weapons in school, use of tobacco products, alcohol, drugs or inhalants.

HCCS's Student Threat Assessment and Management System is described in the Family Handbook. The management system is *"a set of assessment protocols and safety planning procedures overseen and administered by a Site Team composed of school administration, staff, and other local authorities as need to promote a safe school environment."* The goal of the management system is to provide an immediate and systematic response to students who pose a serious threat to commit violence toward others.

All HCCS employees are required to provide proof of current certification in CPR and First Aid. All employees are also required to obtain training in: Child Abuse Identification & Prevention in Oregon Schools, Blood Borne Pathogen, Student Privacy Rights (FERPA), and Restraint and Seclusion. The principal and the administrative assistant confirmed that all staff completed required annual trainings in 2021-22.

HCCS participates in SafeOregon, a statewide safety tip line that gives students, parents, schools and communities a way to report safety threats or potential acts of violence. According to the HCCS website:

"SafeOregon gives students another path for communicating with school administration when school safety incidents occur . . . Tips can be submitted 24/7/365 through the SafeOregon.com web portal, by email to tip@safeoregon.com through the SafeOregon mobile application or by calling or texting 844-472-3364."

HCCS's commitment to providing a safe environment for all students is particularly evident with the time and energy staff have invested in creating and communicating drop off/pick up processes at the school. A comprehensive plan with details describing arrival and dismissal procedures, as well as parking and traffic flow guidelines, are included in the Family Handbook and on the school's website. The guidance includes directions and maps of the approved traffic flow colored-coded by grade level of the student. Parents volunteer to serve as morning drop-off greeters and afternoon pick-up helpers.

During interviews with parents they reported that student drop-off and pick-up has historically been problematic, but current school leadership has focused on trying to create a process that is safer and more efficient. Parents shared that the principal has been open to parents' suggestions for improvement in drop-off and pick-up, and they appreciate being able to contribute to improvement efforts.

Commendation:

HCCS staff and parents are commended for the investment in and commitment to ensuring a safe and orderly drop off and pick up for all students. School staff and parent volunteers work together to create a well-choreographed, efficient and safe process.

Measure 10c. Managing Records Appropriately

MEETS STANDARD

The charter agreement requires that HCCS *"agrees to accurately and timely maintain all records, including student academic records, required by law and Section 9.4, and agrees to retain and disclose those records as required by law."*

According to the HCCS administrative assistant, student records are kept in a fireproof, locked cabinet in the office.

In addition to maintaining student academic records, HCCS is required to *“establish, maintain, and retain appropriate financial records for the Charter School in accordance with all applicable federal and state laws and for a period of seven years follow the expiration of earlier termination of this Charter.”*

Based on conversations with the school principal and the office administrative assistant, in addition to observations during the evaluator’s site visit to HCCS, the school is in compliance with requirements to manage records appropriately.

Framework 3: Financial Performance

| Indicator 11: Fiscal Accountability and Oversight | | |
|--|-------------------------------------|--|
| <p>Measure 11a: Does the school’s board provide appropriate financial oversight?</p> <p><i>Criteria: The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. Board-adopted financial policies are in place and are followed by both the board and school leadership. The board has members with finance expertise, and board members are able to understand budgets, audits, and budget development. The board sets and regularly monitors progress toward financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.</i></p> | | |
| School’s Self Assessment | Evaluator’s Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard: The school presents no material concerns in any of the criteria regarding board financial oversight.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard: The school presents a material concern in one of the criteria regarding board financial oversight.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding board financial oversight.</i> |
| <p>Measure 11b: Does the school maintain appropriate internal controls and procedures?</p> <p><i>Criteria: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership’s direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</i></p> | | |
| School’s Self Assessment | Evaluator’s Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard: The school presents no material concerns in any of the criteria regarding internal controls and procedures.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard: The school presents a material concern in one of the criteria regarding internal controls and procedures.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding internal controls and procedures.</i> |

Evidence:

- Charter School Agreement – Hope Chinese Charter School
- Interview with the principal
- Interview with the board chair
- HCCS Board Governance Handbook – Version 1.01, March 13th, 2015
- Amended and Restated Bylaws of Hope Chinese Charter School – approved 11.20.19
- Board meeting minutes for 2021-22
- Board Committee meeting minutes for 2021-22
- Annual financial audits for years ending June 30, 2021 and June 30, 2022
- Hope Chinese Charter School Board Information – information sheet for prospective new board members

Narrative:**Measure 11a. Financial Oversight****EXCEEDS STANDARD**

A review of HCCS board meeting minutes confirms that the board regularly reviews and approves monthly financials and also reviews other fiscal information as required by the charter agreement.

Based on a review of board member resumes provided in the collection of evidence, HCCS board members represent an array of diverse areas of expertise including leadership, administration, management and strategic planning, team-building, driving and facilitating change, fundraising, education, and technology. Several board members have extensive knowledge of (and experience in) finance and budgeting.

The board provides a one-page document to individuals who express an interest in serving on the HCCS board. The document identifies responsibilities of board members, required qualities and experience, optional/desired qualities and experience, as well as expected commitment levels in terms of time, talent and treasure (financial). Responsibilities of HCCS board members are also listed in the Board Governance Handbook.

The HCCS board is invested in providing successful on-boarding for new members. New member orientation is provided prior to the first board meeting of a new member or as soon as can be scheduled. The orientation includes: a copy of the school's charter and recent Board meeting minutes, with explanation; pertinent statutory matters regarding board authority to supervise and manage a charter public school and public funding; pertinent board policies; roles and responsibilities of the board members and school administrator(s); budget and insurance provisions; other materials that the board and/or principal deem pertinent.

During the 2021-22 school year, the HCCS board had three working committees including:

- Board Governance Committee
- Finance Committee
- Diversity, Equity and Inclusion (DEI) Committee

The board governance committee met monthly, the finance committee met twice and the DEI committee met three times during 2021-22. Minutes from all committee meetings are posted on the school's website.

In the collection of evidence, HCCS provided a document that identifies specific steps and the person(s) responsible for financial interactions at the school. The document addresses tasks such as: preparing journal entries, receiving cash or check payments at the school, making bank deposits, and bank reconciliation. Important information specific to fundraising events at the school (such as Gala/Auction, Jog-A-Thon, Read-A-Thon, and Donation tracking) is also included on the guidance document. In addition, expectations for how school charges are processed (and who is responsible) is well documented. The principal explained that the guidance document is dynamic, shared with individuals who are involved in the financial interactions of the school, and revised annually in response to audit results.

HCCS's annual budget is prepared by a small team of individuals with input and feedback from many additional stakeholders. The budget process used in 2021-22 was described in the collection of evidence provided for this review: The human resources director and private programs director created a budget draft for each of their departments and then reviewed the drafts with the director of operations. The HCCS principal and the director of operations worked with facility and administrative office staff to prepare draft budgets for those two departments. The director of operations worked with the fundraising

committee on revenue, then reviewed the draft budget with the treasurer. Finally, the treasurer prepared an initial full draft for the board to review in March. The second review of the budget occurred in April and finally, the Board approved the budget.

It is worth noting, that the director of operations position was eliminated at the end of the 2021-22 school year. Responsibilities of the director of operations, including preparing the budget, have been delegated to other HCCS staff—in particular, the finance director.

Documentation provided in the collection of evidence confirms that the budget creation process at HCCS is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.

Measure 11b. Internal Controls

MEETS STANDARD

Through interviews with HCCS staff and the board chair, it is evident that HCCS has a system in place to provide appropriate information needed by school leadership and the board to make sound financial decisions and to fulfill compliance requirements.

Interviews with HCCS office staff confirmed the school has internal controls in place. The school staff accurately records and appropriately documents transactions in accordance with the principal’s direction, statutes and agreements. The HCCS finance director explained how work duties are divided among several staff members (administrative assistant, bookkeeper, and finance director) to reduce the risk of error and to ensure compliance with applicable laws and regulations.

In addition, according to the financial audits of the past two years, there have been no concerns regarding internal controls at HCCS.

| Indicator 12: Sustainability Measures | | |
|---|-------------------------------------|--|
| <p>Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?</p> <p><i>Criteria: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding maintaining adequate financial resources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding maintaining adequate financial resources. |
| <p>Measure 12b: Is the school demonstrating short and long-term fiscal viability?</p> <p><i>Criteria: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate. The current ratio is greater than or equal to 1.1. The unrestricted days cash is at least 60 days or between 30 and 60 days with a one-year positive trend. The school is not in default of loan covenants and/or is not delinquent with debt service payments.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding fiscal viability. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding fiscal viability. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding fiscal viability. |
| <p>Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</p> <p><i>Criteria: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions. The school routinely analyzes budget variances, the board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.</i></p> | | |
| School's Self Assessment | Evaluator's Assessment | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate. |

Evidence:

- *Charter School Agreement – Hope Chinese Charter School*
- *Interview with the principal*
- *Interviews with the finance director*
- *Interview with the board chair*
- *HCCS Board Governance Handbook*
- *HCCS Board policies*
- *Amended and Restated Bylaws of Hope Chinese Charter School – approved 11/20/19*
- *Monthly board meeting minutes, 2021-22 and fall of 2022*
- *Minutes from Finance Committee meetings*
- *Annual financial audits for years ending June 30, 2021 and June 30, 2022*

Narrative:

Measure 12a. Financial Stability

MEETS STANDARD

HCCS board policy requires that the board receives regular financial reports to include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the public charter school’s overall cash condition. Board meeting minutes confirm that these required financial reports are presented and discussed at monthly board meetings.

During the 2021-22 school year, the director of operations provided the required financial reports. Since the director of operations position was eliminated at the end of the 2021-22 school year, the HCCS finance director is now presenting the finance reports to the board. At each meeting, the HCCS finance director reports on budget versus actual (profits and losses), board designated reserves, and year-to-date fundraising. Most recently a significant expense has been the purchase of and relocation of a portable classroom. A report on the expenses connected to the portable project has also been included in the monthly financial reports presented at board meetings.

The school provided evidence that confirms cash flow projections for the charter school are prepared and monitored by school leadership and by the board.

In addition to the board regularly reviewing financial statements, the HCCS Finance Committee also monitors cash flow processes. Minutes from the Finance Committee are posted on the school’s website.

According to the charter agreement and as provided by ORS 338.125(4), HCCS may conduct fundraising activities, but may not require students to participate in fundraising activities as a condition of admission to the school. HCCS is in compliance with this requirement. Although fundraising is emphasized at HCCS (on the website and in the Family Handbook), fundraising is not required at HCCS, and the day-to-day financial needs of the school are not dependent on grants, donations or fundraising.

Conversations with the board chair and financial reports confirm the school maintains sufficient cash on hand to pay current bills and bills that are due in the short term.

Measure 12b. Long and Short Term Fiscal Viability

MEETS STANDARD

Based on a review of the last two financial audits, as well as budget proposal documents, revenue and funding projections at HCCS are reasonable with margins and cash flow at appropriate levels. According to the financial audit for the year ended June 30, 2022, the current ratio (which measures the school’s ability to pay short-term obligations or those due within one year) is greater than 1.1.

According to the board chair, during the 2021-22 school year HCCS was not in default of any loan covenants nor delinquent with debt service payments.

According to enrollment records provided by the HCCS administrative assistant, the charter school has met enrollment projections over the past several years.

HCCS's charter agreement requires that the school submit monthly accounting reports to the BSD. In addition, the school is required to undergo an annual audit of its accounts and submit a copy of the audit to the district by October 15 of each year.

Over the past two years, the HCCS has submitted to the district quality financial statements including annual audits, board approved budgets, and interim financial statements that comply with financial reporting requirements and the school's charter. According to the BSD Administrator for Accountability, in 2021-22 all of the required reports were submitted by HCCS to the BSD on time.

In the Management's Discussion and Analysis for the year ended June 30, 2022, the HCCS principal reported:

"Our total net position as presented increased by \$160,272 from a surplus of \$97,529 to \$257,801. Our net position without the effect of the net pension liability and net pension-related deferred outflows and inflows of resources was \$1,840,968 at June 30, 2022 and \$1,626,599 at June 30, 2021. "

HCCS's annual financial audit for the year ended June 30, 2022 was "clean"; that is, the auditors reported nothing came to their attention to indicate the school was not in substantial compliance with certain provisions of laws, regulations, contract and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320.

Based on documentation provided by the school and through interviews with the principal and the board chair, it is evident that the HCCS board is committed to conservative budgeting and making thoughtful and intentional decisions about spending. HCCS has policy in place to guide decisions about financial issues including use of the operating reserve fund; from all evidence provided, the board adheres to the policy.

Measure 12c. Financial Planning

EXCEEDS STANDARD

HCCS has board policy, Investment of Funds (DFA), adopted on 7/21/21 that states: *"The HCCS administrator/principal and business manager will develop criteria for the appropriate investments of HCCS funds. A progress report of investments will be made to the Board on a regular basis."* The evaluator was unable to find evidence that the board received progress reports of investments on a regular basis during 2021-22.

The HCCS board chair reported that the school is in a strong financial position in part due to the Covid-relief aid to public schools through the Elementary and Secondary School Emergency Relief Fund (ESSER) and also because they retained their teachers during the pandemic. The board chair added that *"exceptionally strong community support has also enabled the school to remain on stable financial grounds."*

The board chair emphasized the importance of maximizing the percent of money that goes to the charter school as well as continuously looking for opportunities to use/share services with the BSD. He suggested

sharing technology support, leveraging technology contracts, and allowing HCCS staff to participate in BSD trainings as potential examples.

Board meeting minutes provide evidence that the board is engaged in discussions about long range fiscal planning. At the 3/14/2022 board meeting, the board treasurer lead a conversation about *“continuing to build out the forecasting model that will allow more clarity in financial decision making and its effects on the school’s future fiscal health.”* Minutes from other board meetings provided evidence of similar discussions throughout the 2021-22 school year.

Minutes from the January 13, 2022 HCCS Finance Committee meeting revealed: *“HCCS does not have any developed criteria for ‘appropriate investments of HCCS funds.’ ”* It was noted in the minutes that the *“lack of investment criteria means that the excess cash reserves of the school haven’t been earning any real return on investment.”* HCCS Board meeting minutes from 2/16/2022 revealed that the finance committee laid groundwork for the drafting and review of criteria for the investment policy.

Board meeting minutes from 10/19/22 provide evidence that the HCCS board unanimously approved an investment strategy for the charter school:

“Approve investing \$1.25M from cash in excess of reserves in Treasury Bills implementing a ladder strategy starting with a 3, 6, 9 and 12 month maturity dates, and then rolling over to 12 month T-bills so that funds are rolling over every 90 days, with the board approving automatic reinvestment of each rung unless directed otherwise by the board. Treasurer will bring a periodic update of the investment strategy to the board every 6 months, with the finance committee monitoring progress monthly.”

COMMENDATIONS

Many outstanding programs and practices are in place and being implemented at Hope Chinese Charter School. A few of the most exceptional practices are highlighted below:

- HCCS is commended for maintaining a strong commitment to the charter school’s initial mission and executing the mission with fidelity and passion. All stakeholders—staff, parents, board members and students—share a common understanding of the mission and philosophy of the school and come together to manifest the mission. (Measure 6a)
- HCCS is commended for maintaining consistently high levels of parent satisfaction with the charter school, as well as strong, stable parent involvement in school activities and school improvement efforts. (Measure 6b)
- HCCS deserves commendations for intentionally and consistently implementing the distinctive instructional strategies upon which the charter school began. Specifically, the school is commended for maintaining the spiral themes of: Self-Identities, Communities and Roles, World Adventures, Cultural Celebrations, Numbers and Facts, and Literature Appreciation across the grade levels and allowing students to explore those themes through engagement in authentic and meaningful learning experiences. (Measure 7a)
- HCCS deserves commendations for a comprehensive and balanced assessment system. Teachers administer a wide variety of formative, interim, and summative assessments, and receive extensive training to ensure appropriate analysis of the data generated by the assessments. School leadership ensures teachers have protected time (frequent and consistent) to analyze the student achievement data and discuss how the results will be used. (Measure 7b)
- HCCS staff is commended for implementing the Multi-Tiered System of Support—tiered academic intervention plan—with fidelity and focus, demonstrating a commitment to addressing the diverse learning needs of students at the charter school. The attention given to differentiation is a high priority for parents and for staff at HCCS. (Measure 7d)
- HCCS staff and parents are commended for the investment in and commitment to ensuring a safe and orderly drop off and pick up for all students. School staff and parent volunteers work together to create a well-choreographed, efficient and safe process. (Measure 10b)

CONSIDERATIONS

All institutions—even those already performing at high levels, should be continuously looking for areas in which they can improve. The evaluator encourages HCCS to consider the following actions:

- Identify a common Special Education Evaluation Team time (and location) for formal IEP meetings and for the SpEd team members to meet (outside of IEP meetings) to review students' progress. (Measure 7d)
- Although the resumes of board members were provided to the evaluator in preparation for the evaluation, there is no evidence that parents and community members have access to the qualifications of the HCCS board members. HCCS is encouraged to post board member biographies, not full resumes, but brief bios, on the school website to highlight board members' qualifications for serving on the HCCS board as well as to provide evidence that the school is in compliance with diverse board composition as described in the charter agreement including that at least three members of the board must be parents of current HCCS students. (Measure 8a)

APPENDIX A Summary of Findings

| EXCEEDS | | |
|---------------|---|------------------------------------|
| 6a | Executes the school's mission and key design elements | |
| 6b | Promotes parental involvement and getting feedback from parents | |
| 7a | Implements the distinctive instructional practices as outlined in Charter Agreement | |
| 7b | Implements a balanced and comprehensive assessment system | |
| 8b | Evaluates the charter school's administration | |
| 9a | Protects the rights of all students | |
| 9e | Complies with statutory guidance and district policy re: teacher performance, evaluation, professional growth | |
| 11a | School Board provides appropriate financial oversight | |
| 12c | Operates pursuant to a financial plan with realistic budgets that are monitored and adjusted | |
| MEETS | | 'Meets' is highest possible rating |
| 7c | Complies with applicable laws of charter contract regarding educational requirements | Yes |
| 7d | Protects the rights of students with disabilities | |
| 7e | Protects the rights of English learners | |
| 8a | Complies with applicable governance requirements: Board policies, open meeting laws, etc. | |
| 8c | Complies with reporting requirements in a timely manner | Yes |
| 9b | Complies with teacher and other staff credentialing requirements | Yes |
| 9c | Employs generally acceptable employee relations practices | Yes |
| 9d | Complies with state statutes re: sexual conduct and child abuse reporting | Yes |
| 10a | Complies with facilities and transportation requirements | Yes |
| 10b | Complies with health and safety requirements | Yes |
| 10c | Handles records and information appropriately | Yes |
| 11b | Maintains appropriate internal controls and procedures | |
| 12a | Maintains adequate financial resources to ensure stable operations | |
| 12b | Demonstrates short and long-term fiscal viability | |
| APPROACHES | | |
| NONE | | |
| DOES NOT MEET | | |
| NONE | | |

APPENDIX B

Evaluator's Biography

Victoria L. Lukich, Ed. D.

Dr. Victoria Lukich has an extensive background in K-12 education spanning more than 40 years. Her experience has been as a classroom teacher at the middle and high school levels, a school improvement coordinator, assistant principal, and principal. In addition, Victoria served as a district level administrator overseeing and supporting high schools and option schools in a large school district. She has worked for the U.S. Department of Education conducting program evaluations of secondary schools throughout the U.S. Her work in four different districts at the school and district levels, in addition to work with the USDOE, provide her with extensive experience in curriculum development, using data to guide school improvement efforts, program evaluation, and school leadership. Victoria also has expertise in guiding and supporting schools and school leaders through the change process as well as promoting and engaging in practices that promote equity in school.

Currently, Dr. Lukich works as a private educational consultant conducting program evaluations for schools, districts and non-profit organizations and providing coaching and mentoring to new administrators in large Oregon school districts.



Washington County Oregon
Financial Reports
For the Year Ended June 30, 2022

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

BOARD OF DIRECTORS

June 30, 2022

Michael Herring, Board Chair

Corene Pettit, Vice Chair

Jennifer Dai Chen, Secretary

Michael Watson, Treasurer

Rob Barry

Brandy Turnbull

Stacy Lambert

Stephen Pham

Calvin Tchiang

Dan Ruan

Jakob Lutkavage-Dvorscak, Advisory, non-voting

All board members receive mail at the address below:

Kevin Olds, Principal
3500 SW 104th Avenue
Beaverton, OR 97005

Hope Chinese Charter School
Washington County, Oregon

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Hope Chinese Charter School

Opinions

We have audited the accompanying financial statements of the governmental activities and major fund of Hope Chinese Charter School (an Oregon nonprofit corporation), Washington County, Oregon, (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Hope Chinese Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund, of Hope Chinese Charter School, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Hope Chinese Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Hope Chinese Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Hope Chinese Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Hope Chinese Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the schedules of the proportionate share of net pension liability and contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a

part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

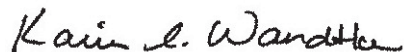
Other Information

Management is responsible for the other information included in the annual report. The listing of board members located before the table of content, and the other information, as listed in the table of contents, does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Report on Other Legal and Regulatory Requirements

In accordance with *Minimum Standards for Audits of Oregon Municipal Corporations*, we have also issued our report dated November 16, 2022, on our consideration of the School's compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



McDonald Jacobs, P.C.

Karin S. Wandtke, Shareholder
Portland, Oregon
November 16, 2022



**HOPE CHINESE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the year ended June 30, 2022**

As management of Hope Chinese Charter School (the School), we offer the following narrative overview and analysis of the School's financial statements for the year ended June 30, 2022. It is management's goal in preparing this discussion to assist users of these financial statements in interpreting key data found in the pages that follow, and to analyze the results of this fiscal year. Because the information contained in this discussion is select in nature, it should be considered in conjunction with the financial statements and notes to basic financial statements included in this financial report.

Although the School is a not-for-profit organization, these financial statements are presented in conformance with Governmental Accounting Standards Board (GASB) Statement No. 34 as amended. The State of Oregon, Secretary of State's interpretation of the enabling legislation related to Oregon Charter Schools, requires this presentation. The interpretation requires the School's financial statements to be presented on the same basis as those of our sponsoring district, the Beaverton School District.

The School's financial statements consist of the following:

- Government-wide financial statements
- Fund financial statements
- Notes to basic financial statements

The government-wide financial statements on pages 8 and 9 are designed to provide an overview of the School's financial operations, in a manner similar to a private-sector business. The Statement of Net Position presents information regarding all assets and liabilities, with the difference between the two being reported as net position. Changes in net position may serve as a useful indicator of whether or not the overall financial position of the School is improving or deteriorating. The Statement of Activities presents information showing how the School's net position increased or decreased during the year under audit. All activities in the government-wide financial statements are presented on the full accrual basis of accounting, in which they are reported as soon as the event occurs, regardless of the timing of associated cash flows.

The fund financial statements on pages 10 and 12 are presented focusing on near-term inflows and outflows of available resources as well as balances of available resources available at the end of the year. The Reconciliations of Governmental Funds on pages 11 and 13 provide reconciliation between the fund financial statements and the government-wide financial statements.

All activities of the School are considered to be governmental activities.

Condensed financial information is presented below.

| Net Position | Governmental Activities | | |
|-------------------------------------|-------------------------|------------------|-------------------|
| | June 30, | | |
| | 2022 | 2021 | Change |
| Current assets | \$ 1,912,806 | \$ 1,559,969 | \$ 352,837 |
| Capital and other noncurrent assets | 223,455 | 252,657 | (29,202) |
| Right-of-use assets, net | 1,210,372 | - | 1,210,372 |
| Total assets | <u>3,346,633</u> | <u>1,812,626</u> | <u>1,534,007</u> |
| Deferred outflows of resources | <u>1,567,516</u> | <u>1,783,466</u> | <u>(215,950)</u> |
| Current | 278,363 | 186,027 | 92,336 |
| Lease liability | 1,227,302 | - | 1,227,302 |
| Net pension liability | 1,800,948 | 3,299,996 | (1,499,048) |
| Total liabilities | <u>3,306,613</u> | <u>3,486,023</u> | <u>(179,410)</u> |
| Deferred inflows of resources | <u>1,349,735</u> | <u>12,540</u> | <u>1,337,195</u> |
| Net position: | | | |
| Net investment in capital assets | 213,455 | 194,976 | 18,479 |
| Unrestricted | 44,346 | (97,447) | 141,793 |
| Total net position | <u>\$ 257,801</u> | <u>\$ 97,529</u> | <u>\$ 160,272</u> |

- Our total assets increased from \$1,812,626 to \$3,346,633 at the end of the 2022 fiscal year, of capital assets, net of depreciation and right-of-use assets, net of amortization total \$1,423,827.
- Our total liabilities decreased by \$179,410 from \$3,486,023 to \$3,306,613, which includes a decrease of \$1,499,048 related to the net pension liability. Total liabilities as of June 30, 2022 include \$698,084 in liabilities which are current, of which \$419,721 are current lease payments.
- Our total net position as presented increased by \$160,272 from a surplus of \$97,529 to \$257,801. Our net position without the effect of the net pension liability and net pension-related deferred outflows and inflows of resources was \$1,840,968 at June 30, 2022 and \$1,626,599 at June 30, 2021.

An analysis of the government-wide financial statements shows the following:

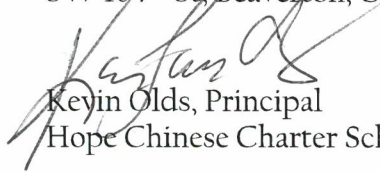
| Change in Net Position | Governmental Activities | | |
|--|----------------------------|------------------|-------------------|
| | Fiscal year ended June 30, | | |
| Revenues: | 2022 | 2021 | Change |
| State School Fund | \$ 2,585,899 | \$ 2,525,881 | \$ 60,018 |
| Other government funding | 443,140 | 608,435 | (165,295) |
| Charges for services | 630,175 | 99,933 | 530,242 |
| Operating grants, contributions, other | 575,382 | 645,175 | (69,793) |
| Total revenues | <u>4,234,596</u> | <u>3,879,424</u> | <u>355,172</u> |
| Expenses: | | | |
| Instruction | 2,466,399 | 2,376,844 | 89,555 |
| Support services | 1,037,342 | 1,299,428 | (262,086) |
| Community services | 119,288 | 3,242 | 116,046 |
| Unallocated depreciation | 24,634 | 24,634 | - |
| Unallocated amortization | 413,768 | 15,005 | 398,763 |
| Interest on lease liability | 12,893 | - | 12,893 |
| Total expenses | <u>4,074,324</u> | <u>3,719,153</u> | <u>355,171</u> |
| Change in net position | 160,272 | 160,271 | 1 |
| Net position - beginning of year | 97,529 | (62,742) | 160,271 |
| Net position - end of year | <u>\$ 257,801</u> | <u>\$ 97,529</u> | <u>\$ 160,272</u> |

- Our revenues came primarily from four major sources for 2022. State School Fund revenues were \$2,585,899; other government funding of \$443,140 were from revenue from CARES Act funding, and state Student Investment Account funds; charges for services were \$630,175; and contributions and other revenue were \$575,382. Total revenues from all sources for the year were \$4,234,596, an increase of \$355,172 from 2021-2022 revenues of \$3,879,424.
- Our expenses totaled \$4,074,324 for the year, an increase of \$355,171 from 2020-2021 expenses of \$3,719,153. Significant changes in expenses included an increase in purchased services of \$125,934. Our largest expenses were for personnel costs, which total \$2,930,836.

We ended Spring 2022 with 332 students and opened this Fall 2022 with 369 students.

Please refer to the notes to the basic financial statements on pages 14 through 33 for a discussion of other matters related to the 2021-2022 year. Within that section are explanations of Hope Chinese Charter School's organization and operations, a summary of significant accounting policies, and other important information.

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Kevin Olds, Principal, at Hope Chinese Charter School, 3500 SW 104th St, Beaverton, OR 97005.



Kevin Olds, Principal
Hope Chinese Charter School

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

BASIC FINANCIAL STATEMENTS

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

STATEMENT OF NET POSITION
June 30, 2022

ASSETS:

| | |
|-------------------------------------|------------------|
| Cash and cash equivalents | \$ 1,773,379 |
| Accounts receivable | 94,010 |
| Prepaid expenses | 45,417 |
| Lease deposits | 10,000 |
| Capital assets, net of depreciation | 213,455 |
| Right-of-use assets, net | <u>1,210,372</u> |

TOTAL ASSETS 3,346,633

DEFERRED OUTFLOWS OF RESOURCES:

| | |
|------------------------------|------------------|
| Net pension related deferral | <u>1,567,516</u> |
|------------------------------|------------------|

LIABILITIES:

| | |
|--------------------------------------|------------------|
| Accounts payable | 54,941 |
| Accrued payroll and related expenses | 114,551 |
| Unearned revenue | 108,871 |
| Lease liability | 1,227,302 |
| Net pension liability | <u>1,800,948</u> |

TOTAL LIABILITIES 3,306,613

DEFERRED INFLOWS OF RESOURCES:

| | |
|------------------------------|------------------|
| Net pension related deferral | <u>1,349,735</u> |
|------------------------------|------------------|

NET POSITION:

| | |
|----------------------------------|---------------|
| Net investment in capital assets | 213,455 |
| Unrestricted | <u>44,346</u> |

TOTAL NET POSITION \$ 257,801

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL

Washington County, Oregon

STATEMENT OF ACTIVITIES

For the year ended June 30, 2022

| | <u>Program Revenues</u> | | | Net (Expense) and Changes in Net Position |
|----------------------------------|-------------------------|-------------------------------------|---|--|
| | <u>Expenses</u> | <u>Charges for Services</u> | <u>Operating Grants and Contributions</u> | |
| FUNCTIONS: | | | | |
| Instruction | \$ 2,466,399 | \$ 516,722 | \$ 599,116 | \$ (1,350,561) |
| Support services | 1,037,342 | - | - | (1,037,342) |
| Community services | 119,288 | 113,453 | - | (5,835) |
| Unallocated depreciation | 24,634 | - | - | (24,634) |
| Unallocated amortization | 413,768 | - | - | (413,768) |
| Interest on lease liability | <u>12,893</u> | <u>-</u> | <u>-</u> | <u>(12,893)</u> |
| Total governmental activities | <u>\$ 4,074,324</u> | <u>\$ 630,175</u> | <u>\$ 599,116</u> | <u>(2,845,033)</u> |
| General revenues: | | | | |
| State School Fund | | | | 2,585,899 |
| Student Investment Account | | | | 210,272 |
| CARES Act funding | | | | 166,509 |
| Interest | | | | 255 |
| Other | | | | <u>42,370</u> |
| Total general revenues | | | | <u>3,005,305</u> |
| Change in net position | | | | 160,272 |
| Net position - beginning of year | | | | <u>97,529</u> |
| Net position - end of year | | | | <u>\$ 257,801</u> |

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2022

GENERAL FUND

ASSETS

| | |
|---------------------------|---------------------|
| Cash and cash equivalents | \$ 1,773,379 |
| Accounts receivable | 94,010 |
| Prepaid expenses | <u>45,417</u> |
| | <u>\$ 1,912,806</u> |

LIABILITIES AND FUND BALANCE

Liabilities:

| | |
|--------------------------------------|----------------|
| Accounts payable | \$ 54,941 |
| Accrued payroll and related expenses | 114,551 |
| Unearned revenue | <u>108,871</u> |

Total liabilities 278,363

Fund balance:

| | |
|--------------|----------------|
| Nonspendable | 45,417 |
| Committed | 702,295 |
| Unassigned | <u>886,731</u> |

Total fund balance 1,634,443

TOTAL LIABILITIES AND FUND BALANCE \$ 1,912,806

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL

Washington County, Oregon

RECONCILIATION OF THE GOVERNMENTAL FUND
BALANCE SHEET TO THE STATEMENT OF NET POSITION

June 30, 2022

| | |
|--|--------------------|
| Total fund balance - Governmental Fund | \$ 1,634,443 |
| The net pension asset/(liability) is the difference between the total pension liability and the assets set aside to pay benefits to past and current employees and beneficiaries. | (1,800,948) |
| Deferred inflows and outflows of resources related to the pension plan include differences between expected and actual experience, changes of assumptions, differences between projected and actual earnings subsequent to the measurement date. | |
| Deferred outflows of resources related to the pension | 1,567,516 |
| Deferred inflows of resources related to the pension | (1,349,735) |
| The cost of capital assets (land, buildings, furniture and equipment) purchased or constructed is reported as an expenditure on the Governmental Fund. The Statement of Net Position includes those capital assets among the assets of the School as a whole. | |
| Capital assets, net of depreciation | 213,455 |
| Refundable rental deposit paid on a long-term lease contract, not receivable in the current period, are reported as an expenditure on the governmental. The Statement of Net Position includes those deposits among the assets of the School as a whole. | |
| Lease deposits | 10,000 |
| Right-of-use assets are not financial resources and therefore are not reported in the governmental funds. | |
| Right-of-use asset, net | 1,210,372 |
| Long-term liabilities applicable to the School's governmental activities are not due and payable in the current period and accordingly are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the Statement of Net Position. | |
| Lease liability | <u>(1,227,302)</u> |
| Net position | <u>\$ 257,801</u> |

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUND

For the year ended June 30, 2022

GENERAL FUND

Revenues:

| | |
|---|----------------------|
| Intergovernmental revenue: | |
| Elementary and Secondary School Emergency Relief Fund | \$ 166,509 |
| School Fund - general support | 2,585,899 |
| Student Investment Account | 210,272 |
| Other intergovernmental sources | 66,359 |
| Charges for services | 630,175 |
| Miscellaneous: | |
| Contributions and other income | <u>575,382</u> |
| Total revenues | <u>4,234,596</u> |

Expenditures:

| | |
|--------------------------------|-------------------------|
| Current: | |
| Instruction | 2,423,209 |
| Support services | 1,012,856 |
| Community services | 119,288 |
| Capital outlay | 41,749 |
| Debt service | <u>410,074</u> |
| Total expenditures | <u>4,007,176</u> |
| Net change in fund balance | 227,420 |
| Beginning fund balance | <u>1,407,023</u> |
| Ending fund balance | <u>\$ 1,634,443</u> |

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

RECONCILIATION OF THE GOVERNMENTAL FUND
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE TO
THE STATEMENT OF ACTIVITIES

For the year ended June 30, 2022

| | |
|---|-------------------|
| Net change in fund balance - Governmental Fund | \$ 227,420 |
| Net pension asset (liability) from year to year due to changes in total pension liability and the fair value of pension plan net position available to pay pension benefits. | (54,097) |
| Capital outlays are reported as expenditures, however, in the Statement of Activities, the cost of those assets are capitalized and allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlay exceeds depreciation. | |
| Change in non-current deposit | (13,579) |
| Capital outlay | 41,749 |
| Depreciation expense | (24,634) |
| Long-term lease proceeds are recorded as an other financing source in governmental funds. This debt, however, increases liabilities in the Statement of Net Position. | |
| Payment on lease liability | 397,181 |
| Right-of-use outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of these assets are allocated over the estimated useful life as amortization. This is the amount the outlays exceeded amortization. | |
| Amortization expense | <u>(413,768)</u> |
| Change in net position | <u>\$ 160,272</u> |

See notes to basic financial statements.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School have been prepared in conformity with generally accepted accounting principles (GAAP) for governmental units as required by an interpretation of Oregon law related to charter schools. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

A. The Financial Reporting Entity

Hope Chinese Charter School (the School) is a nonprofit corporation organized under the laws of the State of Oregon and governed by a 5 to 13-member board. The mission of the School is to educate for Global Fluency by developing Chinese and English dual-language skills, nurturing cultural adaptability and inspiring excellence for a positive impact in the world.

The School operates as an Oregon Charter School under the provisions of Oregon Revised Statutes Chapter 338. This statute requires that the Charter School be considered a governmental organization and is subject to the *Minimum Standards of Audits of Oregon Municipal Corporations*. Generally accepted accounting principles require that these financial statements present the School and all component units, if any. All significant activities with which the School exercises oversight responsibility have been considered for inclusion in the basic financial statements. The School has no component units. Even though the School is a separate legal entity, Hope Chinese Charter School operates under authority of the Beaverton School District who exercises oversight as required by Oregon Law.

B. Measurement Focus, Basis of Accounting and Basis of Presentation

Government-Wide Financial Statements (GWFS)

The Statement of Net Position and Statement of Activities display information about the School as a whole.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the School's governmental activities.

Program revenues include fundraising revenues, contributions and grants. Revenues not classified as program revenues are reported as general revenues and include State School Fund and other general revenues.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

B. Measurement Focus, Basis of Accounting and Basis of Presentation, Continued

Government-Wide Financial Statements (GWFS), Continued

The Statement of Net Position and the Statement of Activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 "Accounting and Financial Reporting for Nonexchange Transactions."

The School reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function.

Fund Financial Statements

The accounts of the School are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

Governmental Fund Type

The General Fund is a governmental fund and is used to account for all of the School's activities. Governmental funds use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they are "measurable and available"). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenues reported in the governmental fund to be available if the revenues are collected within 60 days after year-end. Grant revenue is not considered available and, therefore, is not recognized until eligible expenditures are incurred. Expenditures are recorded when the liability is incurred.

Revenues susceptible to accrual are interest, state, county and local shared revenue and federal and state grants. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

B. Measurement Focus, Basis of Accounting and Basis of Presentation, Continued

Governmental Fund Type, Continued

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

The School has only one major governmental fund, a General Fund. This fund accounts for all financial resources and expenditures, except those required to be accounted for in another fund (there are no other funds). The principal revenue sources are payment of state school support from Beaverton School District, grants, program fees, fundraising and contributions.

Fund Balances – Governmental Fund

Fund balances of the governmental fund are classified as follows:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by a formal action of the School's Board of Directors.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Only the School's Board of Directors may assign amounts for specific purposes.

Unassigned – all amounts not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure for which committed, assigned or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Directors has provided otherwise in its commitment or assignment actions.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

B. Measurement Focus, Basis of Accounting and Basis of Presentation, Continued

Grants

Unreimbursed expenditures due from grantor agencies are reflected in the government-wide financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Cash received from grantor agencies in excess of related grant expenditures is recorded as unearned revenue in the Balance Sheet and Statement of Net Position.

Net Position

Net position is classified in the following categories:

Net investment in capital assets - consists of net assets invested in buildings, equipment and other capital assets of the School, net of any related debt.

Restricted - consists of external constraints placed on net asset use by creditors, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted - consists of all other net assets that are not included in the other categories previously mentioned.

C. Budget

The School is not legally bound to follow Oregon budget law which eliminates that requirement to present budgetary comparison schedules.

D. Cash and Cash Equivalents

Cash and cash equivalents include all highly liquid investments available for current use, with maturities of three months or less at the time of purchase. The School's cash and cash equivalents consist of demand deposits.

E. Accounts Receivable

Accounts receivable are shown net of an allowance for doubtful accounts. The allowance is determined by management based on its assessment of the current status of individual accounts. Management considers all amounts to be collectible, therefore, no provision for uncollectable amounts has been recorded.

F. Prepaid Expenses

Prepaid expenses are reported for purchases of services paid for during the year but not used until the following year.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

G. Leases

The School determines if an arrangement is or contains a lease at inception. Leases are included in right-of-use (ROU) asset and lease liability in the statement of net position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and leases liabilities for its short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term.

H. Capital Assets

Capital assets, which include buildings and equipment, are reported in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$20,000 and a useful life in excess of one year, with the exception of grant requirements that stipulate a \$5,000 threshold. Capital assets are recorded at historical cost or estimated historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized. Depreciation is recorded on capital assets on the straight-line method over the useful life of the asset, generally 5 to 15 years.

I. Unearned Revenue

Unearned revenue consists of funds received for preschool tuition related to the following school year. Revenue will be recognized when earned.

J. Compensated Absences

It is the policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since there is no policy to pay any amounts when employees separate from service. All unused vacation pay is accrued when earned in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignation and retirements. There were no compensated absences as of June 30, 2022.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

K. Retirement Plans

Substantially all of Hope Chinese Charter School's licensed teachers and administrative staff are eligible participants in the Oregon Public Employees Retirement System (PERS). For the purpose of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of PERS and additions to/deductions from PERS' fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

L. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses/expenditures during the reporting period. Actual results could differ from those estimates.

M. Income Tax Status

Hope Chinese Charter School is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law. Hope Chinese Charter School is not a private foundation.

The School follows the provisions of FASB ASC Topic 740 *Accounting for Uncertainty in Income Taxes*. Management has evaluated the School's tax positions and concluded that there are no uncertain tax positions that require adjustment to the financial statements to comply with provisions of this Topic.

N. Deferred Outflows / Inflows of Resources

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense / expenditure) until then. The School has only one type of deferred outflow which arises only under the full accrual basis of accounting (i.e. government-wide financial statements) that qualifies for reporting in this category. Accordingly, the item, a deferred amount related to post employment benefits, is reported only in the government-wide statement of position.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

N. Deferred Outflows / Inflows of Resources, Continued

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until then. The School has only one type of deferred inflow which arises only under the full accrual basis of accounting (i.e. government-wide financial statements) that qualifies for reporting in this category. Accordingly, the item, a deferred amount related to post employment benefits, is reported only in the government-wide statement of position.

O. Post Retirement Benefits Other than Pensions

Amounts related to post employment benefits, other than pensions, required to be reported as described in GASB Statement No. 75 are insignificant to the financial statements taken as a whole, and as such, are not required to be reported.

P. Implementation of GASB Statement No 87, Leases

In 2022, the School adopted GASB Statement No. 87, *Leases* (GASB 87), which requires lessees to recognize leases on the statement of net position and disclose key information about leasing arrangements. The School also elected not to reassess at adoption (i) expired or existing contracts to determine whether they are or contain a lease, (ii) the classification of any existing leases, or (iii) initial direct costs for existing leases. As a result of implementing GASB 87, the School recognized a right-of-use asset and a lease liability in its statement of net position as of July 1, 2021 (the date of adoption of the standard). See Note 5.

2. CASH DEPOSITS AND CASH EQUIVALENTS

Deposits with financial institutions include bank demand deposits. Oregon Revised Statutes require deposits to be adequately covered by federal depository insurance or deposited at an approved depository as identified by the Treasury.

Deposits with financial institutions:

| | |
|------------------------------------|----------------------------|
| Demand deposits - interest bearing | \$ 1,772,586 |
| PayPal and undeposited funds | <u>793</u> |
| Total cash | <u><u>\$ 1,773,379</u></u> |

In the case of custodial credit risk for deposits, this is the risk that in the event of a bank failure, deposits may not be returned. There is no deposit policy for custodial credit risk. As of June 30, 2022, bank balances totaled \$1,773,379, of which \$839,186 were insured by Federal Deposit Insurance Corporation (FDIC).

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

3. CAPITAL ASSETS

Changes in capital assets for the year ended June 30, 2022 are as follows:

| | <u>Beginning Balance</u> | <u>Additions</u> | <u>Deletions</u> | <u>Transfers</u> | <u>End Balance</u> |
|--------------------------------|------------------------------|------------------|------------------|--------------------|------------------------|
| Construction in process | \$ 20,154 | \$ 41,749 | \$ - | \$ 6,784 | \$ 68,687 |
| Total non depreciable assets | <u>20,154</u> | <u>41,749</u> | <u>-</u> | <u>6,784</u> | <u>68,687</u> |
| Building improvements | 201,281 | - | - | (5,420) | 195,861 |
| Furniture | 5,000 | - | - | - | 5,000 |
| Equipment | <u>94,587</u> | <u>-</u> | <u>-</u> | <u>(49,107)</u> | <u>45,480</u> |
| Total depreciable assets | <u>300,868</u> | <u>-</u> | <u>-</u> | <u>(54,527)</u> | <u>246,341</u> |
| Less accumulated depreciation: | | | | | |
| Building improvements | (56,747) | (19,586) | - | - | (76,333) |
| Furniture | (2,000) | (500) | - | - | (2,500) |
| Equipment | <u>(33,197)</u> | <u>(4,548)</u> | <u>-</u> | <u>15,005</u> | <u>(22,740)</u> |
| Total accumulated depreciation | <u>(91,944)</u> | <u>(24,634)</u> | <u>-</u> | <u>15,005</u> | <u>(101,573)</u> |
| Net capital assets | <u>\$ 229,078</u> | <u>\$ 17,115</u> | <u>\$ -</u> | <u>\$ (32,738)</u> | <u>\$ 213,455</u> |

As a result of adopting GASB 87, *Leases*, the School transferred previously recorded capital lease assets of \$32,738 to right-of-use asset. See Note 5.

4. RETIREMENT PLANS

DEFINED BENEFIT PLAN

Plan Description

Employees of the School are provided with pensions through the Oregon Public Employees Retirement System (OPERS), a cost-sharing multiple-employer defined benefit pension plan. The Oregon Legislature has delegated authority to the Public Employees Retirement Board to administer and manage the system. All benefits of the System are established by the legislature pursuant to ORS Chapters 238 and 238A. Tier One/Tier Two Retirement Benefit plan, established by ORS Chapter 238, is closed to new members hired on or after August 29, 2003.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

4. RETIREMENT PLANS, Continued

The Pension Program, established by ORS Chapter 238A, provides benefits to members hired on or after August 29, 2003. OPERS issues a publicly available Comprehensive Annual Financial Report and Actuarial Valuation that can be obtained at: <http://www.oregon.gov/pers/Pages/Financials/Actuarial-Financial-Information.aspx>.

Benefits Provided

a. Tier One/Tier Two Retirement Benefit ORS Chapter 238

Pension Benefits

The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefit results.

A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer. Tier Two members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.

Death Benefits

Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:

- the member was employed by a PERS employer at the time of death,
- the member died within 120 days after termination of PERS-covered employment,
- the member died as a result of injury sustained while employed in a PERS covered job, or
- the member was on an official leave of absence from a PERS-covered job at the time of death.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

4. RETIREMENT PLANS, Continued

Disability Benefits

A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 when determining the monthly benefit.

Benefit Changes

After retirement, members may choose to continue participation in a variable equities investment account after retiring and may experience annual benefit fluctuations due to changes in the market value of equity investments. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0 percent.

b. OPSRP Pension Program (OPSRP DB)

Pension Benefits

The Pension Program (ORS Chapter 238A) provides benefits to members hired on or after August 29, 2003. This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age:

General service: 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit.

A member of the OPSRP Pension Program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

Death Benefits

Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50 percent of the pension that would otherwise have been paid to the deceased member. The surviving spouse may elect to delay payment of the death benefit, but payment must commence no later than December 31 of the calendar year in which the member would have reached 70.5 years.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

4. RETIREMENT PLANS, Continued

Disability Benefits

A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

Contributions

PERS funding policy provides for monthly employer contributions at actuarially determined rates. The rate of employer contributions to PERS is determined periodically by PERS based on actuarial valuations performed at least every two years. The rates in effect for the year ended June 30, 2022 were: 26.83 percent for Tier 1/Tier 2 General Service Members and 23.72 percent for OPSRP Program General Service Members. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. The current rates based on a percentage of payroll first became effective July 1, 2021. The state of Oregon and certain schools, community colleges, and political subdivision have made unfunded actuarial liability payments and their rates have been reduced.. Employer contributions for the year ended June 30, 2022 were \$444,221 excluding amounts to fund employer specific liabilities.

Pension Assets, Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported a liability of \$1,800,948 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation dated December 31, 2019. The School's proportion of the net pension liability was based on a projection of the School's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities, actuarially determined. At June 30, 2022 and 2021, the School's proportion was .015 percent.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

4. RETIREMENT PLANS, Continued

For the year ended June 30, 2022, the School recognized pension expense (income) of \$54,097. At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

| | <u>Deferred Outflow of Resources</u> | <u>Deferred Inflow of Resources</u> |
|--|--|---|
| Difference between expected and actual experience | \$ 168,581 | \$ - |
| Changes in assumptions | 450,832 | 4,740 |
| Net difference between projected and actual earnings on pension plan investments | - | 1,333,228 |
| Changes in proportionate share | 422,819 | 11,314 |
| Differences between School contributions and proportionate share of system contributions | <u>81,063</u> | <u>453</u> |
| Subtotal - amortized deferrals (below) | 1,123,295 | 1,349,735 |
| School contributions subsequent to measurement date | <u>444,221</u> | - |
| Total deferred outflow and inflow of resources | <u>\$ 1,567,516</u> | <u>\$ 1,349,735</u> |

The amount of \$444,221 reported as deferred outflows of resources related to pensions resulting from the School's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows or inflows of resources related to pension will be recognized in pension expense as follows:

| | |
|---------------------------|---------------------|
| Year ending June 30, 2023 | \$ 91,663 |
| 2024 | 21,814 |
| 2025 | (91,714) |
| 2026 | (291,528) |
| 2027 | 43,325 |
| Thereafter | - |
| Total | <u>\$ (226,440)</u> |

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated March 1, 2022.

Oregon PERS produces an independently audited CAFR which can be found at:
<https://www.oregon.gov/pers/Documents/Financials/CAFR/2021-ACFR.pdf>

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

4. RETIREMENT PLANS, Continued

Actuarial Assumptions

The employer contribution rates effective July 1, 2021, through June 30, 2023, were set using the projected unit credit actuarial cost method. For the Tier One/Tier Two component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (2) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 20 years. For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

| | |
|-----------------------------------|--|
| Valuation date | December 31, 2019 |
| Measurement Date | June 30, 2021 |
| Experience Study Report | 2018, published July 24, 2019 |
| Actuarial Cost Method | Entry Age Normal |
| Amortization Method | Level percentage of payroll |
| Asset Valuation Method | Fair value of assets |
| Actuarial Assumptions: | |
| Inflation rate | 2.40 percent (reduced from 2.50 percent) |
| Investment Rate of Return | 6.90 percent (reduced from 7.20 percent) |
| Discount Rate | 6.90 percent (reduced from 7.20 percent) |
| Projected Salary Increases | 3.40 percent (reduced from 3.50 percent) |
| Cost of Living Adjustments (COLA) | Blend of 2.00% COLA and grade COLA (1.25%/15%) in accordance with Moro decision, blend based on service |
| Mortality | Health retirees and beneficiaries: Pub-2010 Healthy retiree, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. |
| | Active Members: Pub-2010 employee, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. |
| | Disabled retirees: Pub-2010 Disabled retiree, sex-distinct, generational with Unisex, Social Security Data Scale with job category adjustments and set-backs as described in the valuation. |

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

4. RETIREMENT PLANS, Continued

Actuarial Assumptions, Continued

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2018 Experience Study which is reviewed for the four-year period ending December 31, 2018.

Assumed Asset Allocation:

| Asset Class/Strategy | Policy Range % | | Target % |
|------------------------|----------------|------|----------|
| | Low | High | |
| Debt Securities | 15.0 | 25.0 | 20.0 |
| Public Equity | 27.5 | 37.5 | 32.5 |
| Real Estate | 9.5 | 15.5 | 12.5 |
| Private Equity | 14.0 | 21.0 | 17.5 |
| Alternatives Portfolio | 7.5 | 17.5 | 15.0 |
| Opportunity Portfolio | - | 5.0 | - |
| Risk Parity | - | 2.5 | 2.5 |
| Total | | | 100.0 |

Source: June 30, 2021 PERS CAFR, page 104

Long-term expected rate of return

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in June 2021, the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

4. RETIREMENT PLANS, Continued

Long-term expected rate of return, Continued

| Asset Class | Target | 20-Year Annualized Geometric Return |
|-------------------------------------|--------|--|
| Global Equity | 30.62% | 5.85% |
| Private Equity | 25.50 | 7.71 |
| Core Fixed Income | 23.75 | 2.73 |
| Real Estate | 12.25 | 5.66 |
| Master Limited Partnerships | 0.75 | 5.71 |
| Infrastructure | 1.50 | 6.26 |
| Commodities | 0.63 | 3.10 |
| Hedge Fund of Funds - Multistrategy | 1.25 | 5.11 |
| Hedge Fund Equity - Hedge | 0.63 | 5.31 |
| Hedge Fund - Macro | 5.62 | 5.06 |
| US Cash | (2.50) | 1.76 |
| <i>Assumed Inflation - Mean</i> | | 2.40% |

Source: June 30, 2021 PERS CAFR page 74

Discount Rate

The discount rate used to measure the total pension liability was 6.90 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from the plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

4. RETIREMENT PLANS, Continued

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current rate.

| | 1% Decrease (5.90%) | Rate (6.90%) | Increase (7.90%) |
|--|------------------------|-----------------|---------------------|
| School's proportionate share of the net pension liability | \$ 3,536,631 | \$ 1,800,948 | \$ 348,811 |

Changes Subsequent to Measurement Date

As described above, GASB 67 and GASB 68 require the total pension liability to be determined based on the benefit terms in effect at the measurement date. Any changes to benefit terms that occurs after that date are reflected in amounts reported for the subsequent measurement date. However, Paragraph 80f of GASB 68 requires employers to briefly describe any changes between the measurement date and the employer's reporting date that are expected to have a significant effect on the employer's share of the collective net pension liability, along with an estimate of the resulting change, if available. There are no changes subsequent to the June 30, 2021 measurement date that meet this requirement.

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued OPERS financial report.

DEFINED CONTRIBUTION PLAN

OPSRP Individual Account Program (OPSRP IAP)

Pension Benefits

Participants in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. All covered employees are required by State statute to contribute 6% of their salary to the plan. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

4. RETIREMENT PLANS, Continued

Pension Benefits, Continued

Upon retirement, a member of the OPSRP Individual Account Program (IAP) may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Each distribution option has a \$200 minimum distribution limit.

Death Benefits

Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

Recordkeeping

OPERS contracts with VOYA Financial to maintain IAP participant records.

Contributions

Employees of the School pay six (6) percent of their covered payroll. The School did not make any optional payments contributions to member IAP accounts for the year ended June 30, 2022. Effective July 1, 2020, currently employed Tier 1/Tier 2 and OPSERP members earning \$2,500 or more per month (increased to \$2,535 per month on January 1, 2021) will have a portion of their 6 percent monthly IAP contributions redirected to an Employee Pension Stability Account. The Employee Pension Stability Account will be used to pay part of the member's future benefit. Of the 6 percent monthly IAP contribution, Tier 1/Tier 2 will have 2.5 percent redirected to the Employee Pension Stability Account and OPSERP will have 0.75 percent redirected to the Employee Pension Stability Account, with the remaining going to the member's existing IAP account. Members may voluntarily choose to make additional after-tax contributions into their IAP account to make a full 6 percent contribution to the IAP.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

5. LEASE LIABILITY AND RIGHT-TO-USE ASSET

The School evaluated current contracts to determine which met the criteria of a lease. The right-of-use (ROU) asset represents the School's right to use the underlying asset for the lease term, and the lease liability represents the School's obligation to make lease payments arising from the lease. The ROU asset and lease liability, all of which arise from an operating lease, were calculated based on the present value of future lease payments over the lease term. The School has made an accounting policy election to use a risk-free rate, if its incremental borrowing rate is not readily available, to discount future lease payments. Lease contracts are summarized as follows:

- The School leases its facilities under a lease agreement through August 2025 with current monthly lease payments of \$27,103 subject to annual increases of approximately 2%. A discount rate of 0.86% was applied to calculate lease liability effective July 1, 2021.
- The School leases computer equipment under lease agreements through August 2023 and October 2024, with monthly payments of \$4,120. An incremental borrowing rate of 2.823% was applied to calculate lease liability effective August 2020.
- The School leases office equipment under leases agreements through October 2024, with monthly payments of \$1,464. A discount rate of 1.55% was applied to calculate lease liability effective November 2019.

Changes in lease liability are as follows:

| | Beginning Balance | Additions | Reductions | End Balance |
|---------------------------|----------------------|------------------|------------------|------------------|
| Building | \$ - | \$ 1,439,146 | \$ (344,094) | \$ 1,095,052 |
| Computers | 33,081 | 95,251 | (36,294) | 92,038 |
| Office equipment | - | 57,005 | (16,793) | 40,212 |
| Total lease liability | \$ 33,081 | \$ 1,591,402 | \$ (397,181) | \$ 1,227,302 |

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
 NOTES TO BASIC FINANCIAL STATEMENTS, Continued
 June 30, 2022

5. LEASE LIABILITY AND RIGHT-TO-USE ASSET, Continued

Principal and interest requirements to maturity are as follows:

| Year ending June 30, | Principal Payments | Interest Payments | Total Payments |
|----------------------|-----------------------|----------------------|---------------------|
| 2023 | \$ 419,721 | \$ 10,506 | \$ 430,227 |
| 2024 | 415,874 | 4,935 | 420,809 |
| 2025 | 391,707 | 1,831 | 393,538 |
| | <u>\$ 1,227,302</u> | <u>\$ 17,272</u> | <u>\$ 1,244,574</u> |

Right-to-use assets are as follows:

| | Beginning Balance | Additions | Reductions | Transfers | End Balance |
|--------------------------|----------------------|---------------------|-------------|------------------|---------------------|
| Right of use asset: | | | | | |
| Building | \$ - | \$1,439,146 | \$ - | | \$1,439,146 |
| Computers | - | 95,251 | - | 47,143 | 142,394 |
| Office equipment | - | 57,005 | - | - | 57,005 |
| Total right of use asset | <u>-</u> | <u>1,591,402</u> | <u>-</u> | <u>47,143</u> | <u>1,638,545</u> |
| Less amortization | | | | | |
| Building | - | (359,786) | - | - | (359,786) |
| Computers | - | (36,881) | - | (14,405) | (51,286) |
| Office equipment | - | (17,101) | - | - | (17,101) |
| Total amortization | <u>-</u> | <u>(413,768)</u> | <u>-</u> | <u>(14,405)</u> | <u>(428,173)</u> |
| Right of use asset, net | <u>\$ -</u> | <u>\$ 1,177,634</u> | <u>\$ -</u> | <u>\$ 32,738</u> | <u>\$ 1,210,372</u> |

In the prior year, the School included computers acquired under capital lease agreements as capital assets. These assets and related amortization were transferred to right-of-use asset during the year.

The School subleases a portion of its facilities under an agreement through May 2022 with monthly rent of \$2,600, with two one-year extension options. The School also subleases the facilities on a one-time use basis. Sublease income is included in other income and totaled approximately \$42,300 for the year ended June 30, 2022.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon
NOTES TO BASIC FINANCIAL STATEMENTS, Continued
June 30, 2022

6. COMMITMENTS AND CONTINGENCIES

A substantial portion of operating funding is received from the State of Oregon through Beaverton School District. State funding is determined through statewide revenue projections that are paid to individual school districts based on pupil counts and other factors in the state school fund revenue formula. Since these projections and pupil counts fluctuate they can cause increases or decreases in revenue. Due to these future uncertainties at the state level, the future effect on the operations cannot be determined.

The School operates under authority of Beaverton School District who grants the charter and exercises oversight as required by Oregon law. The School's current agreement is in effect through June 30, 2023. The effect of non-renewal of the charter has not been determined.

7. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School purchases commercial insurance to minimize its exposure to these risks. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years.

8. SUBSEQUENT EVENTS

Hope Chinese Charter School has evaluated all subsequent events through November 16, 2022, the date the financial statements were available to be issued.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

REQUIRED SUPPLEMENTARY INFORMATION

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

REQUIRED SUPPLEMENTARY INFORMATION
For the year ended June 30, 2022

Schedule of the Proportionate Share of Net Pension Liability

| Year Ended June 30, | (a) Employer's proportion of the net pension liability (NPL) | (b) Employer's proportionate share of the net pension liability (NPL) | (c) Employer's covered payroll | (b/c) NPL as a % of covered payroll | Plan fiduciary net position as a % of the total pension liability |
|---------------------|---|--|-----------------------------------|--|---|
| 2022 | 0.015% | \$ 1,800,948 | \$ 1,445,082 | 124.6% | 87.6% |
| 2021 | 0.015% | 3,299,996 | 1,369,504 | 241.0% | 75.8% |
| 2020 | 0.012% | 2,106,649 | 1,335,685 | 157.7% | 80.2% |
| 2019 | 0.010% | 1,573,077 | 1,148,912 | 136.9% | 82.1% |
| 2018 | 0.008% | 1,012,061 | 787,278 | 128.6% | 83.1% |
| 2017 | 0.008% | 1,169,203 | 607,974 | 192.3% | 80.5% |
| 2016 | 0.005% | 300,098 | 401,335 | 74.8% | 91.9% |
| 2015 | 0.001% | (14,146) | 339,832 | -4.16% | 103.6% |
| 2014 | 0.001% | 31,848 | 221,033 | 14.41% | 92.00% |

Schedule of Contributions

| Year Ended June 30, | Statutorily required contribution | Contributions in relation to the statutorily required contribution | Contribution deficiency (excess) | Employer's covered payroll | Contributions as a % of covered payroll |
|---------------------|-----------------------------------|--|----------------------------------|----------------------------|---|
| 2022 | \$ 444,221 | \$ 444,221 | \$ - | \$ 1,843,153 | 24.1% |
| 2021 | 387,079 | 387,079 | - | 1,445,082 | 26.8% |
| 2020 | 365,712 | 365,712 | - | 1,369,504 | 26.7% |
| 2019 | 264,164 | 264,164 | - | 1,335,685 | 19.8% |
| 2018 | 218,330 | 218,330 | - | 1,148,912 | 19.0% |
| 2017 | 140,135 | 140,135 | - | 787,278 | 17.8% |
| 2016 | 116,064 | 116,064 | - | 607,974 | 19.1% |
| 2015 | 81,431 | 81,431 | - | 401,335 | 20.3% |
| 2014 | 59,892 | 59,892 | - | 339,832 | 17.62% |

The amounts presented for each fiscal year were actuarial determined at 12/31 and rolled forward to the measurement date.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

HOPE CHINESE CHARTER SCHOOL
Washington County, Oregon

AUDIT COMMENTS AND DISCLOSURES

INDEPENDENT AUDITOR'S REPORT REQUIRED BY OREGON STATE REGULATIONS

Board of Directors
Hope Chinese Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America, the basic financial statements of Hope Chinese Charter School (the School) as of and for the year ended June 30, 2022, and have issued our report thereon dated November 16, 2022.

Compliance

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- Deposit of public funds with financial institutions (ORS Chapter 295)
- Insurance and fidelity bonds in force or required by law
- Public contracts and purchasing (ORS Chapters 279A, 279B, 279C)
- Public charter school requirements

In connection with our testing nothing came to our attention that caused us to believe the School was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

OAR 162-10-0230 Internal Control

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control. Deficiencies in internal control, if any, were communicated separately.

Restriction on Use

This report is intended solely for the information the Board of Directors, management of Hope Chinese Charter School, Beaverton School District, and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.

Karin S. Wandtke

McDonald Jacobs, P.C.

Karin S. Wandtke, Shareholder
Portland, Oregon
November 16, 2022

**ITEM FOR ACTION AT A FUTURE MEETING****ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE****BACKGROUND**

Oregon school funding has evolved over the past several years, with schools receiving an increased portion of their funding through a series of grants rather than through traditional increases to the State School Fund. The majority of these grants and programs have been passed by the state legislature and authorized by Oregon voters through the initiative process and come with restrictive uses. One such example is Measure 98 which is commonly referred to as High School Success, a grant that can only be used to support students in grades 8–12 for the purpose of establishing or expanding programs focused upon Dropout Prevention, Career and Technical Education, and College-Level Education. Another example is the Student Success Act of 2019 which created the Student Investment Account, a grant that may only be used to increase instructional time, address the health and safety needs of students, expand the availability of well-rounded learning experiences, reduce class size, or for ongoing community engagement.

In 2022 the Oregon Department of Education (ODE) combined six of these grant programs to focus upon four common goals: Well-Rounded Education, Equity Advanced, Engaged Community, and Strengthened Systems and Capacity. This combined grant application process is commonly referred to as “Integrated Guidance.” The intent of the Integrated Guidance initiative is to align the grant application processes and strategies in order to provide better outcomes for students through braided funding of the following grants:

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education (CTE)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

In the February 27 meeting, the Board will receive an update on the District’s implementation of the Integrated Guidance initiative, as well as an overview of the proposed plan in preparation for making an application to ODE for the upcoming grant cycle that covers the next four school years (Fall 2023–Spring 2027).

RECOMMENDATION

The proposed plan is presented for initial consideration and will come before the Board for approval at its next meeting on March 13, 2023.

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.

Aligning for Student Success: Integrated Guidance for Six ODE Programs

School Board Meeting — February 27, 2023

2023 Integrated
Application Presentation

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Agenda

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose of Presentation

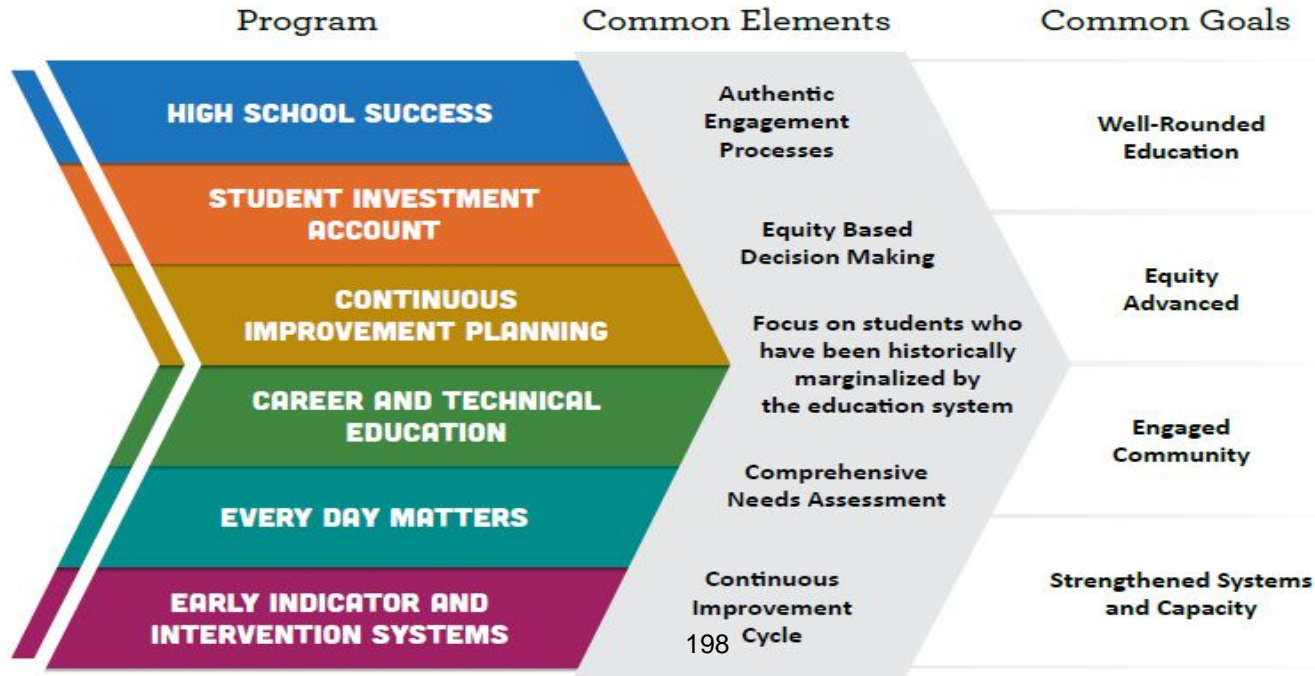
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Their Common Goals



Summary of Program Purposes

- **High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Summary of Program Purposes

- **Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

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Role of District Planning Committee

- Identify key stakeholders
- Develop a plan for engaging stakeholders
- Engage in Needs Assessment
- Development and role out of district equity lens
- Assist in Application Process

District Planning Team Committee Members

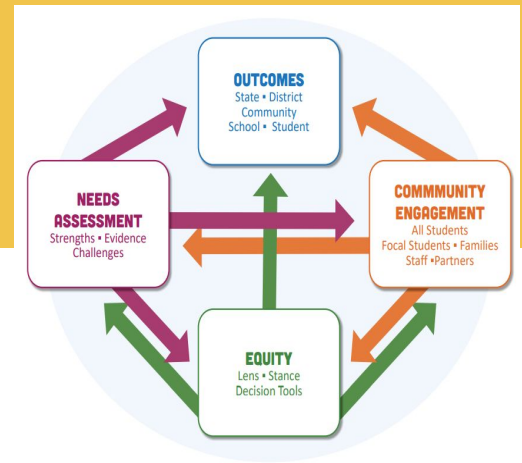
- **Shellie Bailey-Shah**, Public Communications Officer
- **Bianca Bebb**, CTE Coordinator
- **Ken Bell**, Executive Administrator for High Schools and Option Programs, Athletics & Activities
- **Jon Bridges**, Administrator for Accountability
- **Tatiana Cevallos**, Administrator for Equity and Inclusion
- **Vanessa Davalos**, Assistant Principal & Administrator of K-12 Summer Programs
- **Kerry Delf**, Chief of Staff
- **Joshua Fritts**, Executive Administrator for Teaching & Learning
- **Danielle Hudson**, Executive Administrator for Student Services
- **Toshiko Maurizio**, Administrator for Multilingual Programs
- **Patrick McCreery**, Administrator for Equity & Inclusion
- **Patrick Meigs**, Executive Administrator for Elementary Schools
- **Susan Ouellette**, Program Specialist
- **John Peplinski**, Administrator for Curriculum, Instruction, & Assessment
- **Kelly Raf**, Administrator for Special Education
- **Ken Struckmeier**, Executive Administrator for Middle Schools
- **Janine Weir**, High School Success Coordination & Development

A 12-Step Summary of the Planning and Application Process



Required Planning Process

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model (QEM) and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lens

OUR EQUITY LENS



In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **narrow** or **widen** the access, opportunity and expectation gaps?

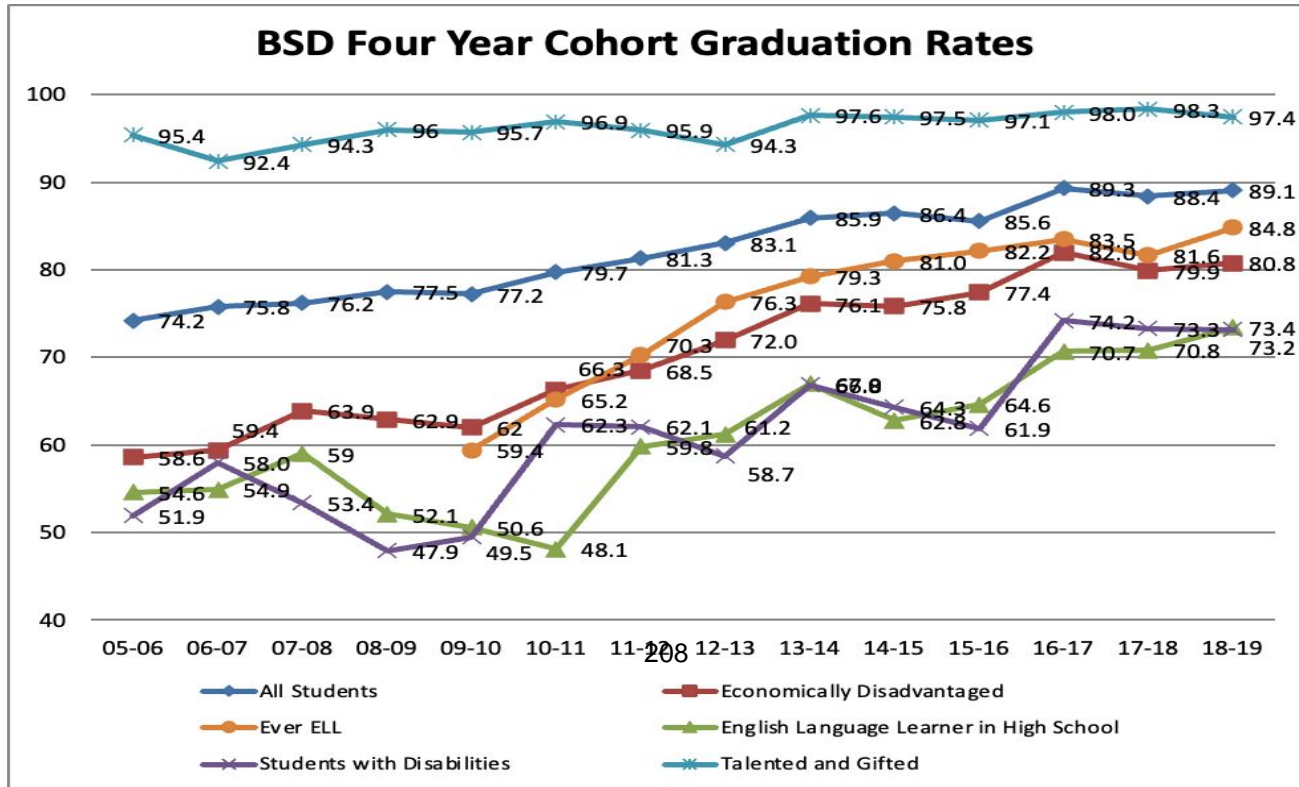
Community Engagement Highlights

- Superintendent Listening Sessions
- Superintendent Coffee Chats
- Strategic Planning
 - Engagement Activities
 - Surveys; Students, Parents, Faculty/Staff, Community
- Multilingual Family Nights
- Student Interviews (Elementary, Middle, and High School)

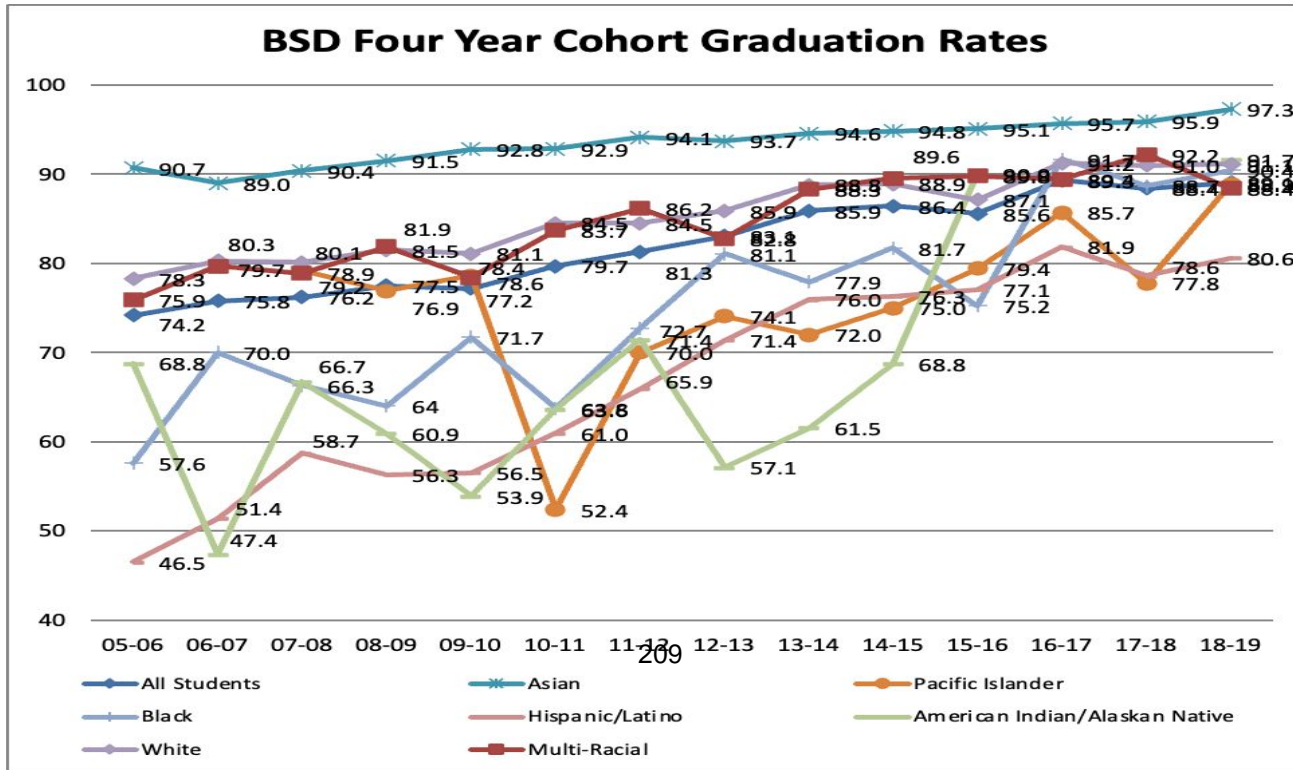
Needs Assessment Highlights - 4 Year Cohort Graduation Rates

| 9th Graders Entering in: | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Students graduating during or before: | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| State | 66.2 | 66.4 | 67.2 | 68.4 | 68.7 | 72.0 | 73.8 | 74.8 | 76.7 | 78.7 | 80.0 | 82.6 | 80.6 | 81.3 |
| Beaverton School District | 74.2 | 75.8 | 76.2 | 77.5 | 77.2 | 79.7 | 81.3 | 83.1 | 85.9 | 86.4 | 85.6 | 89.3 | 88.4 | 89.1 |
| Aloha High School | 67.1 | 70.9 | 72.3 | 72.7 | 67.9 | 72.9 | 74.8 | 75.6 | 78.1 | 78.1 | 79.2 | 85.0 | 85.9 | 85.5 |
| Arts & Communication High School | 96.7 | 89.5 | 93.9 | 90.9 | 93.4 | 85.7 | 94.1 | 88.6 | 97.7 | 97.1 | 88.9 | 98.5 | 96.0 | 94.3 |
| Beaverton Academy of Sci & Eng* | ----- | ----- | 81.5 | 65.1 | 72 | 86.0 | 84.6 | 93.9 | 96.3 | 94.8 | 90.9 | 98.8 | 96.9 | 100.0 |
| Beaverton High School | 68.2 | 75.4 | 75.6 | 74.2 | 72.6 | 73.7 | 73.9 | 79.5 | 81.9 | 81.0 | 79.3 | 78.6 | 80.2 | 82.4 |
| Community School | 45.1 | 26.9 | 24.6 | 35.4 | 41.2 | 40.0 | 35.0 | 53.1 | 54.1 | 53.5 | 62.5 | 83.3 | 69.4 | 73.3 |
| FLEX Online School | ----- | ----- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 80.7 | 66.1 |
| ISB High | ----- | 95.0 | 96.6 | 100 | 98.6 | 100.0 | 98.7 | 98.6 | 98.8 | 100.0 | 100.0 | 98.6 | 100.0 | 99.0 |
| Mountainside High School | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 94.9 | 91.0 | 95.4 |
| Southridge High School | 85.7 | 84.9 | 85.1 | 88.5 | 83.2 | 88.7 | 89.6 | 86.0 | 88.1 | 88.6 | 85.4 | 85.0 | 86.0 | 85.8 |
| Sunset High School | 76.0 | 79.8 | 77.4 | 81.4 | 79.8 | 83.2 | 89.2 | 85.9 | 89.6 | 90.1 | 91.7 | 92.3 | 93.3 | 95.3 |
| Westview High School | 79.8 | 79.1 | 82.3 | 80.1 | 82.4 | 80.9 | 84.3 | 87.7 | 88.2 | 90.7 | 88.9 | 91.8 | 89.9 | 89.0 |

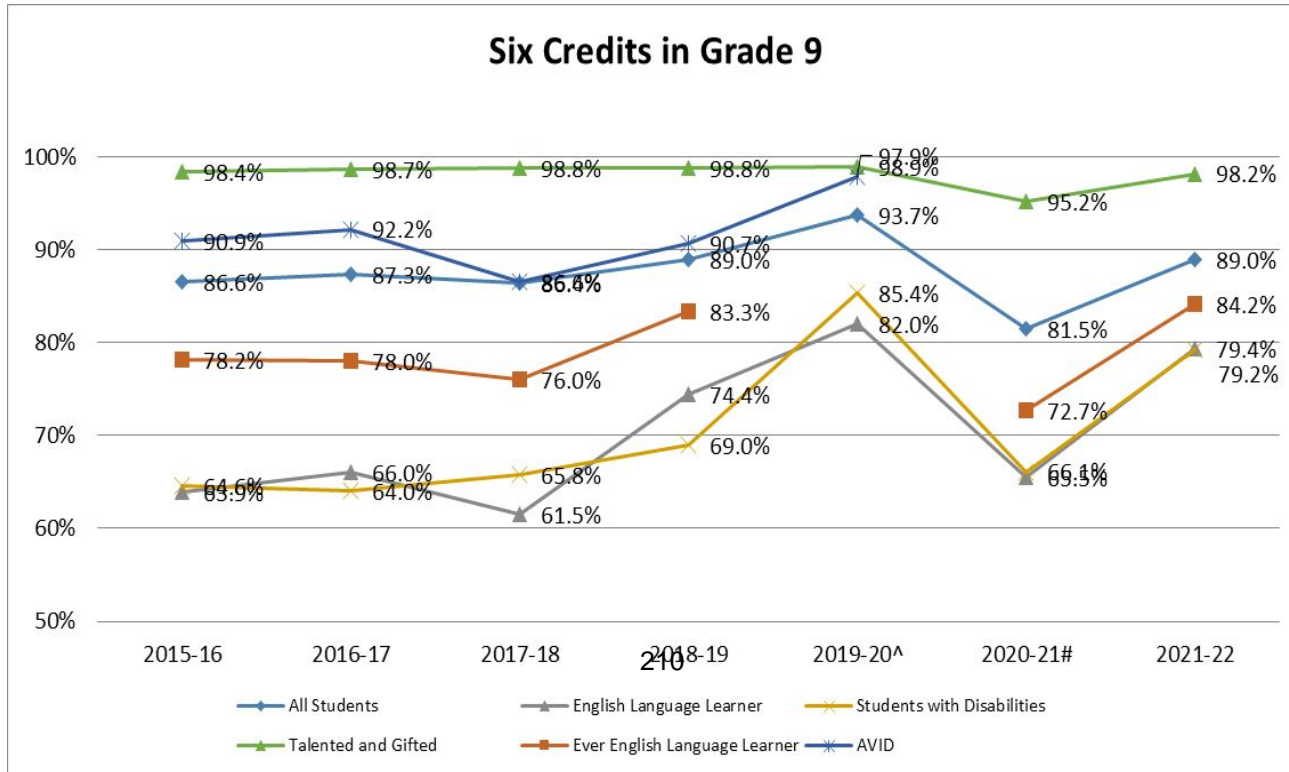
Needs Assessment Highlights - 4 Year Cohort by Demographic Group



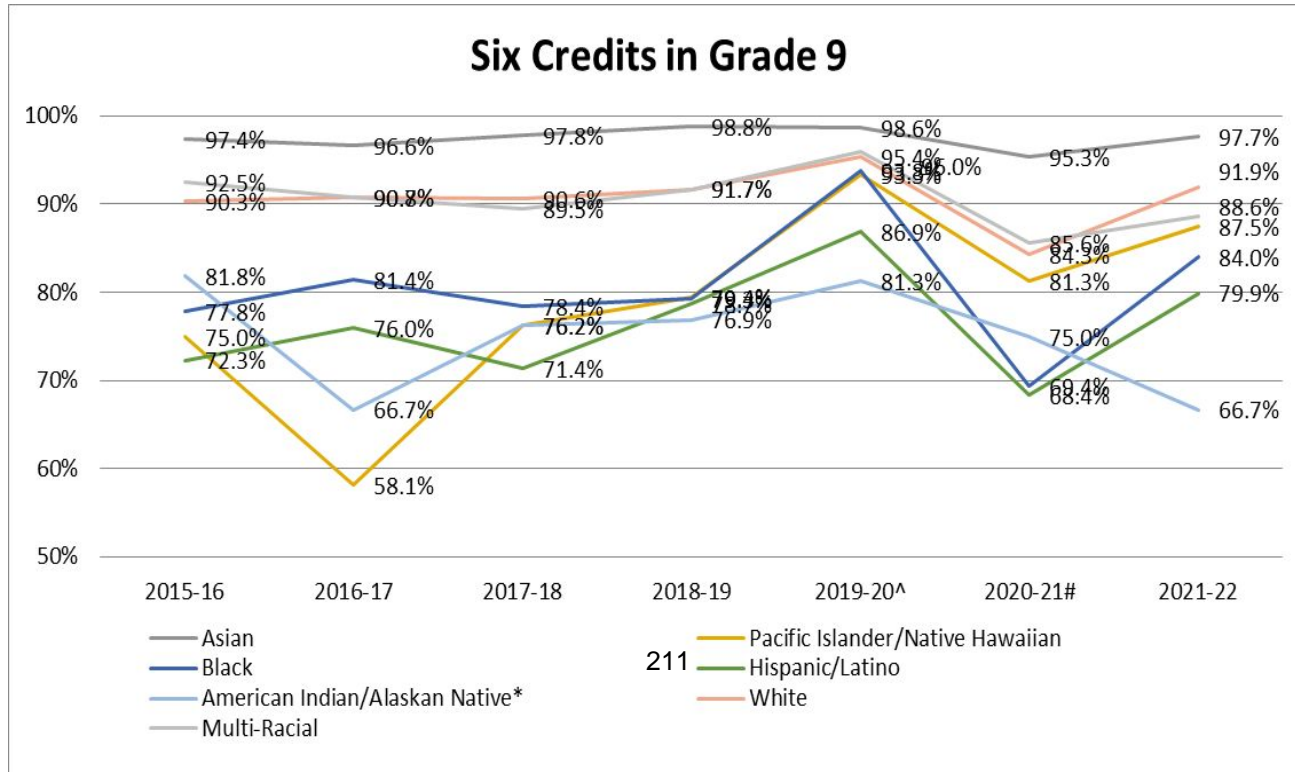
Needs Assessment Highlights - 4 Year Cohort by Demographic Groups



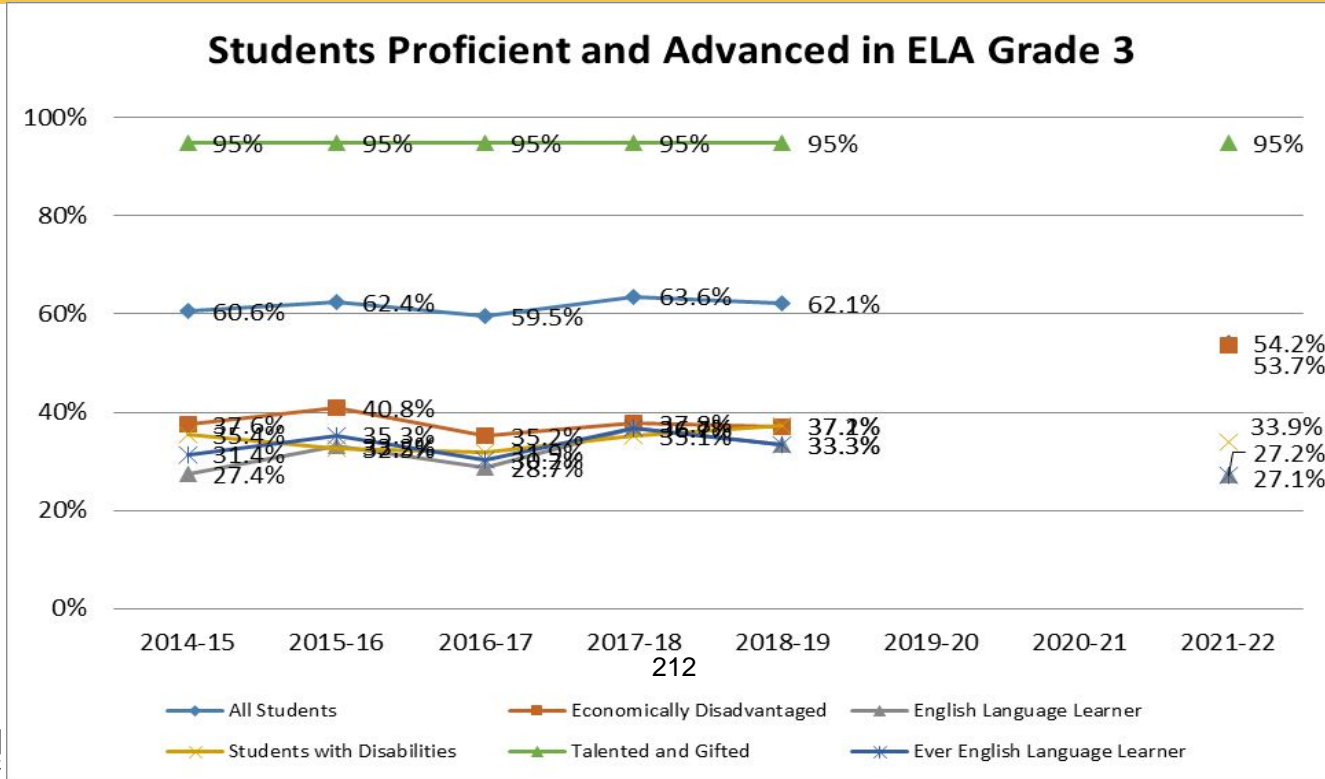
Needs Assessment Highlights - 9th Grade On Track to Graduate (earning 6 credits)



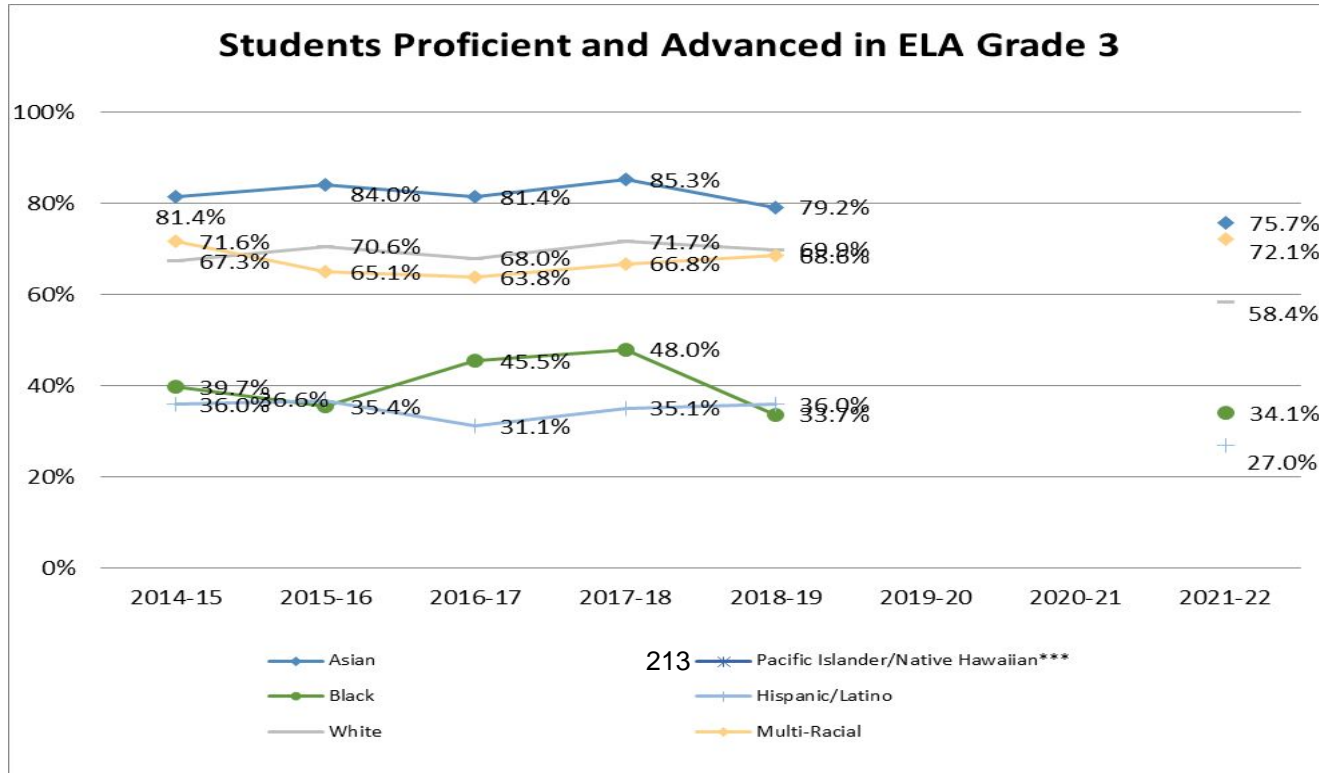
Needs Assessment Highlights - 9th Grade On Track to Graduate (earning 6 credits)



Needs Assessment Highlights - 3rd Grade OSAS ELA Proficiency



Needs Assessment Highlights - 3rd Grade OSAS ELA Proficiency



Proposed Plan

These priorities emerged:

- Continuing to improve graduation rates for ALL students
- Reduced class sizes
- Behavioral, health and wellness supports
- Academic Interventions
- Increased dual credit and CTE opportunities

Proposed Plan

Intended Outcomes:

1. The BSD will increase graduation rates for all student demographic groups.
2. Students in every focal and demographic group will report an increased sense of belonging at school.
3. The BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.

Proposed Plan

Intended Outcomes:

4. All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated learning opportunities for students in every focal and demographic group.
5. Increase the number of students prepared for postsecondary success through participation in CTE Program of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

1. **The BSD will increase graduation rates for all student demographic groups.**
 - 1.1. Reduce class sizes to close the opportunity and achievement gap, using the Staffing Allocation Methodology (SAM)
 - 1.2. Continue 9th Grade (On-track) Success Teams at all High Schools
 - 1.3. Mentoring and support of High School students who are not on-track for graduation within four-years
 - 1.4. Offer Credit Recovery options through high schools as well as online opportunities
 - 1.5. Implement culturally responsive pedagogy and curriculum for equitable learning outcomes for all students

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

2. Students in every focal and demographic group will report an increased sense of belonging at school.

- 2.1 Create school communities focused upon equity and inclusive practices
- 2.2 Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
- 2.3 Create opportunities for families to connect and engage
- 2.4 Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through recruitment, hiring, and mentoring

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

3. The BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.

- 3.1 Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional
- 3.2 Provide equitable access to academic support and interventions
- 3.3 Provide equitable access to behavioral, health, and wellness supports

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

4. All students will be provided with rigorous standards-based and relevant learning experiences, with a focus upon increasing accelerated learning opportunities for students in every focal and demographic group.

- 4.1 Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
- 4.2 Expand Dual Language programs to increase access for students districtwide

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

5. Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

5.1 Enhance and expand Career Technical Education programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations

5.2 Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD

5.3 Provide training and support to High School Counselors on marketing CTE programs and recruiting students into CTE courses and Pathways

Proposed Plan

These key strategies will help us to achieve our intended outcomes:

5. Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

5.4 Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities

Proposed Plan

Key investments:

Classroom Teachers - (Elementary, Middle, and High)
English Language Development (ELD) Teachers
9th Grade Success Team Lead & Support
9th Grade Success Team - Extended Contract
Graduation Mentors
Credit Recovery Teachers
FLEX Online Teachers, Curriculum, and Supplies
Family Engagement Funds
Partnership with Graduation Alliance
Partnership with Lifeworks
Equity and Inclusion Administrator
K-12 Equity Professional Development
Human Resource Equity Talent Acquisition Administrator

Bilingual/Multilingual Facilitators/Liaisons
MTSS Teacher on Special Assignment
Academic Coaches
Student Success Coaches - Elementary
Student Support Specialists - Secondary Schools
Nurses
Substance Use Specialists - Secondary
Social Workers
Special Education Staff (Psychologists, Resource Room Teachers, & Speech Language Pathologists)
Professional Development for AP/IB Teachers
Dual credit course offerings
Curriculum and instructional materials for Dual Language programs
CTE Administrator and Coordinator
College and Career Counselors
CTE Teachers & Staff
Curriculum, equipment and supplies for CTE

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[Link to Integrated Planning and Budget
Template on our Website](#)

Proposed Plan - Tiered Approach

- Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.
- In our district, these additional strategies and activities are possible if we move to another tier in our plan:
 - Increased Academic Coach Support
 - Increased Student Success Coach Support
 - Increased Student Support Specialist Support
 - Expanded Partnership with Graduation Alliance to include Middle School
 - Expanded Partnership with Lifeworks

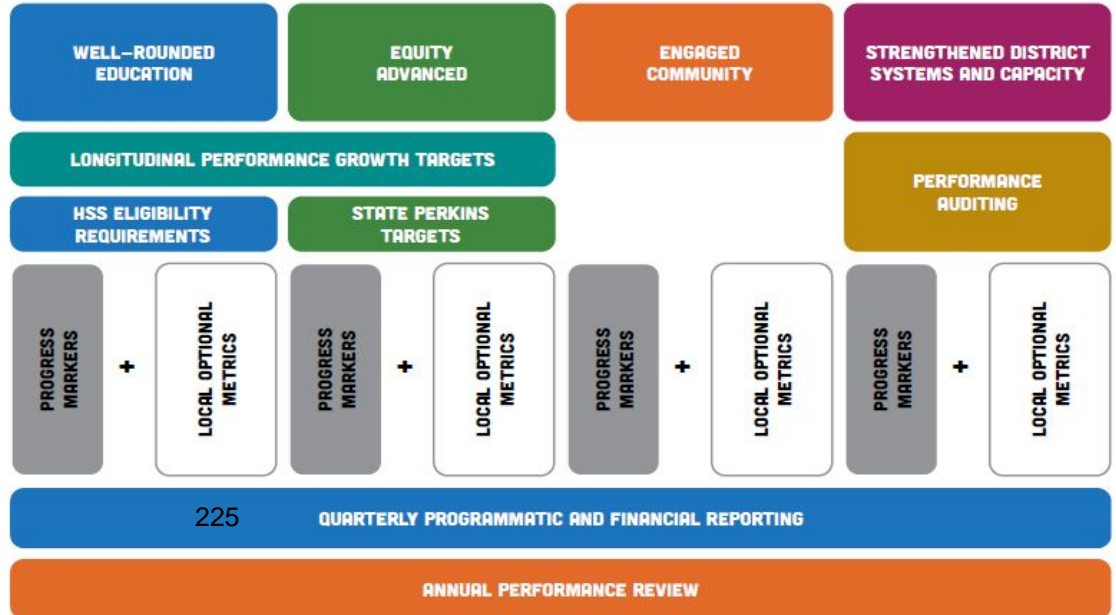
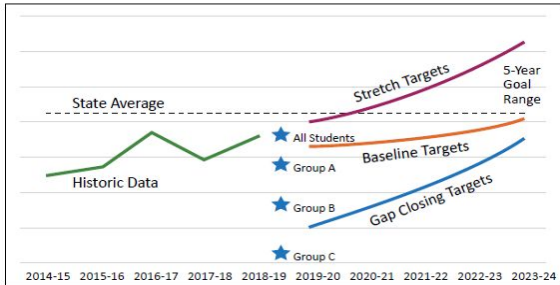
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How ODE Defines Success

SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



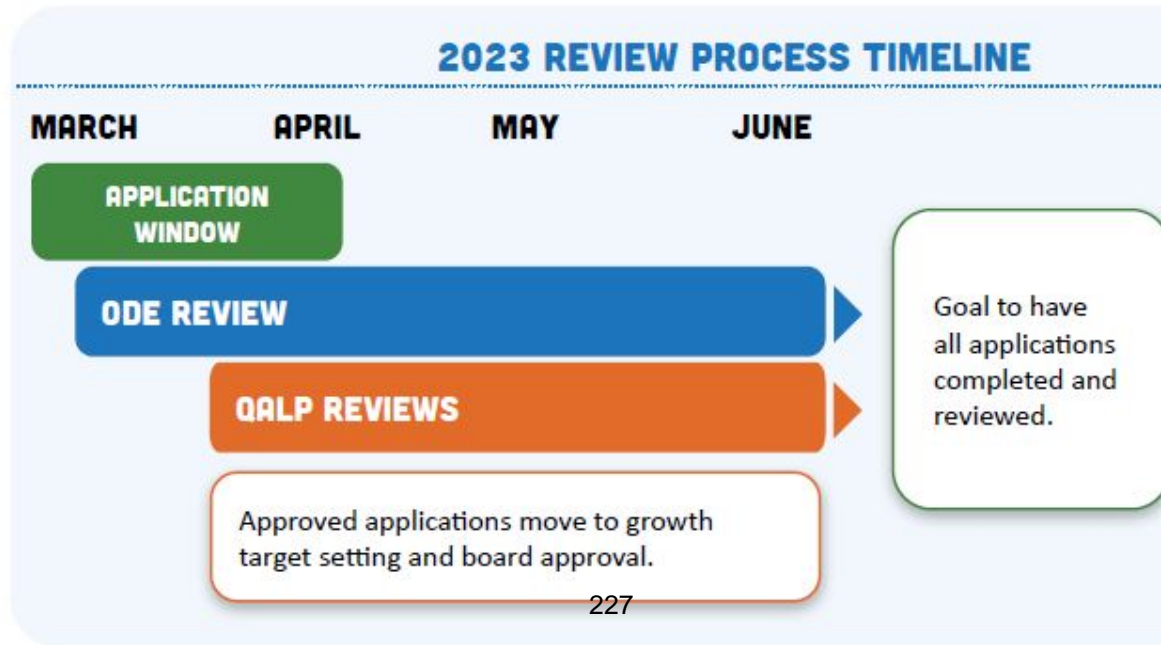
Longitudinal Performance Growth Targets (LPGTs)

ODE will collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based upon:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates 226
 - Other local metrics may be used to develop applicable performance growth targets.

Referred to as
"5 Common Metrics"

What Happens Next?



Question & Comments

**ITEM FOR ACTION IN A FUTURE MEETING****REVISIONS TO BOARD POLICIES AC, GBA, JGAB****BACKGROUND**

Revisions are recommended to update School Board Policies AC, GBA and JGAB. The changes were generated by the Oregon School Boards Association, which provides regular policy recommendations that reflect changes in state statutes and/or regulations and best practices; were integrated and recommended by district staff; and were reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

AC Nondiscrimination

Revisions are recommended to ensure compliance with House Bill 2935 (2021) which expanded the definition of discrimination in ORS 659.850 to include physical characteristics historically associated with race. The revisions also provide an avenue for complaint regarding the discriminatory use of a Native American mascot. The remaining changes align district policy to the model policy prepared by OSBA.

GBA Equal Employment Opportunity

The revisions are recommended to ensure compliance with House Bill 2341 (2019) which expanded the definition of a certain unlawful employment practices to include pregnancy, childbirth or related medical conditions. Additionally, revisions are recommended to comply with Senate Bill 479 (2019) which expanded the definition of workplace harassment to include an employee's service in a uniformed service. The remaining changes align district policy to the model policy prepared by OSBA.

JGAB Restraint and Seclusion

Senate Bill 963 (2019) amended the statutes governing restraint and seclusion. The amendments clarify and define when and under what circumstances an employee may or may not touch a student or impose the use of restraint or seclusion. The State Board of Education adopted revisions to the Oregon Administrative Rules governing restraint and seclusion to align with SB 963 as well and clarify the complaint procedure. Revisions are recommended to align district policy to all of these changes.

POLICY DRAFT KEY

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Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

RECOMMENDATION

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

Nondiscrimination

The district prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race¹, color, religion, sex, sexual orientation², gender identity³, gender expression⁴, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veteran status or because of the perceived or actual association with any other persons within these protected classes.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

~~The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which community members can communicate their concerns to the administration and the Board.~~

The superintendent or designee shall appoint individuals in the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act ~~of 1973~~, Titles VI and Title VII of the Civil Rights Act, Title IX of the Education Amendments of 1972 and other civil rights or discrimination issues⁵, and notify students, parents, and staff with their names, office addresses and phone numbers.

The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website. ~~The Board will adopt and the district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public.~~

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including, but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² ~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.~~

³ ~~"Gender identity" refers to a person's innate, personal (psychological) sense of being male or female, which may or may not correspond to the person's body or gender designated at birth.~~

⁴ ~~"Gender expression" refers to a person's external manifestation of gender identity and how it is presented to others, such as dress, grooming, mannerisms, behavior, voice, and social interactions.~~

⁵ ~~Districts shall notify students and employees of the name, office address and telephone number of the employee or employees appointed.~~

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing and ~~The district~~ further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s)

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

~~ORS 408.230~~

[ORS 659.805](#)

[ORS 659.815](#)

[ORS 659.850 to -860](#)

[ORS 659.865](#)

~~ORS 659-870~~

~~ORS 659A-003~~

[ORS 659A.006](#)

[ORS 659A.009](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.040](#)

[ORS 659A.103 to -145](#)

[ORS 659A.230 to -233](#)

[ORS 659A.236](#)

[ORS 659A.309](#)

[ORS 659A.321](#)

[ORS 659A.409](#)

~~OAR 581-002-0001—002-0005~~

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

~~OAR 581-021-0047~~

~~OAR 581-021-0049~~

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ~~(2012)~~.

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 ~~(2012)~~; 29 C.F.R Part 1626 ~~(2017)~~.

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ~~(2012)~~; 29 C.F.R. Part 1630 ~~(2017)~~; 28 C.F.R. Part 35 ~~(2017)~~.

Equal Pay Act of 1963, 29 U.S.C. § 206(d) ~~(2012)~~.

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 ~~(2012)~~.

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 ~~(2012)~~; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 ~~(2017)~~.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ~~(2012)~~.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e ~~(2012)~~.

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, ~~42 U.S.C §§12101-12133~~

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ~~(2012)~~;
~~Title II of the~~ Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. §2000ff-1 ~~(2012)~~;

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB – All Students Belong

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JFCF – Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence

Beaverton School District 48J

Code: **GBA**
Adopted: 1/11/11
Revised/Readopted: 9/25/17
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be provided in hiring, retention, transfer, promotion and training of all employees regardless of actual or perceived race¹, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veteran's status², service in uniformed service, familial status, genetic information an individual's juvenile record that has been expunged, and disability if the employee, with or without accommodations, is able to perform the essential functions of the position and disability³, or other categories protected by law.

Positive action will be taken to ensure equal employment opportunities based on an individual's qualifications for and/or performance of specific duties in relation to organizational needs.

Continuous effort will be devoted to the improvement of human relationships to prevent discriminatory practices in the district. The district will make special efforts to inform all staff members of available training opportunities and assist them in securing advanced training.

This policy is an integral part of the human relations effort for the Beaverton schools.

The superintendent or designee will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~of 1990~~ and the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act ~~of 1973~~. The superintendent will also designate a Title IX coordinator to comply with the requirements of and Title IX of the Education Amendments of 1972.⁴ The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

~~ORS 192.63~~

[ORS 243.317-243.323](#)

¹ Race also includes physical characteristics that are historically associated with race, including, but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position any time after discharge or release from service in the Armed Forces of the United States.

³ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

~~⁴ The district shall notify students and employees of the name, office address and telephone number of the employee or employees appointed.~~

[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 652.210—652.220](#)
[ORS 659.850](#)
~~[ORS 659.870](#)~~
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.047](#)
~~[ORS 659A.142](#)~~
~~[ORS 659A.145](#)~~
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
~~[ORS 659A.805](#)~~
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ~~(2012)~~;

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. ~~(2012)~~;

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 [\(2018\)](#); 29 C.F.R Part 1626 [\(2019\)](#);

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ~~(2012)~~;

Equal Pay Act of 1963, 29 U.S.C. § 206(d) [\(2018\)](#);

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 ~~(2012)~~;

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 [\(2018\)](#); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 ~~(2016)~~;

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ~~(2012)~~; 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C § 2000 ff-1 (2018)

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).

~~Title II of the~~ Genetic Information Nondiscrimination Act of 2008, 42 U.S.C § 2000 ff-1 (2018)

Chevron USA Inc. v. Echazabal. 536 U.S 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C §§ 4301-4303 (2018)

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

Beaverton School District 48J

Code: **JGAB**
Adopted: 12/15/14
Revised/Readopted: 5/14/18
Orig. Code(s): JGAB

Use of Restraint **and** **or** Seclusion ******

The District is dedicated to the development and application of best practices within ~~its~~ the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the the circumstances that must exist and the requirements that must be met prior to, during and after the use of restraint and/or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.

2. Mechanical restraint.

3. Prone restraint.

4. Supine restraint.

5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.

6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.

7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.

8. Any restraint that impedes, or creates a risk of impeding, breathing.

9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.

10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.

11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. ~~“Physical Restraint” means the restriction of a student’s actions or movements by one or more persons holding the student or using pressure or other means, or applying physical pressure upon the student. “Physical restraint” does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.~~

“Restraint” does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.

6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not been prescribed by a licensed ~~health professional~~ physician or other qualified health care professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.

8. “Prone restraint” means a restraint in which a student is held face down on the floor.

9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize a training program for the use of restraint or seclusion in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education and shall include, but not be limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

~~The use of a chemical restraint, mechanical restraint or prone restraint of a student is prohibited by Oregon law.~~

Use of Restraint or Seclusion

~~The use of physical restraint and/or seclusion is only permitted when other less restrictive interventions would not be effective and the student's behavior poses a reasonable threat of imminent, serious bodily injury to the student or others:~~

~~Except in the case of an emergency, only staff currently trained in accordance with an Oregon Department of Education (ODE) approved physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher, other school employee or school volunteer as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others and trained personnel are not immediately available. The use of physical restraint/seclusion under all circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious bodily injury to the student or to others. Any student being restrained or secluded within the district shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards outlined by the applicable Oregon Administrative Rules:~~

~~The district shall utilize the OIS training program on physical restraints and seclusion. As required by state regulation, the selected program shall include: positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.~~

Annual Review

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents ~~of~~ involving restraint;
2. The total number of incidents ~~of~~ involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or ~~personnel~~ staff as a result of the use of physical restraint or seclusion;
7. The total number of students placed in restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the District to decrease the use of physical restraint and seclusion for each student;

8. The total number of restraint ~~and~~ ~~or~~ seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom physical restraint and/or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student, the location of the rooms and a description of the dimensions and design of the rooms.

This annual report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the parents and guardians of students of the district shall be notified ~~as to~~ about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL – Public Complaints and KL-AR – Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, ~~who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, whether an organization or an individual~~, may appeal a district's final decision to the Oregon Department of Education ~~the Board to the Deputy Superintendent of Public Instruction as provided in~~ pursuant to OAR 581-002-~~0040~~ – 0001 – 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district ~~personnel~~ staff.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[ORS 339.285](#)

[ORS 339.288](#)

[ORS 339.291](#)

[ORS 339.294](#)

[ORS 339.297](#)

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
~~[OAR 581-021-0559](#)~~
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment

**ITEM FOR ACTION AT A FUTURE MEETING****WORLD LANGUAGE ADOPTION****BACKGROUND**

The State's Instructional Materials Adoption Schedule details when districts are to have adopted instructional materials aligned to revised state standards in classrooms. Under Oregon Administrative Rule 581-022-1650, districts have the option to postpone instructional material purchases for up to two years beyond the date specified in the schedule. In June 2021, the School Board approved the request to postpone the implementation of instructional materials for World Language in classrooms for two years to August 2023. This date for implementation was approved by ODE as part of the district's corrective action plan for adopting instructional materials to comply with [581-022-2355 Instructional Materials Adoption](#).

The State Board adopted updated world language standards in December 2019 and instructional materials were adopted in November 2020. BSD appointed a project team for world language during the 2021–22 school year with the charge of 1) identifying best practices in world language instruction, 2) aligning world language learning targets with the updated world language standards, and 3) recommending instructional materials for adoption. The work of the project team and adoption of instructional materials by the School Board will be completed prior to the end of the 2022–23 school year.

RECOMMENDATION

The World Language Project Team recommends the following World Language materials for adoption:

- **ASL:** The Project Team recommends the adoption of Dawn Sign Press, *Signing Naturally* for ASL instruction.
- **Japanese:** The Project Team recommends the adoption of Cheng & Tsui, *Adventures in Japanese* to the Board for Japanese instruction.
- **Mandarin Chinese:** The Project Team recommends the adoption of Vista's new *Journeys* curriculum to the Board for Mandarin Chinese instruction.
- **Spanish and French:** The Project Team recommends the adoption of Vista Higher Learning (VHL) resources for Spanish and French instruction.

This adoption recommendation is presented for initial consideration and will come before the Board for approval at its next meeting on March 13, 2023.

World Language Adoption: Project Team Report

School Board Meeting — February 27, 2023

World Language Course Definition

A world language course is the instruction of a new language or of a language that is already spoken by a student. World language instruction doesn't fall into a clear first and second language, as we have many students who are multilingual. **The goal of world language education is to produce multilingual, multiliterate and multicultural students capable of communicating and carrying out academic work in more than one language.** These classes are organized into languages (French, Spanish, Mandarin, Japanese, ASL and future additions) and levels of acquisition and linguistic and cultural background. Languages and culture are taught through an asset-based lens.

Access to Linguistic Inclusion

In addition, HB2056 or Access to Linguistic Inclusion (ALI) passed in the 2021 Legislative Session which advances multilingual education for Oregon students. **ALI changes the definition of World Languages to include sign languages, heritage languages, and languages other than a student's primary language.** Previously, the definition did not include sign language and heritage languages AND defined World Language as a language other than English.

This new definition provides more options for districts to be more inclusive. Therefore, a World Language adoption is timely given the release of this new definition.

Situation

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board Policy and Oregon State Statute and Administrative Regulations. The World Language Cadre and Project Team have followed the QCC process for all of our current world languages.

The Last World Language Adoption

The last World Language Adoption was completed in 2011. Since then, the research surrounding language acquisition has led to new and innovative ways to approach language instruction. **This approach supports a global perspective that allows students to explore language through meaningful context and practical application.**

Situation

The State Board adopted updated world language standards in December 2019 and instructional materials were adopted in November 2020.

A Project Team for world language was appointed by the School Board during the 2021-22 school year with the charge of **1) identifying best practices in world language instruction, 2) aligning world language learning targets with the updated world language standards and 3) recommending instructional materials for adoption.** The work of the Project Team and adoption of instructional materials by the School Board will be completed prior to the end of the 2022-23 school year.

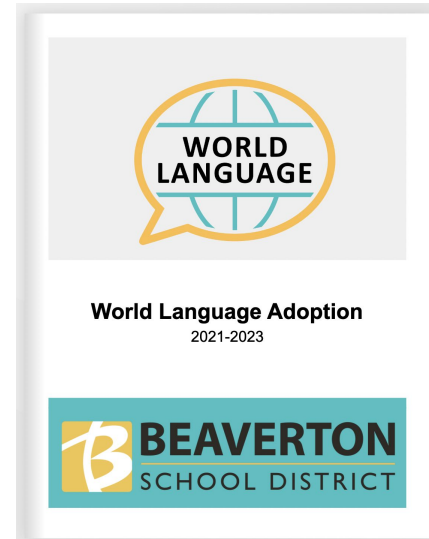
Curricula Review & Pilot

BSD WL Adoption:

[Project Team Landing Page](#)



WL Adoption FlipBook



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QCC Process Workflow



K-12 Teacher Cadre

- Classroom teachers
- Content Specialists
- Teaching Specialists
- MLD Administrator

Project Team

- Classroom teachers
- Content Specialists
- Teaching Specialists
- Students
- Parents
- Community Members
- School Administrators
- School Board Representative



School Board



QCC Process

Position Paper

&

Best Practices



World Language Adoption Position Paper



The Beaverton School District serves an incredibly diverse academic community. We believe that our students need the skills and resources to interact and participate in an increasingly global and interconnected world. Students must be able to understand and produce comprehensible language in a variety of contexts. Our multilingual programs support students in the acquisition of language and the development of skills needed to communicate effectively in multiple languages. They gain understanding of the influence and impact of language and culture on life experiences. They acquire knowledge that fosters anti-biased and anti-racist practices and learn the value of diverse perspectives.

Beaverton School District (BSD) Multilingual Programs are in alignment with current, research-based best practices and provide a rich and empowering education to the students of our community. Multilingualism impacts brain development and cognitive functioning across all language backgrounds and is valued across various lived experiences - including heritage, minoritized, and indigenous languages. Students who speak more than one language at home, while at school, or in their community, apply their multilingual skills to both social and academic purposes as demonstrated through empathy for others and higher level thinking.

Our World Language programs ensure that culture and language are inextricably entwined throughout instruction. The curriculum and resources we use intentionally honor and elevate the cultural and linguistic history and diversity of our local community and our world. Course content introduces students to new perspectives and fosters a passion for cultural exploration and language acquisition, encouraging and equipping students to become active and effective global citizens.

World Language instruction provides natural opportunities to identify and reframe current conscious and unconscious biases. Through new and heritage language instruction, students learn to consider the world from multiple perspectives, tearing down systemic racism in the context of a broader racial and ethnic vision, contributing to the anti-biased, anti-racist perspectives that we are working to foster in students across our programs. We approach our work from a desire to engage with, value and learn from various cultural practices, perspectives and products.

Through the study of languages, students participate in a global community that supports and values a wide variety of linguistic experiences and backgrounds. Students learn to understand and appreciate the role of communication in a variety of contexts, both local and across the globe. Students see themselves and learn about others by engaging in human connections beyond what might be common or familiar. They challenge themselves to interact and communicate in new ways using language as a conduit of meaning. As they improve and progress through the language acquisition process, students gain confidence in their own ability to interact with and relate to others.

Researched & Written by the BSD WL Cadre 2021 - 2023



Best Practices for World Language Instruction



Guiding Principle 1: Multilingualism

Students learn the value of multilingualism through practice and access to a broad range of resources and opportunities. Students with prior linguistic knowledge (heritage speakers) are validated and recognized for the strengths they bring to the language classroom.

Related Best Practices:

- Materials and methods...
 - draw on students' linguistic and cultural background, valuing and validating student identity.
 - actively support linguistic diversity as a resource through the use of a student's entire linguistic repertoire (translanguaging) to support language acquisition and academic goals.
 - strengthen links between community and formal education.
 - facilitate learner agency through choice and critical examination
 - encourage cross-disciplinary practices that utilize and reinforce multilingual skills.
- Teacher demonstrates multilingualism and builds relationships with and between students in order to tap into students' funds of knowledge and their entire linguistic repertoire.
- Students acquire progressively more advanced levels of academic language proficiency through tasks that encourage critical thinking and the acquisition of academic language through multiple genres (fiction, nonfiction etc.).
- Language acquisition is supported for various lived experiences, such as heritage or home language, simultaneous bilingualism, multilingualism and sequential bilingualism.
- Students engage with community partners through authentic experiences that promote, facilitate and support the development of their multilingual skills.



Guiding Principle 2: Purposeful & Equitable Assessment

Students are given multiple and varied opportunities to show proficiency through authentic formative and summative assessments in meaningful context for purposeful applications.

Related Best Practices:

- Students are assessed on demonstration of proficiency in interpretive, interpersonal and presentational language.
- Students are assessed along a proficiency continuum, as they acquire language.
- Assessments provide feedback and guidance for future instruction.
- Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measure student progress toward proficiency.
- Materials assess student proficiency using a variety of modes and methods that recognize students' unique experiences and perspectives.
- Assessments have been reviewed for accessibility, adaptability, and cultural sensitivity for all students.

Curricula Review

Curriculum Review Score Card

Authentic Text & Digital Resources (Technology) Score 2.194444444

| | |
|--|-------------|
| The curriculum includes a developmentally appropriate balance of tech vs. non-tech activities (interaction between students and live engagement). | 2 |
| The curriculum requires tech skills that most students and teachers already have. | 2.333333333 |
| The curriculum/activities can be easily adjusted to adapt to in-person vs. digital learning platforms. | 2.333333333 |
| Digital resources create opportunities for authentic and comprehensive input through meaningful interactions with text, peers and visual/audio media | 2 |

Authentic Digital Resources use an anti-biased, anti-racist lens. Accessibility Score 2.1

| | | |
|---|---|-----|
| Digital materials allow teachers to access, revise, and print from digital activities, assessments, and rubrics). | Lessons include a variety of formats to engage many different learning profiles. | 2 |
| | Materials are interactive and engaging for our current student profile. | 2 |
| | The curriculum includes a variety of activities (whole group, small group, individual). | 2.5 |

Cultural Integration (Cultural Responsiveness)

| | |
|---|---|
| The curriculum includes cultures embedded into Language learning. | Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support) |
| Students develop intercultural competence by communicating in authentic scene current contexts. | Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content. |
| Lessons include the integration of student voice, experience, and knowl | |

The curriculum allows for the co-construction of core concepts to reflect experiences of the classroom community. Alignment Score

| | | |
|--|---|-------------|
| The materials provide relevant examples and connections to students' to their current and future selves. | The curriculum aligns with BSD's strategic plan. | 2.333333333 |
| There is a wide variety of authentic, culturally sensitive, non-stereotypic culture(s). | Program aligns across grade levels, programs (IB/AP) and schools. | 1.666666667 |
| Cultural content is accurate, current, and contextually appropriate. | The curriculum aligns with Restorative Practices (i.e., focus on cultivating community, building relationships, incorporates circles, harm repair, etc.). | 2.666666667 |
| | The curriculum aligns with the draft World Language Best Practices . | 2.666666667 |

Students will be able to compare and contrast their own culture to target family dynamics, school community, etiquette and manners, gift giving. Purposeful & Equitable Assessment Score

| | |
|---|---|
| Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic background. | Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance. |
| | Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options. |
| | Assessment materials provide teachers with a range of data to inform instruction that can interface with common learning management systems/electronic gradebook platforms (e.g.: Canvas) |
| | Assessment materials use varied modalities of instruction that reflect authentic experiences. |
| | Students are assessed along a proficiency continuum, as they acquire language |
| | Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward proficiency |

Curriculum Review Score Card

0 = Not present

1 = Minimally present

2 = Somewhat present

3 = Fully present

Communicative Competence Score 2.866666667

| | |
|--|-------------|
| Materials provide learners with developmentally appropriate strategies (e.g., age and proficiency level) to help them become successful listeners, speakers, readers and writers of the language. | 3 |
| Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and scaffolding presentations that build in a perpetual review of vocabulary. | 3.333333333 |
| There is sufficient interpersonal, interpretive, and presentational oral and written practice of the grammar and vocabulary that promotes meaningful and balanced individual, pair and group language learning. | 2.666666667 |
| Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language. | 3 |
| Students are asked to do more than rote memorization and recall. Grammar is taught in context as appropriate. | 2.333333333 |

Global Perspective Score 1.416666667

| | |
|--|-------------|
| Students collaborate with global communities to create cross-cultural connections in blended learning, face-to-face or online, and strengthen relationships across borders or within our district. | 0.5 |
| Materials foster critical-thinking skills through lessons in which students collaborate to solve global problems. | 2.333333333 |

Equity and Student Voice Score 1.866666667

| | |
|---|-------------|
| Lessons are designed to avoid perpetuating white supremacy culture and positionality of the classroom teacher. | 2 |
| World Language materials support Heritage languages, student experiences and multilingual perspectives. | 2 |
| World Language materials create a safe space for anti racist and anti biased practices that challenge systemic racism and biases. | 2.666666667 |
| The materials reflect students' home culture and elevate their unique cultural experiences | 1.666666667 |
| There are opportunities to engage families / a family component to the curriculum | 1 |

Pilot

| World Languages: Pilot Team (2022-2023) | | | | |
|--|-----------------------------------|-----------------|---|---|
| Teacher Name | School | Language | Level | Curriculum (Wayside or Vista for Spanish and French) |
| Emily Grant Molina | Mountain View Middle School | Spanish | 1A/1B | EntreCulturas 1A/1B |
| Brian Everett | Sunset High School | Spanish | 3/IB | Vista - Encuentros 3 |
| Diana Perez | Sunset High School | Spanish | 3/IB | Wayside - EntreCulturas 3 |
| Sarah Litwin | Mountainside High School | Spanish | Level 2 | Wayside - EntreCulturas 2 |
| Liza Rosas Bustos | Mountainside High School | Spanish | Level 2 | Vista - Encuentros 2 |
| Kim Kissinger | Mountainside High School | Spanish | Level 1 | Wayside - EntreCulturas 1 |
| Kristi Lokting | Mountainside High School | Spanish | Level 1 | Wayside - EntreCulturas 1 |
| Michael Fleming | Mountainside High School | Spanish | Level 1 | Vista - Encuentros 1 |
| Mary Alice Tilles | Southridge High School | Spanish | Level 1 | Vista - Encuentros 1 |
| Zahdee Montes | Beaverton High School | SLC III | Heritage / AP / Spanish Lit | Wayside - Tejidos |
| Alma Lucinda Philipp | Southridge High School | SLC I | Heritage / Spanish Lit I-II /IB | Wayside - Tejidos |
| Enrique Abad | Aloha High School | SLC III | Heritage / AP / Spanish Lit / Spanish 3 | Vista - Galerías 2 |
| Jennifer Rawcliffe | Southridge High School | Spanish | Spanish Lit / Spanish 3 | Wayside - EntreCulturas 3 |
| Amanda Bautista | Westview High School | Spanish | Heritage / AP / Spanish Lit | Vista - Encuentros 3 |
| Gina Martinich | Mountainside High School | French | Level 1 | Wayside - EntreCulture 1 |
| Claire Reneau | Westview High School | French | Level 1 | Vista - Chemins 1 |
| Karen Schaer-Arib | Sunset High School | French | Level 2 | Vista - Chemins 2 |
| Edward Prindle | Southridge High School | French | Level 2 | Wayside - EntreCulture 2 |
| Yoko Miwa | Beaverton High School | Japanese | Adventures in Japanese | Adventures in Japanese |
| Mikako West | International School of Beaverton | Japanese | Adventures in Japanese1 Unit1-6 | Adventures in Japanese |
| Yinsheng Cheng | International School of Beaverton | Mandarin | Go far with Chinese - Level 1 | Go far with Chinese - 1 |
| Yvonne Nicolay | Southridge High School | ASL | Signing Naturally | Signing Naturally |

Public Review



ASL and Japanese Resource Review (2021-2023)

ASL

[Signing Naturally](#) - Dawn Sign Press

JAPANESE

[Adventures in Japanese](#) - Cheng & Tsui



Beaverton School District Community Review

Encuentros

- [Encuentros Program Site](#)
- [Encuentros Media](#)
- [News and Cultural Updates](#)
- [Encuentros Enrichment Libraries](#)

Galería

- [Galería Program Site](#)
- [Galería Walkthrough Video](#)
- [News and Cultural Updates](#)
- [Galería Enrichment Libraries](#)

To access the online components for *Encuentros* and *Galería*, please follow these steps:

- 1) Access the Supersite by going to <http://vhcentral.com>
- 2) Login to your account, username: student1@beaverton.k12.or.us
- 3) Enter your password: **beaverton1**
- 4) Click on the any book cover you want to review

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BEAVERTON
SCHOOL DISTRICT



BSD World Language Adoption: Public Review

This form facilitates and documents feedback from the Beaverton School District community as it relates to the Quality Curriculum Cycle process and the World Language Adoption to be implemented in the Fall of 2023. Responses will be collected through January 20th, 2023.

Project Team Conclusions

We would like to acknowledge the incredible effort and contribution of our World Language Cadre members and piloting teachers, as well as the commitment and thorough review of the World Language Project Team; including students, teachers, parents, community members, TOSAs, administrators, and board members. We could not have reached this point in the adoption process without their significant investment of time, their passion, and their dedication to this work.

Project Team Conclusions

BE IT RESOLVED that the School Board direct the Superintendent to adopt curriculum for World Languages as follows:

- ASL: Dawn Sign Press, *Signing Naturally*
- Japanese: Cheng & Tsui, *Adventures in Japanese*
- Mandarin Chinese: Vista's *New Journeys*
- Spanish and French: Vista Higher Learning
- Readers/classroom libraries for all languages

In addition to these recommendations, the Project Team has expressed the importance of and the need to provide ongoing professional development for World Language teachers on the latest research supporting Best Practices for World Language Instruction.

**ITEM FOR ACTION****RESOLUTION AUTHORIZING NWRESD LOCAL SERVICE PLAN FOR 2023-24****BACKGROUND**

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.” Northwest Regional ESD’s local service plan is the framework for how the ESD serves its 20 partner school districts in Clatsop, Columbia, Tillamook and Washington counties.

By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services. The plan has been approved by the NWRESD board and must be approved by the boards of at least two-thirds of the ESD’s component districts by March 1.

RECOMMENDATION

It is recommended that the Board approve the following resolution to approve the NWRESD Local Service Plan for the 2023–24 school year:

BE IT RESOLVED by the Board of Directors of Beaverton School District in Washington 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 hereby approves the Northwest Regional Education Service District Local Service Plan for the 2023-24 school year.



2023-24 Local Service Plan

A framework for our partnership²⁵⁸ with school districts in Clatsop, Columbia, Tillamook and Washington counties

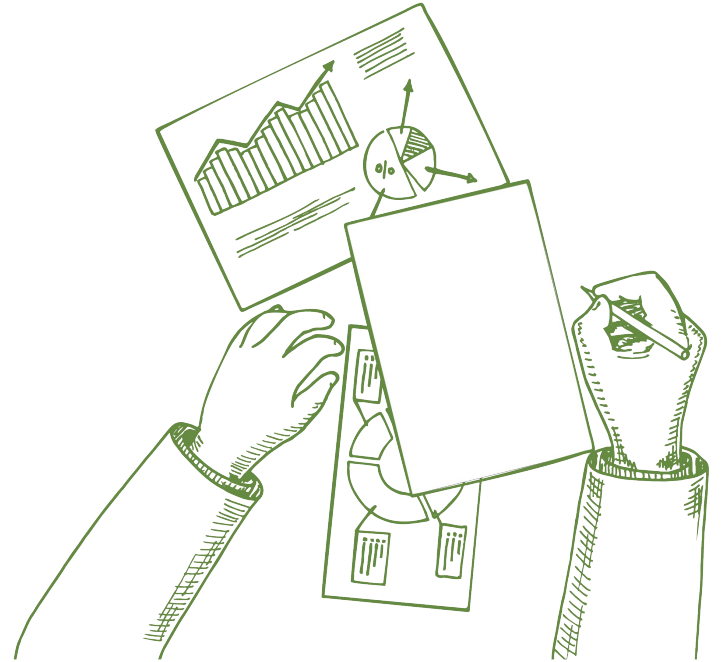
School Board Role

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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Ways We're Working Together to Support Beaverton Kids

- **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.

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Northwest Regional Education Service District

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



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About the 2023-24 Local Service Plan



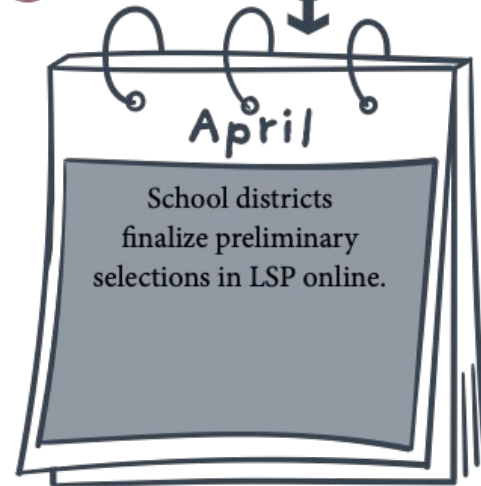
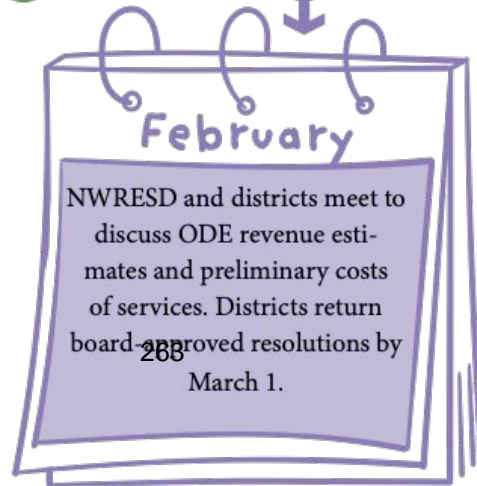
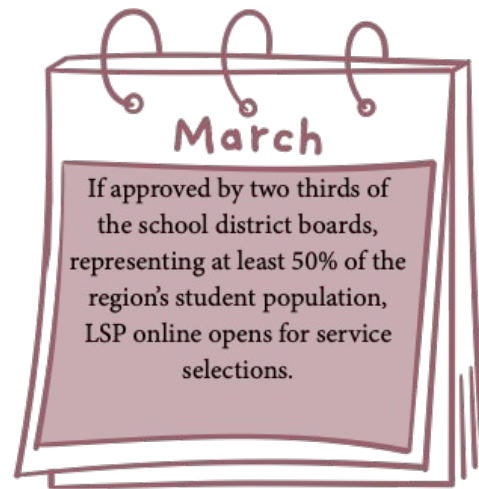
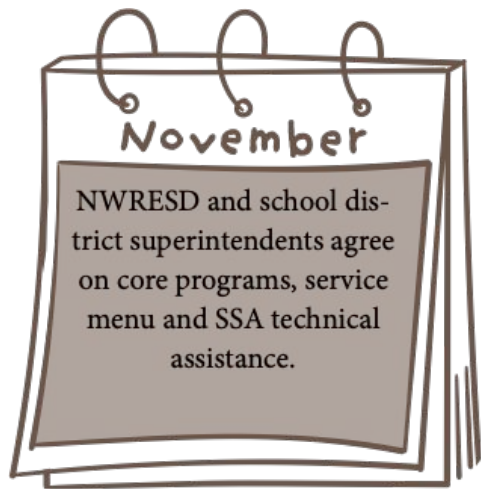
90% of the SSF formula for education service districts is allocated to school districts

10% of SSF formula for ESDs funds operations

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

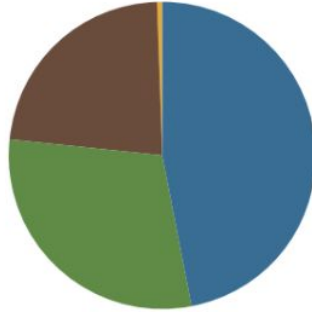
25% of school district allocations are spent on core services, i.e. shared services





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

\$358,377



Tillamook County

\$238,651

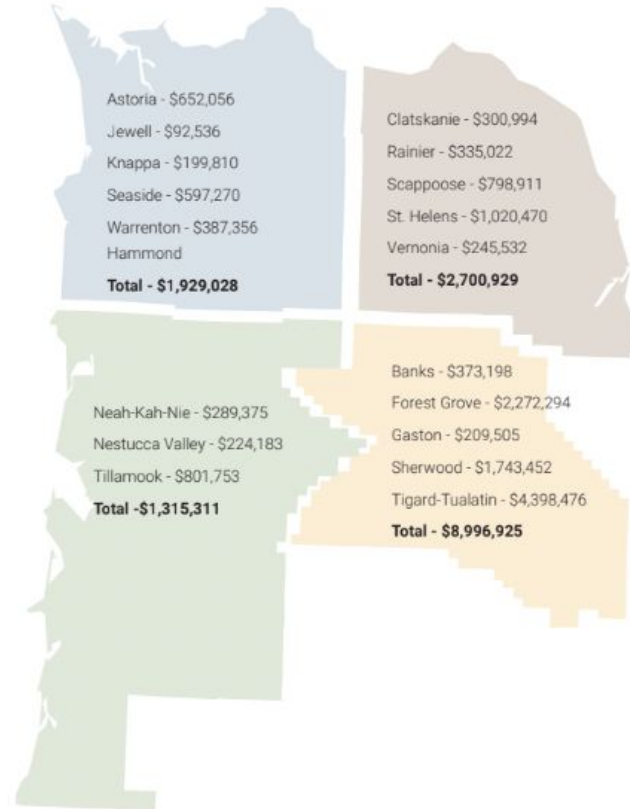


Washington County

\$902,391

Service Credits

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



Core Services

- 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

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

- 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



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 horizontal 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
268 Tillamook, OR 97141

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



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.

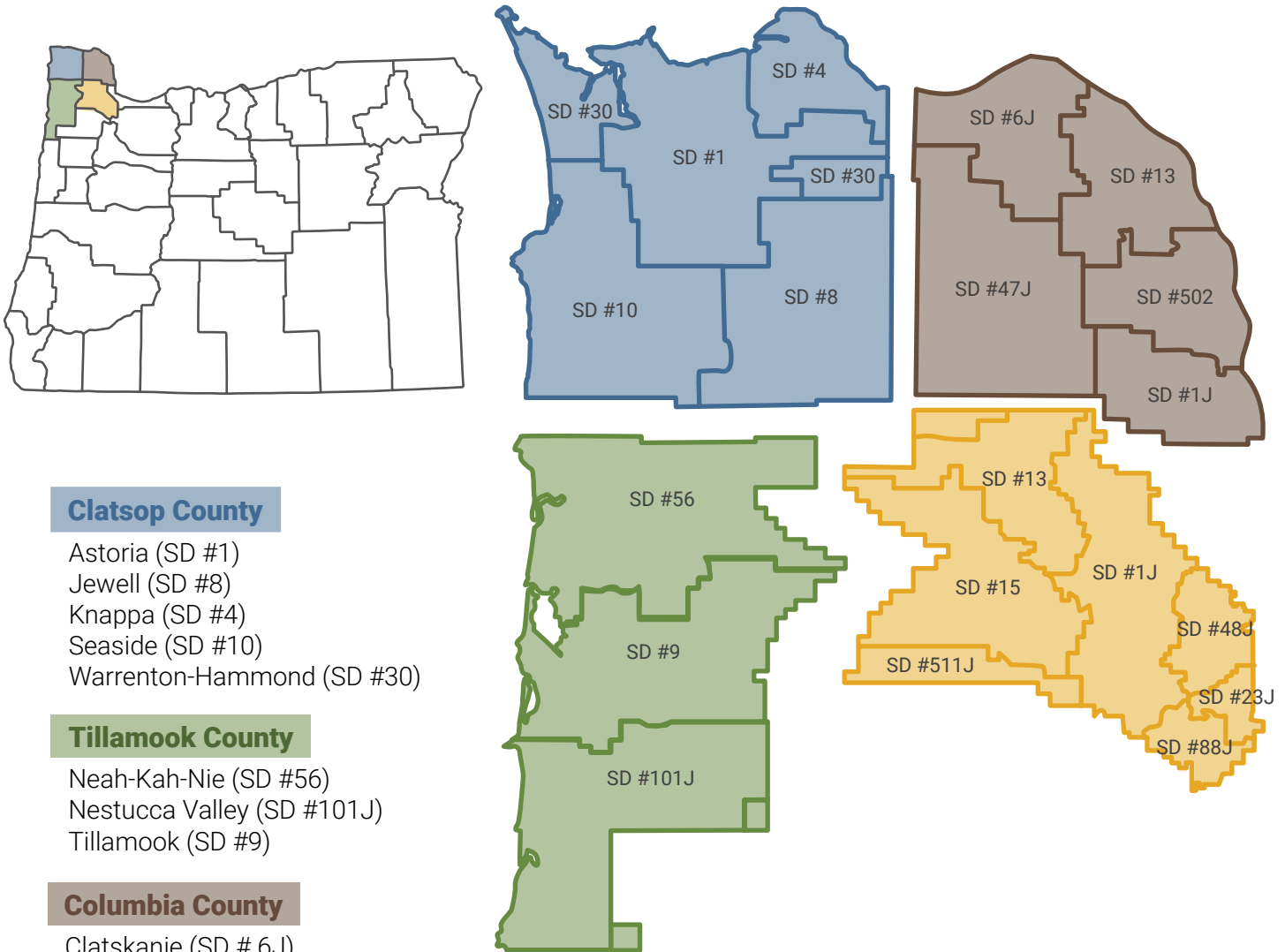
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



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 **273**



Diane Wilkinson
Social Service Position



Key Staff Contacts



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Sherry Ely
Interim Chief Financial
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Chief of Staff
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Peggy Freund
Interim Early Learning
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Sharif Zakir Liwaru
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Partnerships Director
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Kelsey Cardwell
Communications Director
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Lynne Griffin
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Stacy Rager
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Administrator
srager@nwresd.org

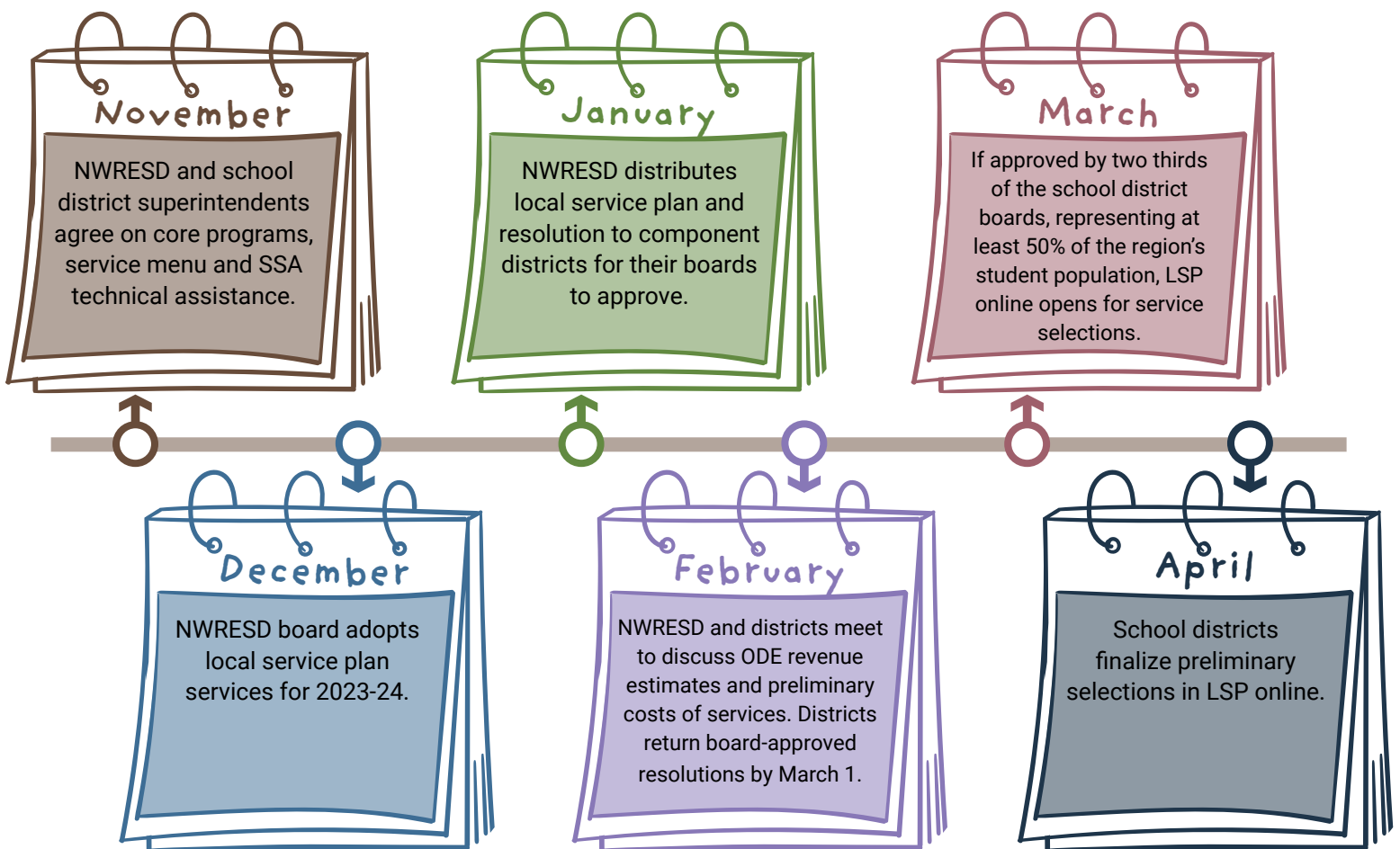


Kim Lyon
Tillamook Service Center
Administrator
klyon@nwresd.org

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 NWRES D specifically, the SSF makes up 22.9% of our budget.

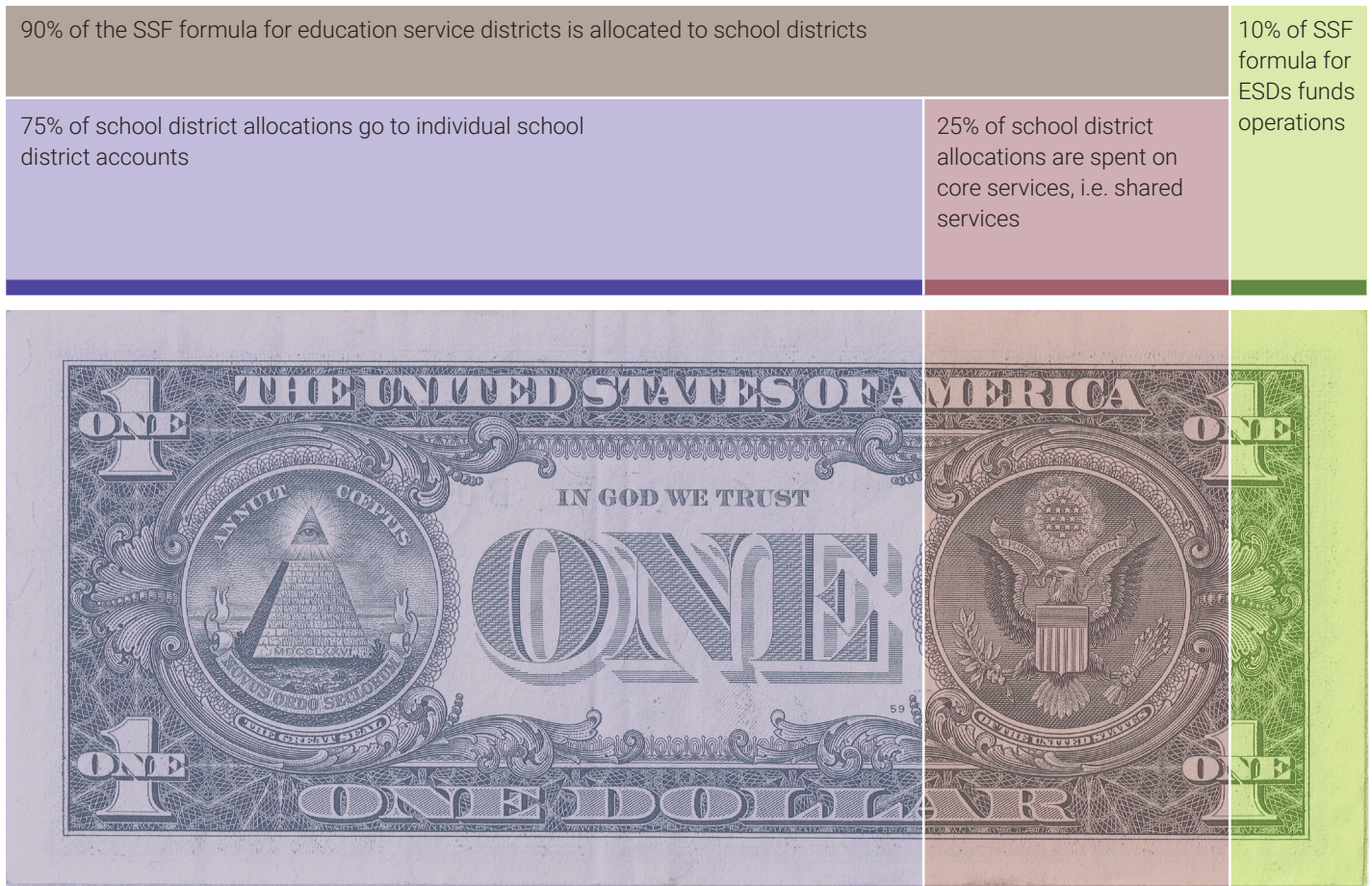
Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRES D 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-

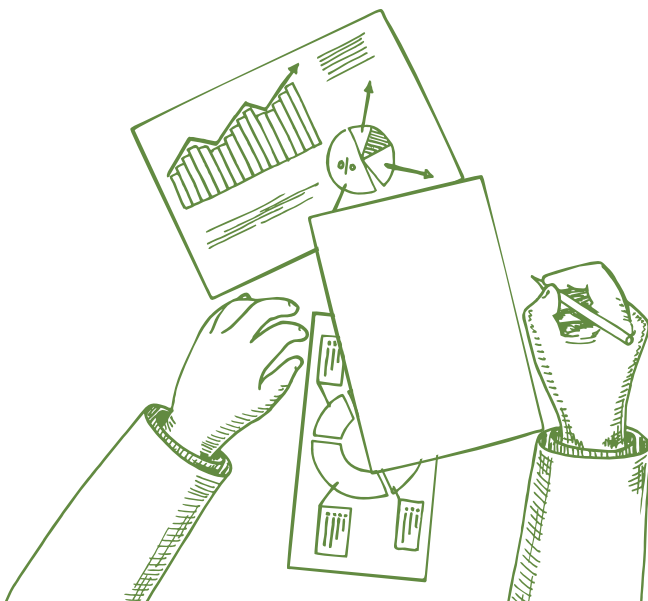
enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and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





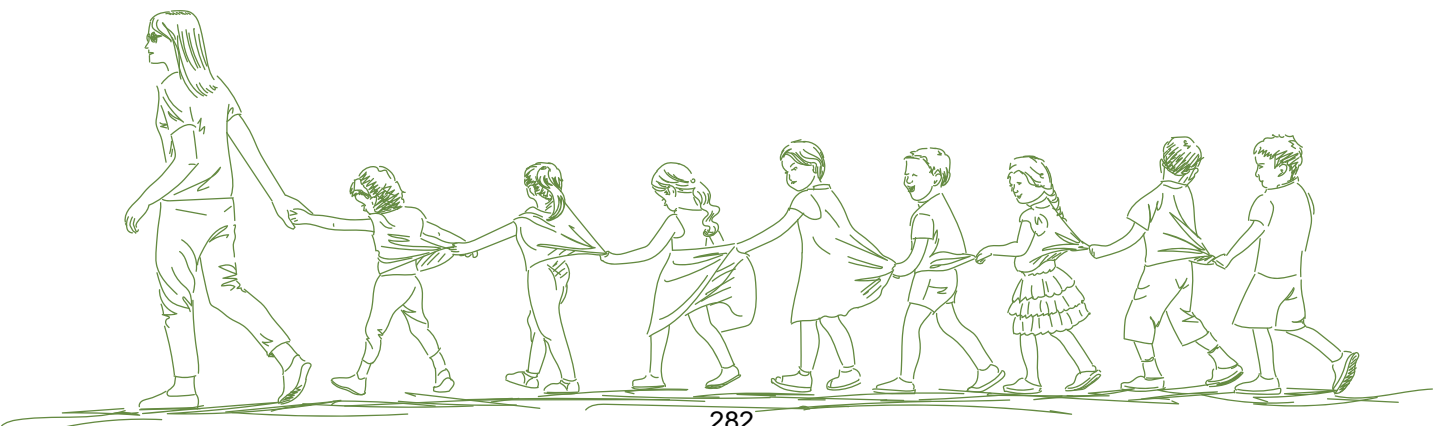
Early Learning

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

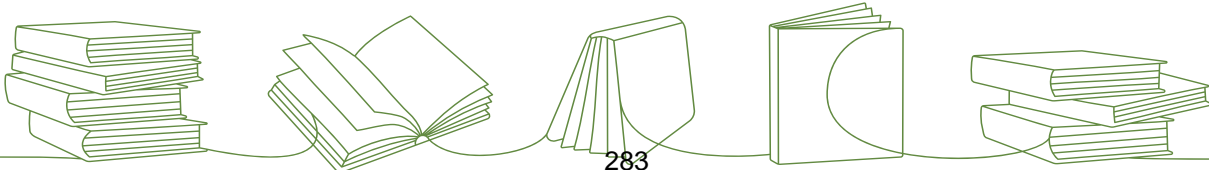
Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

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

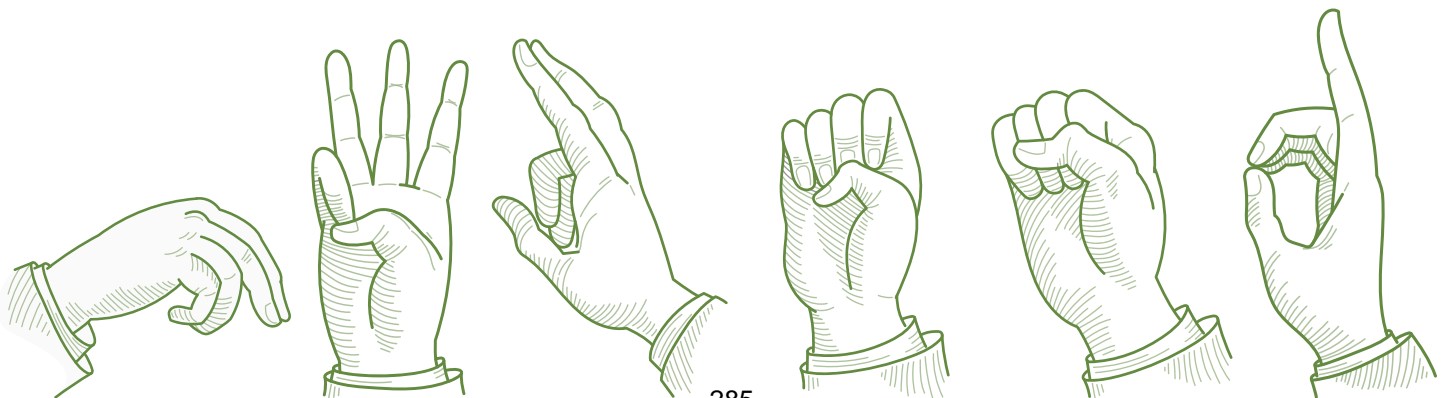
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

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



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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

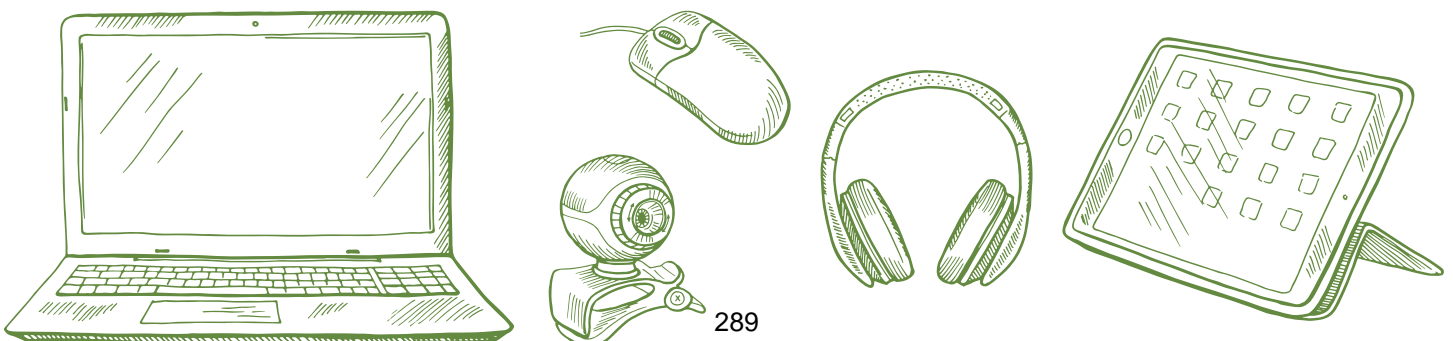
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

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, NWRES D 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 |
|--|--------------------|------------------------------|----------------|---|--------------------|-------------------------|---|
|--|--------------------|------------------------------|----------------|---|--------------------|-------------------------|---|

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 |

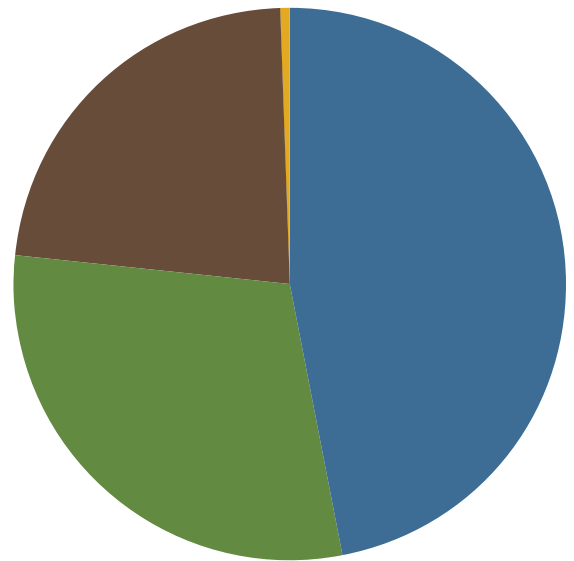
2023-24 Estimates

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



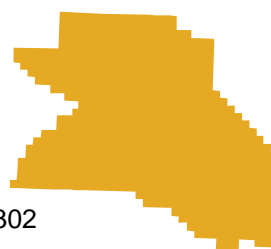
Columbia County

\$358,377



Tillamook County

\$238,651



Washington County

\$902,391

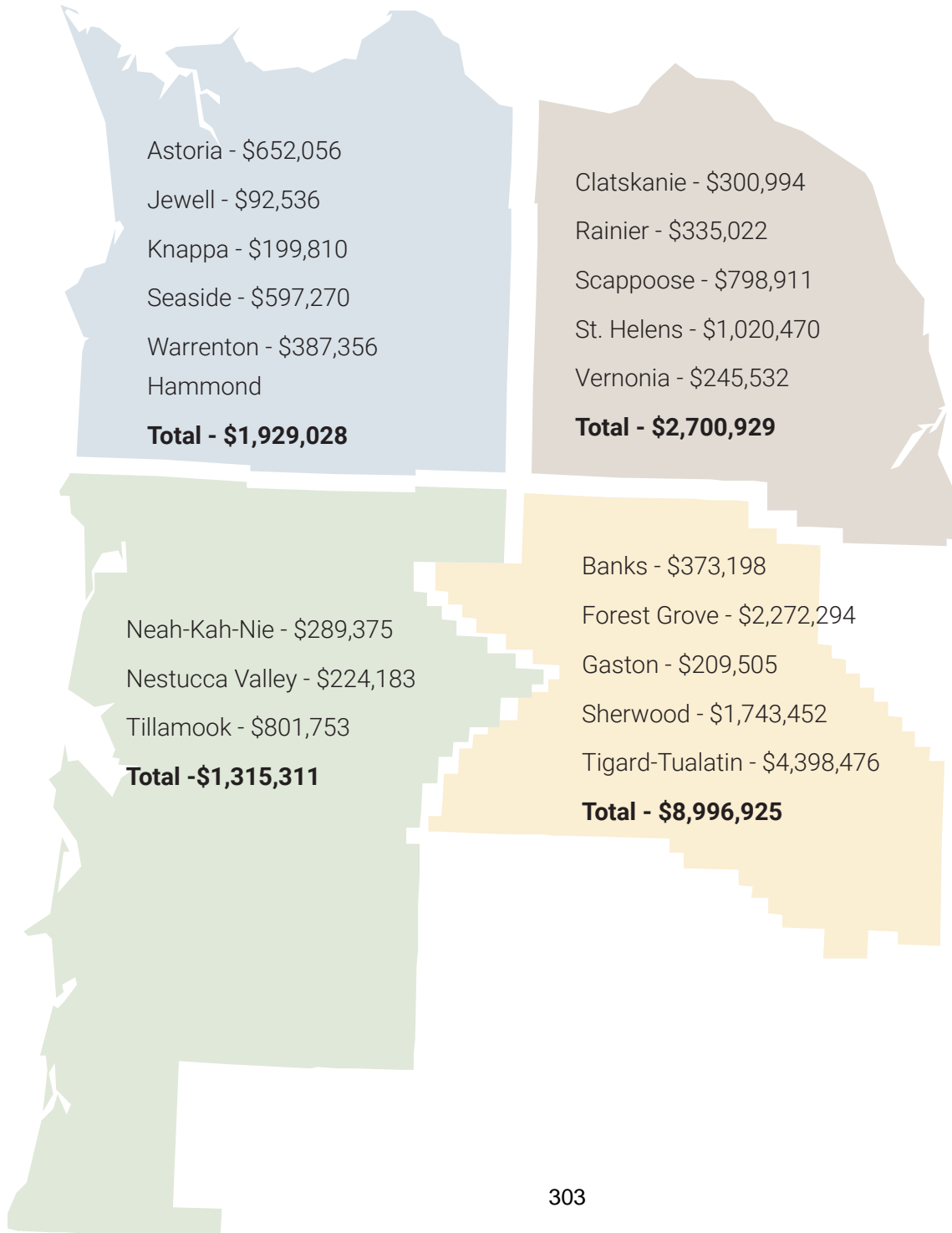
302



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).

15

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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ITEM FOR ACTION

2023 LEGISLATIVE PRIORITIES

BACKGROUND

The board may approve legislative priorities to inform and guide the district's advocacy to the Oregon Legislature. The board's Legislative Advocacy Committee has developed recommended priorities for the 2023 Legislative Session for adoption by the board. The foremost priority recommended by the committee is providing adequate and stable funding for K–12 education, including a State School Fund allocation of at least \$10.3 billion, the level necessary to maintain current baseline staffing and programs to stabilize core services for students in most Oregon school districts.

RECOMMENDATION

The Legislative Advocacy Committee recommends that the board approve the proposed legislative priorities.

The Beaverton School District's top priority for the 2023 Legislative Session is an adequate investment in public education in Oregon to support the success of every student.

We are at a critical juncture. Oregon's public schools are poised to move beyond the years of pandemic disruption and meet the challenges of its aftermath. The pandemic exacerbated existing educational gaps and is having lasting social-emotional impacts. Our students experienced lost learning opportunities and significant impacts to academic growth, social-emotional learning and mental health, particularly for our most vulnerable and historically underserved students. Our students' needs have never been greater or more complex, and this is a crucial time for stable school supports to meet them.

State and federal targeted funding aided schools in serving students through the pandemic, but these critical funding supports are expiring soon. An adequately funded State School Fund with the targeted investments of the Student Success Act and High School Success (Measure 98) were the right policies and investments in 2019, before the pandemic, and they are still the right policies and investments today to help students get back on track post-pandemic.

The Beaverton School District's legislative priorities include:

SCHOOL FUNDING: Adequate and stable state funding for K-12 education

- **State School Fund:** An SSF allocation of at least \$10.3 billion is needed to maintain current baseline staffing and programs to stabilize core services for students.
- **Stability:** Provide investments that are stable over time, so schools can provide consistent supports and services our students and families can count on.
- **Enrollment Policy:** Preserve the 3% enrollment cap for virtual charter schools.
- **Targeted Investments:** Protect the funding allocated for the Student Success Act and High School Success Act, to maintain the targeted investments made in supporting quality education.
- **No Unfunded Mandates:** Ensure that any new requirements for schools are evidence-based, focused on increasing student success, and come with funding and support to meet the need.

HEALTH & SAFETY: Student safety and wellbeing

- **Student Wellbeing:** Support services that promote social, emotional and behavioral health of all students, with additional funding to sustain any new requirements.
- **Physical Education:** Refine requirements for PE instruction time to alleviate implementation challenges and support well-rounded education opportunities.
- **School Safety:** Support safe and secure school environments, including quality facilities.
- **School Meals:** Fund universal free school meals, regardless of students' financial eligibility or application, to reduce social stigma and help ensure all students are well fed and ready to learn.

EQUITABLE HIGH-QUALITY EDUCATION: Support student needs and close opportunity gaps

- **Opportunity Gaps:** Support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools, particularly for students in historically underserved groups.
- **Special Education:** Provide funding and supports for schools to address needs of students with disabilities. Focus on helping schools fulfill needs, rather than punitive measures where gaps are identified.
- **Career Technical Education:** Fully fund High School Success (M98) and remove barriers to providing high-quality CTE, such as accreditation and transfer policies.
- **Early Literacy:** Improve literacy through investments in staff supports, professional development, and evidence-based and culturally responsive curriculum materials based on the science of reading.
- **Summer Learning:** Provide dedicated, consistent funding for high-quality summer learning programs.
- **Diverse Workforce:** Support programs to increase the diversity of Oregon's educator workforce to reflect our student population, including education workforce development, recruitment and retention.

**ITEM FOR ACTION****REVISIONS TO BOARD POLICIES ECACB, EEA, JED, JGE, GBDA****BACKGROUND**

Revisions are recommended to update School Board Policies ECACB, EEA, JED, JGE and GBDA. The changes were generated by the Oregon School Boards Association, which provides regular policy recommendations that reflect changes in state statutes and/or regulations and best practices; were integrated and recommended by district staff; and were reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

ECACB Drones

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

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 a district's policy must designate a location for expressing milk at each school facility. In addition, House Bill 2593 (2019) updated Oregon law related to the expression of milk in the workplace to conform to federal law. The recommended policy revisions also incorporate 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 an excused absence. 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 all "confidential records of a student," deleting previous language limiting it to medical records and student educational programs.

POLICY DRAFT KEY

Blue Font, Highlighted & Underlined

Blue Font, Not Highlighted

~~Red-Strikethrough~~

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

RECOMMENDATION

It is recommended that the board approve these revisions to board policies at this 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.

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

Key

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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

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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

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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).~~

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