



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

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Becky Tymchuk

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BSD School Board Meeting

March 18, 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.

I feel like a broken record, but I'm going to talk about mental health again this evening. I have mentioned at almost every meeting that our students, families, and staff are still emerging from the collective trauma that we experienced during the pandemic. We know that both students and staff need supports in schools to address a variety of mental health needs. Our students need more help than ever to effectively access their education.

Federal benefits from the pandemic, including additional funds for the Supplemental Nutrition Assistance Program (or SNAP), also known as food stamps, and the expanded child tax credit, have come to an end, leaving many of our most vulnerable families in the lurch. Ever increasing food prices, high housing costs, and steady inflation is affecting our community's food and housing security, adding to the stress and impacting both physical and mental health.

Behavioral Health and Wellness (or BH&W) teams have been vital to supporting our students and staff over the last few years in the midst of these challenges. I have heard countless stories of members of BH&W teams across the district helping to connect students and families to resources, helping students find their balance when they are dysregulated, working to create a culture of belonging in schools, and to address a myriad of needs. As the district continues to work through the budget process, the contributions of these teams must be taken into account. The needs of our community are not going away, and we must continue to support their work.

The bottom line is that our educators need support to serve all of our students. That support comes in many forms including but not limited to paraprofessionals, social workers, training on and effective implementation of restorative practices that create a culture of positive accountability, curriculum that reflects our students, and more. Thank you for keeping all of our students, families, and staff in mind and soliciting feedback from all of those groups as you work to finalize the budget for next year.

Good Evening Dr. Balderas, Chair Collete, and Members of the board.
I am Kyrsti Sackman, I am a Para II and serving as OSEAs Beaverton Classified President.

We as an OSEA board - thank Lindsay and the BEA time for their words tonight.

We thank Dr. Balderas for his words this evening about our budget and we echo the idea that WE ALL NEED to advocate to our elected officials about what the reality of education looks like. I am proud to say that I spent last Monday in Salem with my union siblings, advocating for our schools and students - we as a community need to prioritize advocating and speaking to our government leaders. I want to say Happy Classified Appreciation- I might be a little biased, but I think we should thank our classified everyday for all the work they do. We know our schools COULD NOT run without their hard work. We thank Governor Kotek for passing the bill to recognize all Classified Employees during Classified Employees Week.

We want to thank the district for all their support in our unions efforts of supporting Diversity over Division as well as the kind words and acknowledgements of Classified Staff's work.

I would like to ask the school board as well as BSD Management to take time to re-evaluate the ways in which we are looking at discipline and holding our students accountable for their actions- when they are in our school buildings or on district property.

I recognize how we wanted to do a soft return to school after being home during the pandemic, I recognize that suspensions and expulsions are not the answer.
But in our district we have a problem with the equity in following through with discipline.

Students are not being disciplined, yet our staff, particularly classified staff- continue to be reprimanded and disciplined- when often the students are not.

We are not asking for more suspensions or expulsions, but that students are being held to a consistent standard of behavior. As we as school staff are experiencing an increased number of 'blowouts' and challenging behaviors - which creates unsafe learning environments for other students as well as unsafe working conditions for our staff.

The reality is that - we as educators are expected to monitor students and intervene when we see and hear - unexpected behavior and language- yet there is often not much follow through or repercussions for our students- which then pushes them to challenge the adults and educators - trying to do their jobs. We continue to see a rise in negative and challenging behavior - yet our staff is being held to high standards- when students are not.

For example we had a classified staff cornered and verbally harassed by a group of students - in both sexist and racial ways- with threats of harm to the staff - the staff finally pushed herself through the students - the students complained that the staff pushed them - so she was taken in for a discipline meeting - but the students didn't even have a check in or talk about their behavior.

We have had a major uptick of our BIPOC staff being targeted with hate speech and often students are not being talked to or disciplined. Our staff are SCARED to speak up - in fear of reprimand or retaliation - because when people here discipline - they assume the educators are pressing for suspensions or expulsions - that is not the case.

One of the biggest lessons of being in school - is learning HOW to be a person in a community, how to follow rules and standards - but we are doing a DISSERVICE to our students when we don't teach them about how to treat others or how they cannot act.

I ask this board to please look at the big picture of how we are NOT supporting our staff or our students and families.



PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, March 9, 2023, through 12:00 p.m. on Monday, March 13, 2023.

The following 52 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.

| First Name | Last Name | Association with BSD | Comments: |
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| Michelle | Schimpke | Staff Member | My name is Michelle Schimpke and I am a school social worker at BSD. In light of the proposed budget cuts for next school year, I would like to express my extreme concern about cutting over 50% of the social workers, the social worker on special assignment, and TOSA's that oversee the BH&W team. According to the Oregon Department of Education, an integrated mental health model in schools is necessary. By taking away funding from the BH&W team, we are directly going against their recommendations. School social workers bring specific and specialized assets to the school including, but not limited to: case consultation, crisis intervention, behavioral support, suicide screen, threat assessments, professional developments, connecting families to community resources, tier 2 small groups, one-on-one mental health support, advocacy, facilitating parent groups, leading affinity spaces and mentorship programs for students, and so much more. Please put our students first. They need us. |
| Allison | Schrader | Staff Member | As a social worker within the district, it feels irresponsible to cut the social worker positions by 60% next year (proposed) when our nation is facing a mental health crisis. The work we do in schools surrounding mental health supports is vital to the thriving of Beaverton students (along with their families). Oregon youth ranked the worst in the country across the board with mental health (Mental Health America, 2023). We have the most youth with at least one major depressive episode (MDE) in 2023 – 21.12% compared to national average of 16.37%. We have the most youth with severe major depressive episode in 2023 – 19% compared to national average of 11.50%. Overall, rankings have been 48th place in 2021, 46th in 2022 and now 51st in 2023 (scaled 1–51, 1 being the best). Social workers are specifically trained to assist with mental health crisis and support students |

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

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

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| | | | with mental health needs; taking us out of schools is taking away a trusted adult, an advocate, and a problem solver. |
| Jordan | Peterson | Staff Member | I'm a school counselor in the district and I'm extremely concerned about the usage of drugs, nicotine and alcohol usage in middle schoolers. There has been an increase of students who are using, supplying and/or buying. This is impacting the learning environment for all and our ability as support staff to maintain positive relationships with students. The policy around drugs and alcohol is NOT strong at all. When I was in school if you were caught with drugs or alcohol as a minor you were issued an MIP (minor in possession) and put on your permanent record. You were also required to take a class with your parent. That is not happening right now and it is impacting teachers ability to teacher, counselors ability to connect with students and administrators to regulate it. If there's an increase in the middle and high school level, what is stopping it from trickling down into our elementary schools. I'm saddened to see we're sitting back and watching it happen. We need to act. |
| Amber | Williamson | Parent/guardian | I am writing to express my concern about the proposed budget that would significantly reduce the number of school social workers in elementary, middle, high, and options schools from 55 to 19.3. School social workers play a critical role in addressing the social, emotional, and mental health needs of our students. BSD Social workers provide therapeutic interventions, crisis response, referral to school-based and community-based resources, and contribute significantly to safe school climates- supports that are well aligned with the high-priority areas and expected outcomes described in the integrated guidance application. The proposed budget cuts to school social workers will have a detrimental impact on BSD's most vulnerable students. In order to reach the goals outlined in the integrated guidance plan, it is important that we continue to invest in school social workers. I urge you to reconsider this proposed budget and to prioritize student health and safety by maintaining staff level |
| Jenny | Schlanser | Parent/guardian | Please do not eliminate social worker positions from the schools! I heard that the district is looking to cut almost fifty social workers, to go from 64 to only about 14. I can hardly believe I'm saying this, I would rather (if pressed) see fifty teaching positions cut and class sizes go up than see social workers eliminated from schools. Without social workers, our teachers will be dealing with even MORE behavior issues, meaning our kids will have less of a chance to learn, even if they're in smaller classes. We need a social worker at every elementary, at every middle, and at every high school. |

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| ANTONIA | ALVAREZ | Parent/ guardian | <p>As a parent (or student) in the BSD, I am very concerned about the impact the proposed budget will have on the number of school social workers supporting the children and youth in our community.</p> <p>As a Assistant Professor of Social Work at PSU, I know that mental health concerns including anxiety and depression have been increasing since the beginning of the pandemic. We know that in-school behavioral and mental health supports from social workers, counselors, and psychologists make a huge difference in the lives and well-being of our kids. Please take this into consideration and keep school social workers in our schools!</p> <p>If BSD truly intend to meet the 6 Initiatives for Student Success including focusing on student success rate and college readiness, reducing disparities, and creating supportive positive school climates and cultures, keep social workers in schools!</p> |
| Maria | Hicks | Other Community Member | <p>I'm extremely concerned with the plans to cut social work staff in the district. Given the increasing mental emotional needs of our youth, this plan seems shortsighted at best. Incidents of youth self harm and recent reports of increased depression particularly in girls, indicates the importance of increased supports rather than a reduction in services.</p> |
| Melody | Childers | Staff Member | <p>I have learned that the district is proposing reducing our social workers by 75%. I have witnessed the impact that our social workers have on so many of our students. Having a dedicated social worker in the building means that she can build relationships with our students and their families. She can dedicate time to the wrap around care that makes the difference between students coming to school or not; between feeling valued and supported, or not; of being fed, receiving much needed mental healthcare and having shoes and clothes that fit, or not. Students are succeeding because of our social worker.</p> |
| Bernal | Villalobos | Staff Member | <p>I'd like to send a request to the school board to keep the social workers and their valuable services to our students in place. Our students continue suffering the remaining effects of the pandemic.</p> |
| Matthew | Moleski | Staff Member | <p>On the importance of Social Workers in BSD schools---Our school Social Workers are highly qualified mental health professionals who serve as a vital link between the home, school, and community. They provide both direct and indirect services to students, families, and school staff. Our Social Workers work daily to: build trust and rapport with our student population, especially our students with disabilities; lead timely student crisis intervention as a present member of our school crisis teams; connect families with essential programs and community resources; as well as develop and advocate for additional in-school programs, trainings, and services to promote student and staff well-being. As a Special Educator, I feel that a large-scale reduction in the number of Social Workers across BSD would have a significantly negative impact on the work we do to support</p> |

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| | | | our students with disabilities and students of low socioeconomic status. |
| Ken | Day | Staff Member | Please do not cut the number of Social Workers in our schools. We have many at risk students, especially after the pandemic that this one to one connection is very valuable to our kids. They are able to make connections that we as classroom teachers are not able to do. |
| Marsha | Passke | Staff Member | Please do not reduce the number of Social Workers in the BSD. In the recent past, BASE has experienced students who have had suicidal thoughts and attempts. If this situation were to happen again in the future it would be paramount that a social worker be present to greet and minister to this student. In addition, it is important that social workers serve at one school only especially given that teen suicide rates are up. To reduce the budget by eliminating over half the BSD social workers would ultimately contribute to lives being negatively impacted or lost to suicide. I ask you to look at the budget closer and choose another area in which to reduce or cut. It is unfortunate that in this day and age that suicide is a serious issue amongst teens and therefore providing the right supports to students and their families is crucial. Thank you for considering my request on behalf of hurting students who need the support of social workers in every school across the BSD. |
| Amy | H | Parent/ guardian | I am both a parent and a school district staff member. I think what the school board does not understand is that our students are in a mental health crisis right now. For adults, after the pandemic, we went “back to normal”. Our students did not. The counselors’ offices are completely full of students every day. They don’t get a break. The students are suffering. What will happen to these kids when we take away their support? Where will they turn? If people think schools are in bad shape now with fighting, poor grades and anxiety, they will for sure only get worse. We need these counselors and psychologists, they are a lifeline to our students right now. Please reconsider cutting these valuable positions. |

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| Ellen | Reynolds | Staff Member | <p>I am BSD teacher writing to express my deep concern about reductions to social worker positions. I understand that many of these positions were created in response to pandemic needs, but the need our students have for the interventions our social workers provide has not let up while COVID rates have declined. This year, I have been directly involved with our social worker on at least 5 suicide-related interventions, and many other cases of student self-harm, troubling behaviors, and students facing insecurity for food or housing. In order to do my job, I need to rely on our BH&W team to manage serious student needs that come up. Ignoring these needs is not an option, and taking on more of the weight of these needs myself isn't reasonable. Collectively, our schools are doing our best with a situation that may not ever go back to "normal." We need you to see that and to support us. Keeping social workers present in our buildings is one of the types of support that we really need.</p> |
| Dylan | Lee | Staff Member | <p>Hello, I'm writing 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. As a teacher in the Community Transition Program for 15-plus years, I can say with certainty that this reduction in social workers will have an immediate and negative impact on our program and community. After needing, writing, lobbying and requesting additional mental health supports for years based on the increasing needs of our students, we have finally had the much-needed and long overdue services of an on-campus social worker to serve our population. The overwhelming feeling these past two schools years has been "How could we possibly serve our students moving forward without this resource?" Reducing social workers at this time puts us in an untenable situation, akin to removing salt from the roadways while a snowstorm approaches.</p> |
| Moe | Caryl | Staff Member | <p>I'd like to express my concern re: the significant reduction of school social worker positions in the Integrated Guidance budget. Our students have experienced rich benefits of having school social workers on our Behavioral Health & Wellness teams over the past few years & they are integral in achieving the outcomes articulated by the ODE & BSD. Our students & their families continue to be impacted by long-term effects of the pandemic. Community mental health resources are stretched thin & our families often experience unsustainably long waits to access services. School social workers are uniquely positioned to help families bridge this gap & provide tools for parents & students to address pressing mental health concerns. Reducing these key members of our BH&W teams will shift a burden back to classroom teachers & students when unmet mental health needs lead to increased classroom disruptions. As you consider tough budget decisions, please reconsider the reduction of social workers.</p> |

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| Irene | Amezcuca | Staff Member | <p>I am a bilingual clinical social worker at McKinley Elementary School. McKinley is a diverse Title 1 school with many economic and social-emotional needs. Social workers act as the bridge between the school and families. My role involves providing services to support families which in turn helps the student be in a more regulated state and ready to learn. I also provide direct student services including individual and group counseling, behavior plans, and crisis assessment.</p> <p>If Mckinley had a half-time social worker, or less, I know that many families would fall through the cracks of our educational system. Without a full-time social worker, especially at Title 1 schools, I anticipate that absenteeism and student behaviors would increase, and there would be a delay for students to access individualized educational support due to increased workload on the counselors and student referral teams. The reduction of social workers will impact our most vulnerable families and students.</p> |
| Jessica | Leitner | Other Community Member | <p>I am a former parent of two Beaverton School District graduates. I am writing in support of keeping mental health counselors in schools. In August 2020 the NEA published an article about the impact of COVID on both students and educators. The pandemic was traumatic and educators are having to address issues of emotional intelligence. In a more recent article published by NEA called "The Kids Are Not All Right" 73% of parents reported that their children would benefit from counseling. 60% of teens with depression did not get treatment in the last year and 15% of students suffered a major depressive episode. The numbers for kids in the LGBTQ community are even higher. In fact the NEA reports that 42% of kids who identify as LGBTQ considered attempting suicide recently. We are still recovering from the pandemic. Now more than ever the School Board needs to prioritize the Mental Health of its students.</p> |
| Alyssa | Stanwood-Gorvine | Parent/guardian | <p>Student mental health should be a top priority in next year's budget. School social workers address student's needs that reach far beyond the classroom, such as identifying unmet basic needs (food, shelter, clothing, and safety) and barriers, providing critical support to students, families, and staff in crisis, and supporting youth mental health through evidenced based techniques and scientifically grounded interventions. Social workers are critical to the educational environment as students have difficulty fully engaging in school if basic needs, including mental wellness, are in competition with academics. The current 2023-2024 budget proposal would reduce the number of social workers by more than half. This would compromise a critical safety net and put students at risk during a post-pandemic, unstable economic period when social workers are needed most. I ask that you prioritize student mental health and safety by continuing to fully staff social workers and BH&W TOSAs.</p> |

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| Jenny | Bennett-Fey | Staff Member | I am the School Social Worker (SSW) at CTP & ACE and I am concerned about next year's budget for SSWs. Lines 39 & 40 of the integrated guidance proposal show 19.3 total FTE for SSW. If this proposal were approved as the only funding source for elementary, middle, high, and options SSWs next school year it would drastically change the current level of support that BSD staff, students, and families are getting from social workers. The current staffing allows for almost all BSD schools and programs to have one full time social worker. This way, social workers are better able to build trusted relationships with students and staff as well as identify and address the unique needs of individual schools and programs. The School Social Work Association of America recommends a ratio of 1 SSW to 250 general education students. With youth mental health needs in Oregon continuing to increase it is important that social workers remain in every school building promoting student success and equity. |
| Hunter | White | Staff Member | I am the School Counselor at the Community Transition Program and the Academic & Communication Enhancement Program. I encourage you to look at our district and social media pages to become familiar with our specialized programs. The proposed cut to school social workers (SSW) will directly impact students and families. Tapering mental health support after years of robust and data driven collaboration that resulted in our current Behavioral Health & Wellness teams sends a message that our students' well being is not a priority. |
| Megan | De Salvo | Parent/guardian | Please do not cut funding to BSD school social workers, counselors or teachers. They are essential to all of our children's health and well-being. They help in many ways both seen and unseen and it would have a horrible impact on all of our children and their futures. |
| Litsa | DeCoster | Other Community Member | It has come to my attention that the budget for mental health and social work might take a hit. I did not vote to support schools that put student's mental health last. Without that support students will suffer. Cut administrative salaries over cutting mental health services. |

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| Nicholas | De Salvo | Parent/ guardian | <p>I want to express my deep concern regarding the proposed budget cuts that will impact funding for social workers in our school district. As a member of this community, I strongly urge you not to cut funding for these essential services that our students depend on.</p> <p>Social workers play a critical role in our schools, helping to ensure that our students are healthy, safe, and ready to learn. They work tirelessly to support students and families who may be facing difficult and complex challenges.</p> <p>The pandemic has exacerbated many of these issues, and we have seen a significant increase in the need for social workers in our schools. Cutting funding for these vital services would be a devastating blow to our community.</p> <p>I know budget decisions are difficult, but I urge you to consider the long-term impact of cutting funding for social workers. Investing in these services is an investment in our students' futures and the overall health and prosperity of our community.</p> |
| Shannon | Malusevic | Parent/ guardian | <p>I am a concerned parent with two children in the Beaverton school district. While I realize it is necessary to make cuts to the districts budget I urge you NOT to cut school social worker positions. Teens are struggling now more than ever and school social workers are essential to supporting them and offering them safety.</p> |
| Amber | A. | Staff Member | <p>I am dishearten to hear that the district is planning to slash 50 social workers from the district. Before the pandemic, our schools were dealing with a mental health crisis and we brought these fantastic people into our schools. The crisis did not go away, the pandemic made sure of that and three years later, we are still seeing the after effects. When we need them most, the decision to reduce them makes no sense. We were providing free food to our students last year and when that was pulled, we saw the negative effects quickly. By limiting and stretching this resource to its absolute limits, you will have more negative side effects. When people know that there is an available social worker, not necessarily for themselves but for others, it calms them and assures them that they are in an environment that will support them if needed. By removing that obvious support, people will become less secure about their environment and will despair of anything being taken care of well.</p> |

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| Mary | J | Staff Member | I long for the day when our schools are properly funded. Until then, I know there are hard budgetary decisions to be made. Cutting school social workers and other mental health supports is simply not an option. Pre-pandemic, social workers, counselors, and similar support staff were invaluable. Post-pandemic, they are indispensable. The lives of our children are quite literally on the line. Our students need and deserve mental and social health support. Our teachers deserve that support so they can focus on teaching. Our communities need those supports so our students can grow to be healthy adults in our society. Our students will be safer, and our communities will be healthier, with social workers in the schools. Please do not decrease student health supports in the schools. |
| Russ | Hanson | Staff Member | Please consider the potential that your child or grandchild could one day go missing because there was no professional available to meet their emotional needs. |
| Angel | Stempert | Staff Member | I'd like to express my concern re: the significant reduction of school social worker positions in the budget. Our students have experienced rich benefits of having school social workers on our Behavioral Health & Wellness teams over the past few years & they are integral in achieving the outcomes articulated by the ODE & BSD. Our students & their families continue to be impacted by long-term effects of the pandemic. Community mental health resources are stretched thin & our families often experience unsustainably long waits to access services. School social workers are uniquely positioned to help families bridge this gap & provide tools for parents & students to address pressing mental health concerns. Reducing these key members of our BH&W teams will shift a burden back to classroom teachers, students, & staff when unmet mental health needs lead to increased classroom disruptions. As you consider tough budget decisions, please do not reduce our social workers. |
| Kathryn | Reid | Staff Member | I am writing on behalf of my students at BASE to say that it is critical to maintain our current social worker staffing levels here in BSD. In February alone, our dedicated social worker has joined me to co-teach suicide prevention lessons, co-advised multiple clubs to build stronger relationships with students outside of times of crisis, and connected innumerable students with mental health supports, food, clothing, and other resources. She is the backbone of our school and we simply could not continue to serve our students at the current level without her full-time presence at BASE. We all recognize the importance of supporting children as they navigate the complex and complicated experience of growing up. I urge you to maintain current staffing levels for BSD social workers, who are trained to connect our students with the critical resources needed to make their journeys into adulthood more accessible and equitable. I hope our community can count on you. Thank you for your time. |

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| Margaret | Patterson | Staff Member | <p>I am writing to share my concern regarding the significant reduction of school social worker positions proposed in the new budget. Our school social workers have been a hugely significant role on our Behavioral Health & Wellness teams and are absolutely necessary for the success of our students and the wellness of families in our school community. This year was the first time we have had a .5 social worker and words really can't express how much of a difference it has made having them in our building. There are many families impacted by the pandemic, mental health needs are at an all time high, and without our social workers in our buildings, we are losing so much support and help for our families. It is a FACT that if social worker positions are reduced, the entire school community will suffer. Please I urge you to reconsider the reduction of social workers. Thank you.</p> |
| Mitzy | K | Staff Member | <p>Thank you for your work. I am writing to express my concern of the proposed cuts of 60% of the licensed school social workers in BSD and our TOSA position. BSD put the energy and funds into developing a comprehensive school social work program that has been effective in intervening on the stresses on students that impact their ability to thrive in school. BSD Social workers provide supports to students so they have more stability in life and succeed in school. Ie: suicide screens, mental health support, rental assistance, food assistance, connection to outside resources that are tapped and often need a social worker to ensure the need is met and so our students and families show up to school fed, housed and emotionally ready to face a day of learning. The Impact of these cuts will hurt students and our schools and is taxing on other BSD staff who are already overwhelmed and not specialized in these supports. Please reconsider these drastic cuts.</p> |
| Steve | Baer | Parent/ guardian | <p>BSD spent 15 million on behavior health and wellness teams this school year and any less than that shows that BSD is not committed to serving some of our most vulnerable students and sub groups. Privileged college bound students will be ok, we need to invest in the students who need us most. The lack of transparency from the district office in all matters of Budget continues to be horrible. The way this was communicated to the social workers was equally horrible. We are better than this! With Respect, Steve Baer</p> <p>Some data if you want to include: The School Social Worker Association recommends a ratio of 1 social worker for 250 general education students, and increasing the ratio for populations requiring more intensive services. https://www.sswaa.org/_files/ugd/426a18_4050422b3c41478f9ee0db83d1bc1f75.pdf</p> |

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| Laura | Holguin | Staff Member | <p>I would like to express my concern over the reduction of school social worker positions in the Integrated Guidance budget. The pandemic continues to pay a toll on individuals' mental health, raising the number of those seeking mental health services. As a result, we are seeing a shortage of community providers, long waiting periods, and many families continue to lack access. Our school social workers play an integral part in supporting students and their families who might not otherwise receive the invaluable help outside the school setting. Our school social workers are important team members of the Behavioral Health and Wellness teams, they are bridging the gap in mental health services, providing resources and tools for students and families, and helping address concerns in the school building. Reducing social workers would have a major impact on our schools. As you consider budget decisions, I ask that you please reconsider the reduction of school social workers. Thank you.</p> |
| Ashley | Armsby | Staff Member | <p>I'd like to express my concern on the significant reduction of school social worker positions proposed for next year. Our students have come to know, trust and rely on our social worker, and I'm sure the same goes for other schools. They are an essential part of the BH&W team & they are integral in achieving the outcomes articulated by the ODE & BSD. Long-term effects of the pandemic continue to impact our families. Community mental health resources are stretched thin & our families often experience unsustainably long waits to access services. School social workers are uniquely positioned to help families bridge this gap & provide tools for parents & students to address pressing mental health concerns. Reducing these key members of our BH&W teams will shift a burden back to classroom teachers & students when unmet mental health needs lead to increased classroom disruptions. Every member of our team is already being utilized to the max of our abilities, taking 1/4 away is too great.</p> |
| Aprill | McAllister | Staff Member | <p>Good afternoon, In a time when kids are struggling to cope, taking away a valuable resource is challenging at best.</p> |
| Meaghan | Mikulic | Staff Member | <p>I would like to advocate for school social work positions to remain funded in their current entirety. Having school social workers dedicated to one or two buildings allows each school access to a professional who is specifically trained in mental health. Not only does having school social workers help to de-stigmatize mental health, social workers bridge care between many community resources and our school communities. That bridge to care is especially important in a state like Oregon which is constantly ranked at the bottom or near the bottom of mental health resources. Social workers do not just aid students and families, they also aid other staff members who are not trained in mental health and provide them with support. In a time where our community mental health resources are drained, the last thing the district should be doing is defunding social workers, especially if</p> |

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| | | | they value mental health support, and the lives of our students. Thank you for your time. |
| Maureen | Wilson | Parent/ guardian | <p>When I think of the people who will be most impacted by the reduction of BSD school social workers, the spectrum of students is wide: the one who has been trying to access a therapist for months and finally, with the help of the SW, navigates a tedious system and obtains a long overdue appointment; the one who relies on the clothing and food deliveries directly to her home, so her she can work less and attend school more; the students who have spent hours in the SW' s office, as that is their chosen space to feel safe; the student who has been secretly living in a hotel and comes to the SW because her friend tells her, "I know someone who can help you"; those students who have become leaders through their participation in Sources of Strength and other SW-led small groups that focus on resiliency skills, connection, and outreach.</p> <p>The skill set of an SW is multi-faceted, comprehensive, and imperative; reducing these positions will literally impact the daily lives of students.</p> |
| Kristine | Kenyon | Staff Member | <p>I'm writing to express my extreme concern of the proposed reduction of School social worker positions. School social workers play a crucial role on our BH&W teams by connecting families with mental health and basic need resources. Their relationships with students and families are integral in achieving positive school outcomes. We continue to see the long-term effects of the pandemic in our schools. Families continue to need the support of our School social workers to help access mental health resources that are increasingly difficult to access due to increased needs and extremely long waitlists. Reducing School social workers will leave this crucial need unmet. This will lead to increased classroom behavioral disruptions and frustrated teachers who can't teach due to the unmet student needs. Please reconsider the reduction of social workers in our schools as you make upcoming difficult budget decisions.</p> |
| Elizabeth | S | Staff Member | <p>Please consider fully staffing the social work positions and Behavioral Health and Wellness Teams. BSD' s commitment to student wellbeing has been impressive and is a necessity more than ever. Retracting this support to students, staff, and families at this point when psychosocial concerns are so significant would be detrimental and a setback for the progress BSD has made in this area. Thank you.</p> |

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| Rachel | Hernandez | Other Community Member | <p>Beaverton School Dist.</p> <p>I am writing to urge you to recognize the critical importance of school social workers, particularly in light of the ongoing pandemic and its widespread impact on students' mental health and well-being. With increased rates of homelessness, mental health crises, and suicidal ideation among our students, the role of school social workers has never been more crucial.</p> <p>School social workers are uniquely positioned to provide vital support to students in need, offering a range of services that go beyond traditional academic assistance. They are trained to identify and address a variety of social, emotional, and behavioral issues that can impact a student's ability to learn and thrive in school. This can include providing counseling and support for students experiencing homelessness or housing insecurity, connecting families with community resources, and working with students struggling with mental health issues such as anxiety, depression, and suicidal ideation.</p> |
| Kurt | Lambert | Other Community Member | <p>School social workers are uniquely positioned to provide vital support to students in need, offering a range of services that go beyond traditional academic assistance. This need is exacerbated as a result of the pandemic.</p> <p>In order to ensure that our students receive the care and support they need to succeed academically and emotionally, it is crucial that we prioritize the role of school social workers in our schools. This includes providing adequate funding for social work programs, hiring and retaining qualified social workers, and promoting collaboration between school social workers and other school staff.</p> <p>I urge you to recognize the vital importance of school social workers, especially in the current context of the ongoing pandemic and its impact on students' mental health and well-being. Our students deserve the best possible support and care, and school social workers play an essential role in providing that support.</p> <p>Thank you for your attention to this important issue.</p> |
| Kyle | Steinhauer | Staff Member | <p>Hey everyone, My name is Kyle Steinhauer and I'm a school social worker at Whitford Middle School. I've heard about the budget plans and how they'll affect social workers. Frankly, I'm shocked. I don't know how many kids at Whitford I've provided crisis counseling to. I don't know how many check-ins I've done. I don't know how many families I've connected to resources, whether that be food, clothing, financial supports, legal supports, or education.</p> <p>Moreover, I don't know how you expect students and families to receive that care with the numbers you're proposing. If each social worker is working 2-3 schools, what quality of care is provided?</p> <p>Do you realize that counselors are so overworked that they cannot take the increased caseload you would give them? How many kids would slip through the cracks you made?</p> <p>I would recommend you take time to consider those questions and</p> |

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| | | | see if your proposal fits the mission of BSD, or if it instead punishes staff and students. Thank you. |
| Gayathri | Ramadurai | Parent/ guardian | This is regarding the proposed change of school transportation service from our neighborhood to Sato Elementary school. The buses to our neighborhood served 50+ families, and removing that when there is no complete sidewalk on Kaiser is only going to add to the morning congestion on an already very narrow Kaiser road. Please look into this concern and help avoid inconvenience to all morning commuters. |
| Theresa | Daykin | Staff Member | I am a social worker in BSD asking for funding to maintain social workers. I could easily be utilized full time in each of my two buildings, cutting social workers back will create increased strain on all staff. I connect families to outside care, communicate between agencies, support individual students, push into classrooms, and offer a community care perspective when discussing student and building needs. I am a trained mental healthcare provider whose education and experience allows me to not only support the social emotional development of our students I also know how to navigate the many systems that impact our families. I am able to meet families where they are at, even going to their homes, and connect them with care. I serve as a bridge while students are on waitlists for mental health support. I help families connect with resources that provide stability that allows for students to show up ready to learn. Social workers serve our most vulnerable students |
| Rena | Jan | Staff Member | Social workers are key at my school. Our SW has been key to getting students direct mental health services, obtaining basic needs for families and seeing students in crisis or who need a "check-in." They reach outside of their role to support other programs at my school, such as Student of The Month, help develop and facilitate a strong 8th Grade Leadership group and plan events. To reduce the number of social workers and non-teaching staff is to reduce the supports and enrichments our students NEED to feel seen and engaged in our school community. When students are not engaged, they have no investment into their school or their learning, which can lead to lower graduation rates. If prevention is key, then we need to keep our social workers to continue to provide equitable support for student learning. |

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| Brendan | Kehoe | Staff Member | I'm a high school language arts teacher at BASE writing in support of school social workers, who are looking at massive cuts under the proposed budget. Social workers are instrumental in continuing to address students' economic and social needs and keep them healthy and engaged in the classroom. The CDC and other outlets have shown repeatedly that we are in the midst of an unprecedented crisis in teenage mental health. As a teacher, I feel this in my classroom daily. Our social worker has been a bright spot in the response we can offer, working with students individually to build coping skills that keep them engaged and well, as well as running a peer support group for students with anxiety, all on top of more material forms of student support. Please consider revising the budget to keep social workers in our schools and prioritize student well being like many other districts around the country already do. |
| Erin | Baker | Parent/ guardian | As a parent (or student) in the BSD, I am very concerned about the impact the proposed budget will have on the number of school social workers supporting the children and youth in our community. We know that mental health concerns including anxiety and depression have been increasing since the beginning of the pandemic. We know that in-school behavioral and mental health supports from social workers, counselors, and psychologists make a huge difference in the lives and well-being of our kids. Please take this into consideration and keep school social workers in our schools! If you truly intend to meet the 6 Initiatives for Student Success including focusing on student success rate and college readiness, reducing disparities, and creating supportive positive school climates and cultures, keep social workers in schools! |
| Jessica | Pierce | Staff Member | We must continue to support comprehensive behavioral health and wellness teams and systems. Social workers are critical members of this team, and especially in the post-COVID shut down world, we need them more than ever to help our students and families access community resources. This is work beyond the scope of a traditional school counselor or administrator. Our students and families can only thrive if we, as a district, prioritize their health and wellness with actual staff who are embedded in systems of care. Social workers are play a critical role in outreach and engagement with students not attending school/un-enrolled students, and we need that work across our district, K-12, more than ever. |

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| Lynn | Kramer | Staff Member | To Whom It May Concern: I work in the schools as a SUS, helping students decrease their substance use in hopes of being more successful at school. More often than not, the needs of the students are way beyond those of the academic realm covered by school counselors. Our social workers are vital to not only connecting students to the resources they need, but also working with students 1-1 to make sure they are actually ACCESSING these resources. Student engagement in and out of the classroom rests on their most basic needs being met, and social workers have a special ability to identify and fill those needs- more than any other staff member. Cutting social work positions in our schools would be irresponsible and a disservice to our most at risk students and their families and does NOT align with our values as a district and our mission towards holistic health and wellness. |
| Erin | Wirtz | Staff Member | I am Licensed Clinical Social Worker. I work at Merlo Station Campus and I work for at the St. Vincent's Emergency Department with high acuity mental health patients of all ages. I believe I have the best job in Beaverton School District and I know how significant the mental health needs are in the community. I know how significant the basic needs are for students and families. To be clear, we need more social workers not less. We need more time to collaborate with each other, we need budgets to help with basic needs and barriers to attending to school. Enrollment is down. Social workers are crucial to breaking down attendance barriers. We need more social workers to do critical outreach and engagement services for all ages. Cutting social workers doesn't align with the BSD mission, values, or common sense respectfully. |
| Rebecca | Yandow | Parent/ guardian | The proposal to cut Social Worker staffing by more than half is astounding and absurd. Our enrollment numbers are down which is a signal to add MORE Social Workers to our schools, not less. I see a direct correlation between barriers (instability at home, food insecurity, mental health challenges, cultural barriers, etc.) to attending school and drops in enrollment. Please, please, please put the emphasis on outreach to get the children in our community the support they need to come to school by maintaining the positions we currently have and even considering expanding our Social Worker numbers. |



PERSONNEL

BACKGROUND

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

RECOMMENDATION:

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

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

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

DRAFT MEETING MINUTES – WORK SESSION FEBRUARY 27, 2023**Board Members Present:**

Tom Collet, Chair
Karen Pérez, Co-Chair
Eric Simpson
Sunita Garg
Ugonna Enyinnaya (attended virtually)
Becky Tymchuk

Board Members Absent:

Susan Greenberg (excused)

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Mike Schofield
Kerry Delf
Susan Rodriguez
Shellie Bailey-Shah

Superintendent
Deputy Superintendent for Teaching and Learning
Deputy Superintendent for Operations
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Public Communications Officer

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 5:35 p.m. He noted that Susan Greenberg was excused, and Ugonna Enyinnaya would join soon. Ms. Enyinnaya joined the meeting virtually at 5:44 p.m.

II. STRATEGIC PLAN

Dr. Tammy Campbell of The Scholar First discussed with the board where the district is at in the strategic planning process and gathered board members' input on key components to further develop the plan. She reviewed the process, progress so far, and next steps. She reviewed the vision of excellence for students' experience, the core values that had been refined to reflect feedback from the board as well as staff and student advisory groups, strategic plan goal areas, and theory of action. She gathered input from board members to inform development of the plan foundations and mission statement. The strategic plan will be brought to the board for approval in April–May and be launched in June.

III. ADJOURN MEETING

Board Chair Tom Colett adjourned the work session at 7:09 p.m.



DRAFT MEETING MINUTES — BUSINESS MEETING FEBRUARY 27, 2023

Board Members Present:

Tom Collet, Chair
Karen Pérez, Co-Chair
Eric Simpson
Sunita Garg
Ugonna Enyinnaya (attended virtually)
Becky Tymchuk

Board Members Absent:

Susan Greenberg (excused)

Staff Present:

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| 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 |
| Camellia Osterink | General Counsel |
| Dr. Joshua Fritts | Executive Administrator for Teaching and Learning |
| Kathleen Skidmore | Executive Administrator for Elementary Schools |
| Kenneth Struckmeier | Executive Administrator for Middle Schools |
| Ken Bell | Executive Administrator for High Schools and Option Programs |
| Dr. Jon Bridges | Administrator for Accountability |
| Dr. Toshiko Maurizio | Administrator for Multilingual Programs |
| Cherie Reese | Principal at Sexton Mountain Elementary |
| Veronica Galvan | Principal at Stoller Middle School |

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 7:30 p.m. The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

A. CyberPatriot National Youth Cyber Education Program

Westview student Arnold Yang was recognized for supporting the creation of five CyberPatriot teams for middle and high school students and for organizing cybersecurity youth summer camps certified by the U.S. Air & Space Force Association.

- B. *Oregon Music Educators Association (OMEA) Student Composition Contest Winner*
Student Henry Marr from Mountainside won the high school category of the 2023 statewide composition contest with his piece “Just Another Day.”
- C. *National Association of Bilingual Educators Superintendent of the Year Award*
Superintendent Gustavo Balderas was selected as the 2023 NABE Superintendent of the Year for his dedication to promoting equity and high-quality educational opportunities for multilingual learners.

III. SUPERINTENDENT’S REPORT

- A. *Comments by the Superintendent*
Superintendent Gustavo Balderas shared about the district’s continued work to develop the new strategic plan, and about new social studies curriculum being rolled out and future opportunities for community members to review and provide feedback on new materials. He congratulated students and coaches participating in athletics and activities in competitions up to the state championships. He noted the importance of conduct in public meetings, that all should agree to disagree in a civil manner, and remember to be respectful and civil to each other.

IV. PUBLIC COMMENTS

- A. *Hope Chinese Charter School Public Hearing*
Four community members commented to the board in support of Hope Chinese Charter School.
- B. *Comments by Employee Groups*
BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the Board.
- C. *Comments by Community Members*
The board received 85 written public comments. The board received 12 requests to speak to the board virtually or in person, and heard public comments from 10, the designated number.

V. CONSENT AGENDA

- A. *Approve Personnel Actions*
- B. *Approve Board Meeting Minutes*
January 17, 2023 business meeting
February 6, 2023 work session
- C. *Approve Public Contracts*

Becky Tymchuck moved to approve the consent agenda as submitted and Eric Simpson seconded. The motion passed 6:0.

VI. REPORTS

- A. *School Reports* – Presenters: Kathleen Skidmore, Kenneth Struckmeier,
 - a. *Sexton Mountain Elementary School* – Cherie Reese
 - b. *Stoller Middle School* – Veronica Galvan
 The principals of Sexton Mountain Elementary and Stoller Middle School shared reports about their schools, including some highlights and what they are currently working on, and answered questions from the board. Presentation slides and school data are attached in BoardBook.
- B. *Department Update: Communications* – Presenter: Shellie Bailey-Shah

The Public Communications Officer presented a report about the accomplishments, challenges and goals for the department. 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. *Graduation Rates* – Presenters: Ken Bell, Dr. Josh Fritts, Dr. Heather Cordie
Staff presented 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. A detailed report is attached in BoardBook.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

- A. *Hope Chinese Charter School Renewal* – Presenters: Dr. Jon Bridges, Principal Kevin Olds
Hope Chinese Charter School is seeking renewal of its charter, which expires on June 30, 2023. After reviewing the supporting evidence, BSD staff have determined that HCCS has met the five criteria for renewal. Detailed information is attached in BoardBook.

The board recessed for a brief break from 10:00 to 10:05 p.m.

- B. *World Language Curriculum Adoption* – Presenters: Dr. Toshiko Maurizio, Administrator for Multilingual Programs; Carol Baltazar, MLD TOSA; Betsy Valencia, MLD TOSA; Edward Prindle, Southridge teacher; Caleb Bello, ISB student
BSD appointed a project team for world language during the 2021–22 school year with the charge of identifying best practices in world language instruction, aligning world language learning targets with the updated world language standards, and recommending instructional materials for adoption. The project team has identified world language curriculum materials for ASL, Japanese, Mandarin Chinese, Spanish and French instruction and presented a recommendation for adoption. A detailed report is in BoardBook.
- C. *Aligning for Student Success Plan* – Presenter: Dr. Josh Fritts
The Oregon Department of Education has combined six programs into one grant application process, referred to as “Integrated Guidance” for “Aligning for Student Success.” The board received an update on the district’s implementation of the Integrated Guidance initiative, as well as an overview of the proposed Aligning for Student Success Plan in preparation for making an application to ODE for the upcoming grant cycle that covers the next four school years (2023–24 to 2026–27). A detailed report is attached in BoardBook.
- D. *Board Policy Updates* – Presenter: Camellia Osterink
 - a. *AC Nondiscrimination*
 - b. *GBA Equal Employment Opportunity*
 - c. *JGAB Use of Restraint or Seclusion*Revisions to policies AC, GBA and JGAB are recommended, primarily to align with changes in state law. General Counsel Camellia Osterink shared the recommended revisions to each board policy. Detailed information on recommended policy language changes is attached in BoardBook.

VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Northwest Regional Education Service District Local Service Plan* – Presenter: Dr. Gustavo Balderas

Becky Tymchuk moved to approve the NWRESD Local Service Plan for 2023–24 as submitted and Eric Simpson seconded. The motion passed 6:0.

B. *Legislative Priorities* – Presenter: Kerry Delf

Becky Tymchuk moved to approve the 2023 legislative priorities as submitted and Eric Simpson seconded. The motion passed 6:0.

C. *Board Policy Updates* – Presenter: Camellia Osterink

- a. *ECACB Drones*
- b. *EEA Student Transportation*
- c. *GBDA Expressing Milk in the Workplace*
- d. *JED Student Attendance*
- e. *JGE Expulsion*

Becky Tymchuk moved to approve the board policy updates as submitted and Eric Simpson seconded. The motion passed 6:0.

IX. BOARD COMMUNICATION

Comments by Individual Board Members

Brief comments included thanks to staff for being at the recent community coffee chat.

X. CLOSE MEETING

Chair Tom Colett adjourned the meeting at 10:58 p.m.



CONSENT AGENDA – ITEM FOR ACTION

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

BACKGROUND

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District’s Public Contracting Rules in Accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached 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 | |
| Construction Manager/General Contractor (CM/GC) Five Oaks Roof & Seismic Project | Aaron Boyle | Request for Proposal (RFP) 22-0004 | P. & C. Construction Co. | \$11,565,252.00 | 09/2022 | 09/2024 | Authorization to Award GMP Amendment |
| General Contractor Services for McKay Elementary Gym Roofing Project | Aaron Boyle | Invitation to Bid (ITB) 22-0026 | Buildskape LLC | \$207,748.00 | 03/2023 | 09/2023 | Authorization to Award Contract |
| Design Services for Stoller New Gym & Added Classrooms | Aaron Boyle | Request for Proposal (RFP) 21-0025 | LSW LLC | \$1,008,538.00 | 03/2023 | 05/2025 | Authorization to Award Project Work Authorization under Master Contract |
| General Contractor Services for Sunset High School Track Renovation | Aaron Boyle | Invitation to Bid (ITB) 22-0025 | Pihl Inc. | \$1,970,000.00 | 03/2023 | 10/2023 | Authorization to Award Contract |
| Design Services for Westview High School Office Relocation | Aaron Boyle | Request for Proposal (RFP) 21-0029 | IBI Group Architects (USA) Inc. | \$375,000.00 | 03/2023 | 10/2024 | Authorization to Award Project Work Authorization under Master Contract |
| Design Services for Westview High School Pride Plaza | Aaron Boyle | Request for Proposal (RFP) 21-0029 | IBI Group Architects (USA) Inc. | \$200,000.00 | 03/2023 | 10/2024 | Authorization to Award Project Work Authorization under Master Contract |
| Switch Replacement | Kevin McMillian | Request for Proposal (RFP) 22-0024 | Presidio Networked Solutions Group, LLC | \$899,208.06 | 07/2023 | 09/2024 | Authorization to Award Contract |
| Dark Fiber Phase 3 | Kevin McMillian | Request for Proposal | WaveDivision Holdings, LLC | \$2,106,000.00 | 07/2023 | 06/2034 | Authorization to Award Contract |
| Student device Replacement – Round 1 High School and Option Schools | Steve Langford | OECT Cooperative Contract | Acer America Corporation | \$8,299,805.00 | 09/2022 | 09/2023 | Authorization to Award Contract |
| Elementary Book Room Additions | Kayla Bell | Sole Source pursuant to DJC-AR(5) | Mackin Book Company | \$295,000.00 | 03/2023 | 06/2023 | Authorization to Award Contract |



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Five Oaks Seismic

PROJECT TIMELINE: 9/2022 – 9/2024

PROJECT BUDGET: \$12,800,000.00

PROJECT SCOPE: Roof replacement, seismic upgrades and gym floor replacement

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) for Five Oaks Roof and Seismic Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 22-0004

CONTRACT TIMELINE: 9/2022 – 9/2024

CONTRACT AMOUNT: \$11,565,252.00

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 has been negotiated by the project team within the project budget (see above) and encompasses seismic strengthening of the building to meet the District's goals, roof replacement, and the replacement of the mercury containing gym floors.

RECOMMENDATION: Authorization to Award GMP Amendment to P. & C. Construction Co.

FUNDING SOURCE: 2022 Bond; Seismic; Five Oaks Seismic



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: McKay Roofing

PROJECT TIMELINE: 5/2022 – 9/2023

PROJECT BUDGET: \$325,000.00

PROJECT SCOPE: Replace gym roofing

CONTRACT NAME: General Contractor Services for the McKay Elementary Gym Roofing Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0026

CONTRACT TIMELINE: 3/2023 – 9/2023

CONTRACT AMOUNT: \$207,748.00 Total Bid

CONTRACT SCOPE: General Contractor Services for the McKay Elementary Gym roofing project. Project includes selective demolition, asbestos abatement, roof replacement, flashing and minor carpentry at the existing gym roof areas.

RECOMMENDATION: Authorization to Award Contract to BuildSkape LLC

FUNDING SOURCE: 2014 Bond; BCA - McKay Roofing; McKay Roofing



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Stoller New Gym and Added Classrooms

PROJECT TIMELINE: 3/2023 – 5/2025

PROJECT BUDGET: \$12,000,000.00

PROJECT SCOPE: The scope includes an ancillary gym, covered play structure, and additional classrooms

CONTRACT NAME: Design Services for the Stoller New Gym and Added Classrooms

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 21-0025

CONTRACT TIMELINE: 3/2023 – 5/2025

CONTRACT AMOUNT: \$1,008,538.00

CONTRACT SCOPE: Design services for a new auxiliary gymnasium, classroom addition, and a freestanding covered play structure at Stoller Middle School.

RECOMMENDATION: Authorization to Award a Project Work Authorization under Master Contract #21-0025C to LSW LLC

FUNDING SOURCE: 2022 Bond; Additional Classrooms; Stoller Gym & Added Classrooms



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Sunset High School Track

PROJECT TIMELINE: 6/2022 – 10/2023

PROJECT BUDGET: \$2,455,640.00

PROJECT SCOPE: This project will include complete demolition of the existing track, removal and mitigation of trees, track replacement, grading and drainage improvements, and a new walking pathway to javelin area. Project to be completed during the summer of 2023.

CONTRACT NAME: General Contractor Services for the Sunset High School Track Renovation Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 22-0025

CONTRACT TIMELINE: 3/2023 – 10/2023

CONTRACT AMOUNT: \$1,970,000.00

CONTRACT SCOPE: Provide complete General Contractor Services to demolish the existing track, removal and mitigation of the existing trees, construct drainage improvements, grading, construct new throwing events, and construct a new pathway to the throwing events.

RECOMMENDATION: Authorization to Award Contract to Pihl Inc.

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



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Westview High School Office Relocation

PROJECT TIMELINE: 6/2022 – 12/2024

PROJECT BUDGET: \$2,500,000.00

PROJECT SCOPE: Design and construct a new main office adjacent to the main entry and in accordance with Beaverton School District requirements

CONTRACT NAME: Design Services for the Westview High School Office Relocation Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

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

CONTRACT TIMELINE: 3/2023 – 10/2024

CONTRACT AMOUNT: \$375,000.00

CONTRACT SCOPE: Design Services for relocating the Administration office to the main entry of Westview High School in coordination with a new secure entry vestibule with the purpose of requiring visitors to check in before gaining full access to the building.

RECOMMENDATION: Authorization to Award a Project Work Authorization under Master Contract #21-0029C to Arcadis - IBI Group Architects (USA) Inc.

FUNDING SOURCE: 2022 Bond; Office Relocations; Westview High School Office Relocation



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Westview High School Pride Plaza

PROJECT TIMELINE: 6/2022 – 12/2024

PROJECT BUDGET: \$2,000,000.00

PROJECT SCOPE: Design and construct a Pride Plaza at Westview high school adjacent to the football field. This will include a ticket booth, concession stand, and comfort station (bathrooms).

CONTRACT NAME: Design Services for the Westview High School Pride Plaza Project

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

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

CONTRACT TIMELINE: 3/2023 – 10/2024

CONTRACT AMOUNT: \$200,000.00

CONTRACT SCOPE: Design Services for constructing a Pride Plaza at Westview high school adjacent to the football field. This will include a ticket booth, concession stand, and comfort station (bathrooms).

RECOMMENDATION: Authorization to Award a Project Work Authorization under Master Contract #21-0029C to Arcadis - IBI Group Architects (USA) Inc.

FUNDING SOURCE: 2022 Bond; Athletic Facilities; Westview High School Pride Plaza



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Switch Replacement

PROJECT TIMELINE: 04/2023 – 09/2024

PROJECT BUDGET: \$899,208.06

PROJECT SCOPE: Replace aging switch infrastructure in schools

CONTRACT NAME: Switches with Power Supply

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: Request for Proposal (RFP) 22-0024

CONTRACT TIMELINE: 07/23 – 09/2024

CONTRACT AMOUNT: \$899,208.06

CONTRACT SCOPE: Replace aging switch infrastructure in schools.

RECOMMENDATION: Authorization to Award Contract to Presidio Networked Solutions Group, LLC

FUNDING SOURCE: 2022 Bond Funds; Technology Project



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Dark Fiber Phase 3

PROJECT TIMELINE: 04/2023 – 07/01/2034

PROJECT BUDGET: \$2,106,000

PROJECT SCOPE: Install Dark Fiber ring to provide connectivity for remaining sites not currently on Dark Fiber

CONTRACT NAME: Dark Fiber Phase 3

RECOMMENDED BY: Kevin McMillian, Administrator for Information Technology

SOLICITATION METHOD: Request for Proposal (RFP) 22-0021

CONTRACT TIMELINE: 07/2023 – 06/30/2034

CONTRACT AMOUNT: \$2,106,000

CONTRACT SCOPE: Installation of Dark Fiber with monthly service charge for connection

RECOMMENDATION: Authorization to Award Contract to WaveDivision Holdings, LLC d/b/a Astound Business Solutions

FUNDING SOURCE: 2022 Bond, Construction, General Funds for Monthly Recurring Costs for Connections.



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Student Device Replacement – Round 1 High School and Options

PROJECT TIMELINE: 7/2022 – 6/2028

PROJECT BUDGET: \$26,135,983.00

PROJECT SCOPE: The 2022 Bond provided funding for 2 rounds of student devices for students at high schools and option schools and 1 round of funding for student devices for students at elementary and middle schools.

CONTRACT NAME: Acer Chromebooks

RECOMMENDED BY: Steve Langford, Chief Information Officer

SOLICITATION METHOD: OETC Cooperative Contract

CONTRACT TIMELINE: 9/1/2022 – 9/30/2023

CONTRACT AMOUNT: \$8,299,805.00

CONTRACT SCOPE: This project is to replace student devices purchased in 2019 for students at high schools and option schools. The Acer Chromebook Spin 512 was selected for Round 1 of the student device replacement

RECOMMENDATION: Authorization to Award Contract to Acer America Corporation

FUNDING SOURCE: 2022 Bond Fund



PROJECT CONTRACT AUTHORIZATION

PROJECT NAME: Elementary Book Room Additions

PROJECT TIMELINE: 3/2023 – 6/2023

PROJECT BUDGET: \$295,000

PROJECT SCOPE: These materials are for the elementary school book rooms. These materials will be used for small group instruction.

CONTRACT NAME: Elementary Book Room Additions

RECOMMENDED BY: Kayla Bell

SOLICITATION METHOD: Sole source pursuant to DJC-AR(5)

CONTRACT TIMELINE: 3/2023 – 6/2023

CONTRACT AMOUNT: \$295,000

CONTRACT SCOPE: These materials are for the elementary school book rooms. These materials will be used for small group instruction.

RECOMMENDATION: Authorization to Award Contract to Mackin Book Company d/b/a Mackin Educational Resources

FUNDING SOURCE: General Fund Language Arts

**CONSENT AGENDA – ITEM FOR ACTION****GRANTS – BOARD AUTHORIZATION****BACKGROUND**

The Board may authorize, accept and use private, state or federal funds available to the district to carry out district educational programs. The district, consistent with Board policy, will comply with all regulations and procedures required for receiving and using such funds.

Funding Proposals and Grants

The Board directs the superintendent or designee to pursue outside funding recognizing the obligations, expectations or encumbrances which will exist when the grant or other outside funding ceases.

The district shall pursue federal or state grants-in-aid that will assist the district in meeting adopted goals and objectives of the curriculum or in creating facilities or in purchasing equipment.

In the event an opportunity arises to submit a grant proposal which needs Board approval and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will share the grant proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

[Policy DE/DEB/DEC - Revenues from Private, State and Federal Sources](#)

GRANT PROPOSAL: Oregon School Capital Improvement Matching (OSCIM) Grant

FUNDING AGENCY: Oregon Department of Education

AMOUNT REQUESTED: \$8,000,000

SUBMISSION DATE: December 15, 2022

SUMMARY: The Oregon School Capital Improvement Matching (OSCIM) Program provides matching grants of up to \$8 million to districts that pass a local general obligation bond. With the voters of Beaverton School District approving the 2022 Capital Bond in May 2022, the District is eligible for an OSCIM grant of \$8,000,000. The grant funding will be applied to the Raleigh Hills Elementary School redevelopment project.

ACTION REQUIRED: Permission to receive funds

RECOMMENDATION

The superintendent recommends the Board approve the grant proposal.

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.



ITEM FOR INFORMATION

BOND ACCOUNTABILITY COMMITTEE REPORT

BACKGROUND

The Beaverton School District is overseeing two capital bond programs that were approved by voters in May 2014 and May 2022. The School Board established a Bond Citizen Accountability Committee (BAC) to assist in monitoring the progress of executing these bond programs and requested that the committee provide periodic reports.

RECOMMENDATION

The chair of the Bond Accountability Committee will report a summary of the BAC meetings and discussions with district staff during the first, second and third quarters of the 2022–23 school year. No action is needed.

Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) Report March 2023

Background and Purpose

Section 4.f. of the BAC's charter specifies The Committee Chair will draft and submit a written report quarterly, or more often if requested, to the Superintendent and School Board. The report will be structured to address the topics in Paragraph 1(a) - (g) and represent a consensus of committee members. The School Board may request reporting at a regular School Board Business Meeting or School Board Work Session. The committee reports are due from the chair to staff not later than seven days prior to the Business Meeting or Work Session.

The Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) reports that the BAC sustained its discussions and meetings with staff over the course of the COVID pandemic. The BAC met four times in the 2022-2023 academic year (Sept 21, Oct 26, Jan 18, and March 1).

The BAC was formed in support of efforts of the 2014 BSD Bond Measure, and the Board has been supportive of extending the BAC's role for the 2022 BSD Bond Measure, which voters approved in May 2022. To facilitate learning and knowledge transfer for new BAC members, the BAC worked with staff to create a combined, transitional structure, which will be in place for Spring 2023. For this transition period the BAC will include thirteen members -- nine legacy members plus four members newly appointed to the BAC by the Board. As of Fall 2023, the BAC will revert to its regular structure with six members (two continuing members plus the four newly appointed members).

The BAC's next scheduled meetings are on April 26 and May 24, 2023.

We thank Board Members Eric Simpson and Karen Pérez, who have participated in each meeting, and the BAC members appreciate their commitment and responsiveness to matters addressed in the BAC.

BAC Consensus on Charter Topics

a. Ensuring that the bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.

Committee members agreed that bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.

b. Alignment with the Bond Program Goals approved by the School Board and Board policies.

Committee members agreed that the Board-established bond program goals were met in this period, and projects remain within established budgets. As the 2014 Bond program approaches completion and close out, the program has successfully maintained positive bond program reserves and project contingencies. Staff conferred with the BAC multiple times on potential uses for bond surpluses, and the BAC has shared consensus recommendations to the Board on suggestions including the deployment of security upgrades, HVAC repairs, roofing repairs, and

seismic upgrades. The equity performance (MWSDVE participation) for both contractors (15.6%) and consultants (18.4%) remains above the 10% aspirational goal established by the Board, as of December 2022. The committee commends staff efforts for helping to continue this work.

c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with district standards and best practices.

Program staff has developed many technical, education, and security standards and have been applying them to projects under the bond program. These represent good construction management practices. Staff has assured the committee that it has processes in place to meet this objective and that ongoing maintenance considerations are factored into project decisions. Staff have refreshed the 2016-17 Cost Management and Control Plan (CMCP) for the 2022 Bond program, and staff reviewed this plan with the BAC at the March 2023 BAC meeting. The CMCP outlines processes and decision roles related to bond program and construction project execution and is a key control document for staff.

d. Communicating key information related to the bond to District stakeholders.

The staff presents photos and progress points of capital construction updates to the BAC which are also posted on the BSD website, social media, and BSD Briefs. Bond communications and community involvement are standing items on committee meeting agendas. For the 2022 Bond program, staff have launched a new website which allows community members to see current project status, by school. The BAC and staff have discussed the need for continuous effort in community outreach, and for innovation in methods and modes of outreach given that in our post-COVID era fewer people are willing to attend in-person community meetings. Such meetings remain valuable, and staff works to deliver information and outreach through other channels including social media, the BSD website, and ParentSquare.

e. The committee will receive and review copies of bond program performance and financial reports, and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff.

BAC continues to be satisfied with reports and content presented by staff at each meeting. Staff presents detailed information and engages in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the budget, schedule, and equity performance status of the program, as well as updates on individual project line items.

Although staff reports significant increases in costs of materials, most of the projects from the 2014 Bond Program are at, or nearly at, completion. Trends regarding materials costs will be important for staff and BAC to discuss relative to the 2022 Bond Program. For the 2014 Bond Program Total program cost estimates and program reserves remained steady, with a slight increase in reserves.

In support of BAC's charter to inspect school facilities and grounds related to bond activities, staff has organized several tours for BAC including Mountainside High School in January and Beaverton High School in March; tours of Hazeldale Elementary School and Raleigh Hills Elementary School are slated for future BAC meetings.

f. The committee will review monthly reports produced by the district in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.

The committee received and reviewed each of the status reports on the bond program, prepared by staff for the reporting period. BAC meetings are now scheduled for six times a year and, if needed, the BAC will convene special meetings. The committee finds that, based on the information received, the program is in general compliance with the purposes set forth in the information about the program, provided to voters in advance of the 2014 election.

g. The committee will perform other reasonable duties requested by the School Board or Superintendent.

Staff has conferred with the BAC on potential uses for the 2014 Bond Program reserve, including, for example, renovation of the Beaver Acres cafeteria (though staff have deferred taking this decision to the Board, at this time). At the December 2022 meeting, the staff indicated that they project \$9 million in program reserve at completion.

Recommendation

The committee chair recommends the School Board receive this report as the Committee's required report at the March 13, 2023, Board meeting.



SCHOOL REPORT

School: West Tualatin View Elementary

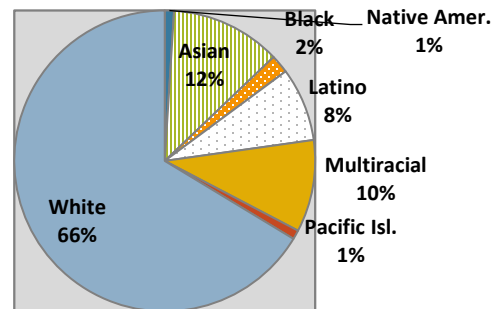
Principal: Scarlet Valentine

Years as School Principal: 12

Years in BSD: 16

School Demographics 2021–22

Enrollment: 300
Economically Disadvantaged: 11%
Students with Disabilities: 16%
Ever English Language Learner: 8%
Different Languages Spoken: 16



School Metrics

Kindergarten Readiness

| At/Above End of KG Reading Level | 18-19 | 20-21 | 21-22 |
|----------------------------------|-------|-------|-------|
| All Students | 92% | 83% | 54% |
| English Language Learners | | | |
| Students with Disabilities | | | |
| Talented and Gifted | | | |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | >95% | 81% | 55% |
| Multi-racial | | | |
| Male | 88% | 91% | 52% |
| Female | >95% | | 55% |
| 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 | 78.6% | 53.4% | 39.4% | All Students | 71.4% | 54.2% | 39.4% |
| Economically Disadvantaged | 78.6% | 52.9% | 39.2% | Economically Disadvantaged | 71.4% | 53.7% | 39.3% |
| English Language Learners | | | | English Language Learners | | | |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | | | | Students with Disabilities | | | |
| Talented and Gifted | | | | Talented and Gifted | | | |
| 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 | 82.1% | 57.8% | 46.5% | White | 64.3% | 59.0% | 46.3% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 73.9% | 49.9% | 36.3% | Male | 69.6% | 55.0% | 41.0% |
| Female | 84.2% | 57.3% | 42.5% | Female | 73.7% | 53.5% | 37.7% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 English Language Arts | School | District | State | Grade 5 Mathematics | School | District | State |
|--------------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 84.6% | 59.5% | 46.8% | All Students | 53.8% | 46.4% | 30.0% |
| Economically Disadvantaged | 84.6% | 59.1% | 46.7% | Economically Disadvantaged | 53.8% | 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 | | | | Talented and Gifted | | | |
| 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 | 87.5% | 67.6% | 54.2% | White | 56.3% | 50.4% | 35.9% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 90.9% | 55.4% | 43.4% | Male | 63.6% | 49.1% | 32.3% |
| Female | 76.5% | 64.0% | 50.3% | Female | 41.2% | 43.5% | 27.5% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 Science | School | District | State |
|----------------------------------|---------------|-----------------|--------------|
| All Students | 66.7% | 44.3% | 30.3% |
| Economically Disadvantaged | 66.7% | 43.9% | 30.2% |
| English Language Learners | | | |
| Ever English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | | | |
| Talented and Gifted | | | |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | 71.9% | 52.0% | 37.1% |
| Multi-racial | | | |
| Male | 77.3% | 45.5% | 31.8% |
| Female | 52.9% | 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: **97.7%**

Smarter Balanced Math: **97.7%**

Student Survey: **90%**

| 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 | 73% | 97% | 63% | Students reporting that at least one adult cares about them | 89% | 90% | 80% |
| Students missing class due to suspensions or expulsion | 0 | 0 | 14 | Parents reporting they feel informed and valued as active partners in their child's education | 97% | 81% | 77% |
| Number of class days missed due to suspensions or expulsion | 0.0 | 0.0 | 20.0 | Teachers and staff reporting they contribute to school decision making | 76% | 93% | NA |

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

West Tualatin View Elementary

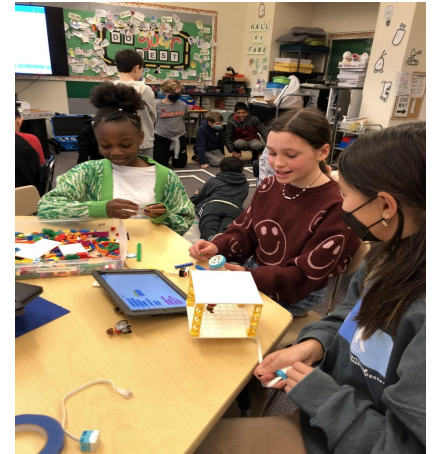
School Board Meeting
March 13, 2023

Scarlet Valentine, Principal



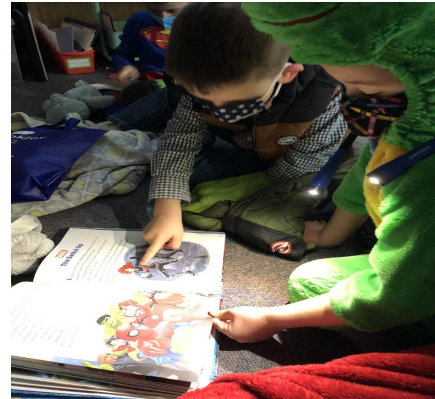
West Tualatin View: Bright Spots & Celebrations

- Building School Community
- Wellness Room
- MakerSpace - STEM Lab



What We Are Working On

- Creating a learning environment that is inclusive and equitable for all students
- Providing differentiated instruction in reading that meets the learning needs of all students



West Tualatin View: Data

- 300 Students
- 16 Languages Spoken
- 11% Economically Disadvantaged
- 16% of Students With Disabilities
- 8% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

| | West TV. | BSD | Oregon |
|------|----------------------------|-------|--------|
| ELA | 84.6% | 59.5% | 46.8% |
| Math | 53.8% <small>52</small> | 46.4% | 30.0% |



Questions?



SCHOOL REPORT

School: Early College

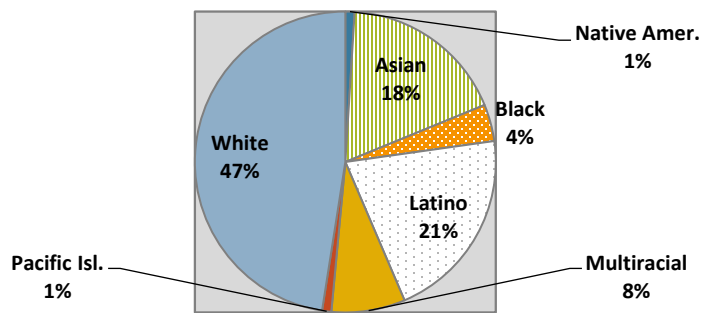
Principal: Michael Crandall

Years as School Principal: 5

Years in BSD: 22

Program Demographics 2022-23

Enrollment: 321
 Talented and Gifted: 25%
 Students with Disabilities: <1%
 Ever ELL: 26%
 Different Languages Spoken: 21



Program Metrics
(All info based on ECHS Application responses)

| Incoming Class Data | Class of 18-19 | Class of 19-20 | Class of 20-21 | Class of 21-22 | class of 22-23 |
|--|----------------|----------------|----------------|----------------|----------------|
| AVID | 18% | 22% | 20% | 20% | 22% |
| 1 st in Family attending College | 19% | 21% | 21% | 22% | 59% |
| Parents attended college but did not graduate | 19% | 35% | 9% | 14% | n/a |
| Home language other than English | 18% | 22% | 21% | 35% | not asked |
| Total students identified in application with at least 1 Higher Ed underserved groups indicator: <ul style="list-style-type: none"> 1st in family attending/graduating college, AVID, Home language other than English Poverty Achieving below potential (based on HS Counselor recommendation) | 63% | 78% | 77% | 76% | 80% |

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

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Graduate Outcome/ Post High School Plan Data

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|------------------------|------------|----------------|--|-------------------------|
| Earned AAOT | 23% | 17% | 40% | 36% | 42% |
| Average Credits Earned at Graduation | | 71 | 81 | 78 | 82 |
| Academic Honors at Graduation | | | 69% | 85% | 81% |
| Post High School Plan class of 2022 | 4-year college 72% | PCC 17% | Military 3% | Gap year 5% | Starting Business 3% |
| Class of 2022 Total College Credits earned | | | | | |
| | 10,292 college credits | | | \$3,561,032 tuition savings for ECHS students *(based on OSU per credit rate) | |

Retention Data

| Enrollment year | Total Enrolled | Total Exited | % Retention |
|---|----------------|--------------|-------------|
| 2020-21 | 345 | 70* | 80% |
| 21-22 | 335 | 27* | 92% |
| *Students not included: Early Grads, Declined Admission, Moved out of district/state, Academically successful but wanted in person classes in 2021-22, Academically successful but wanted all online classes in 2022-23 | | | |

Enrollment Based on Neighborhood High School

| | | |
|-----------------|----|--------|
| Westview HS | 66 | 21.71% |
| Aloha HS | 66 | 21.71% |
| Mountainside HS | 52 | 17.11% |
| Southridge HS | 51 | 16.78% |
| Beaverton HS | 28 | 9.21% |
| Sunset HS | 41 | 13.49% |

Early College/Terra Nova

School Board Meeting
March 13, 2023

Michael Crandall, Principal



Early College/Terra Nova: Bright Spots & Celebrations

- 42% of 2022 ECHS Graduates earned an AAOT along with HS Diploma
- Class of 2022: 10,292 college credits completed and an estimated \$3,561,032 in post high school tuition savings
- 100% of Terra Nova students complete CTE Work Based Learning
- Fall Term 2022: 60% of ECHS Students earned Academic Honors



ECHS/TN What We Are Working On

- Creating Community at ECHS: New Office and Student Center in Spring
- Creating Community at Terra Nova: Hands on learning with student grown produce as the center of every Science and Sustainability Unit
- Student Support courses at ECHS: CG101/102, CG140, CG225
- TN Partnership with Title VI - 3 Sisters, native camas, oaks propagation



Early College Data

- 321 Students
- 21 Languages Spoken
- 80% Underserved in higher education (Class of 2024)
- <1% Students With Disabilities
- 26% Ever ELL
- Cohort Graduation Rates (2021-22)

| | ECHS | BSD | Oregon |
|-----------|------|-------|--------|
| Four-Year | NA | 89.1% | 81.3% |
| Five-Year | NA | 90.5% | 84.5% |



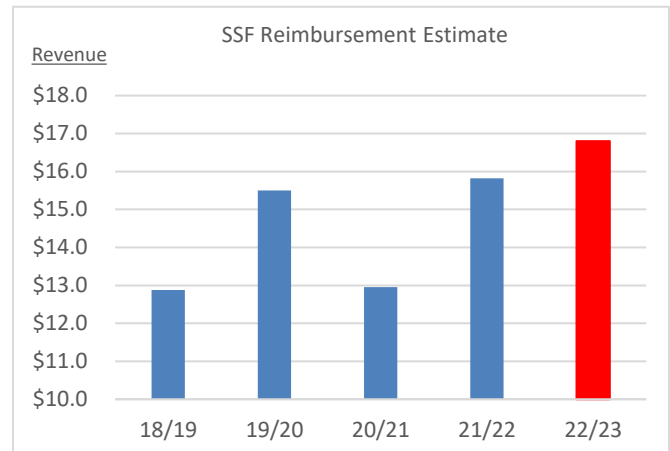
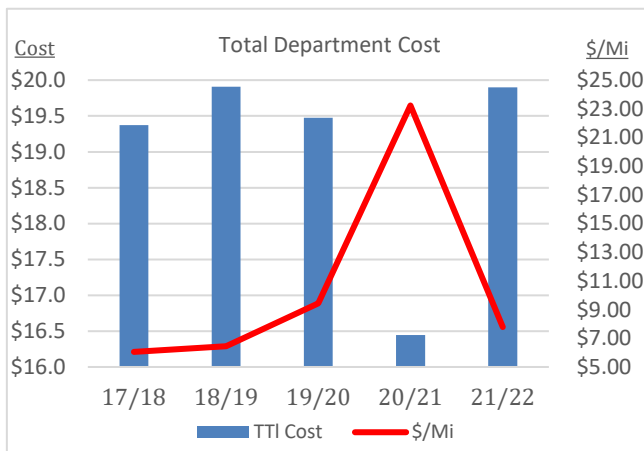
Questions?

Transportation Department 21/22 Operations Annual Report

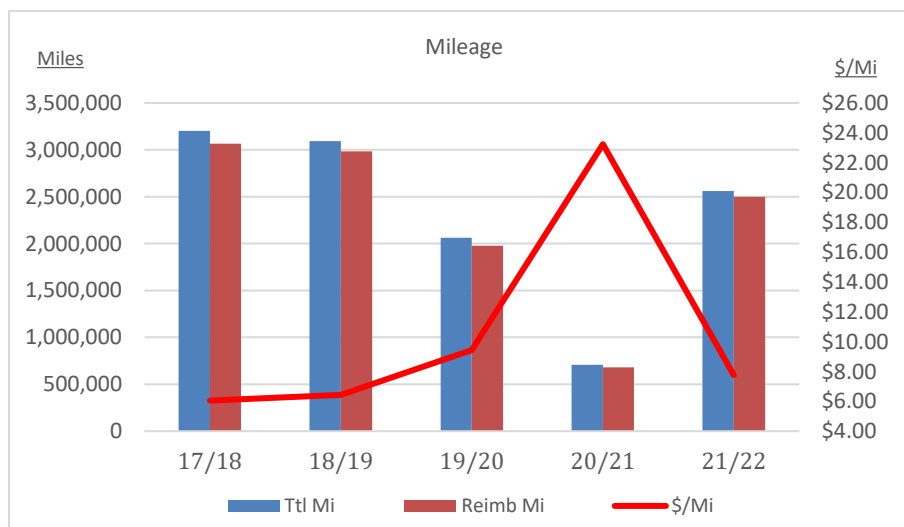
Summary

For the 2021/22-year, total department expense was \$19,900,117 and total mileage was 2,559,493. Since 20/21 figures were skewed due to pandemic operations, a better comparison is to 2018/2019, the last full year of unimpacted operations.

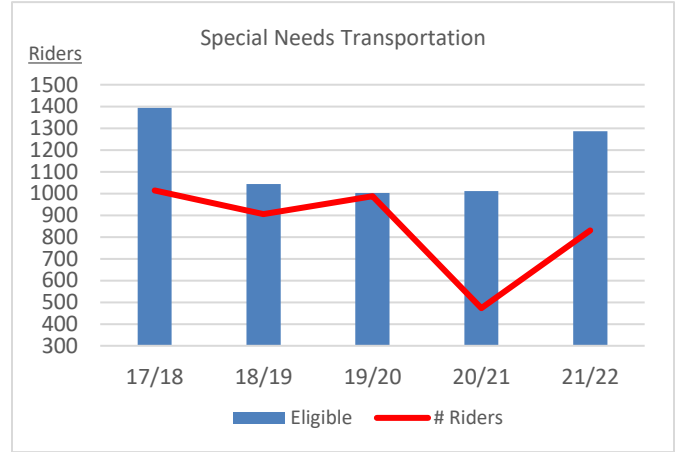
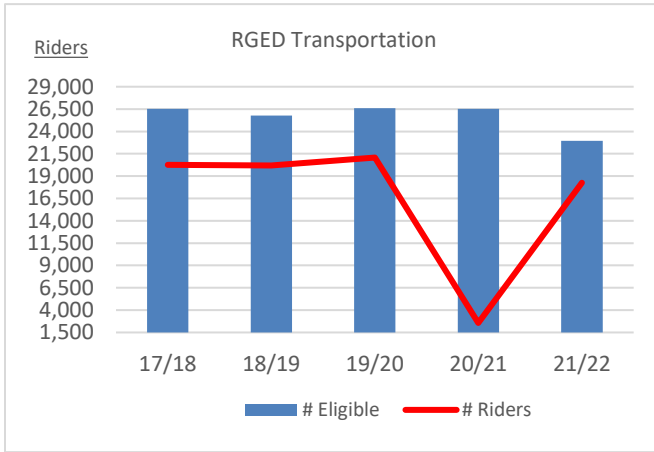
21/22 total costs were equal, mileage decreased by 20% and cost per mile decreased by 21%. 70% of eligible transportation expenses are reimbursable from the State and reimbursement is made in arrears. The district was scheduled to receive \$15.82 million in reimbursement, a 22% increase from 2020/21. Reimbursement for 22/23 is estimated to be \$16.80 million.



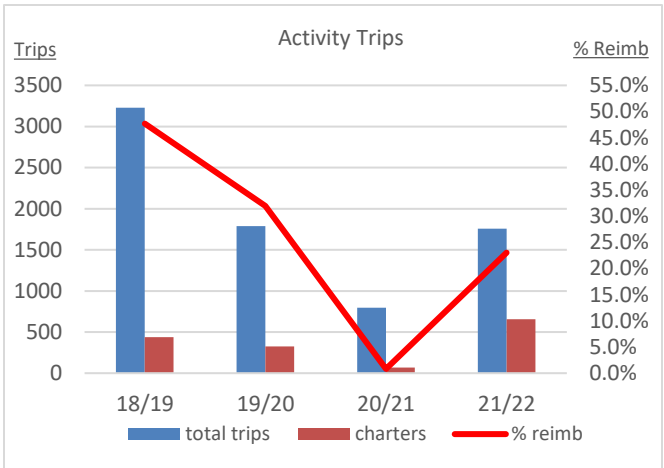
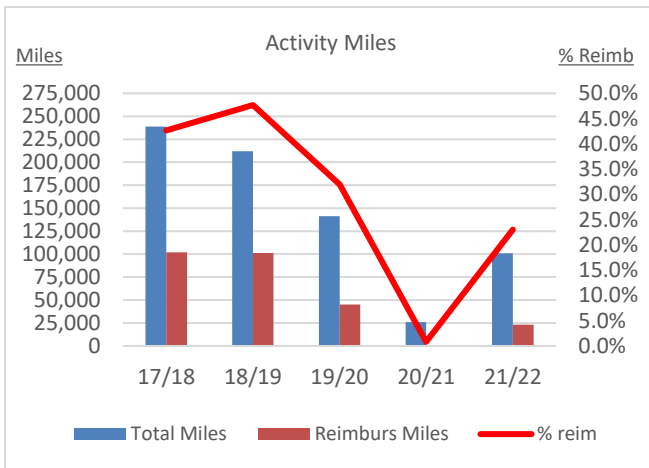
98% of all miles traveled qualified for reimbursement, a 2% improvement over 18/19.



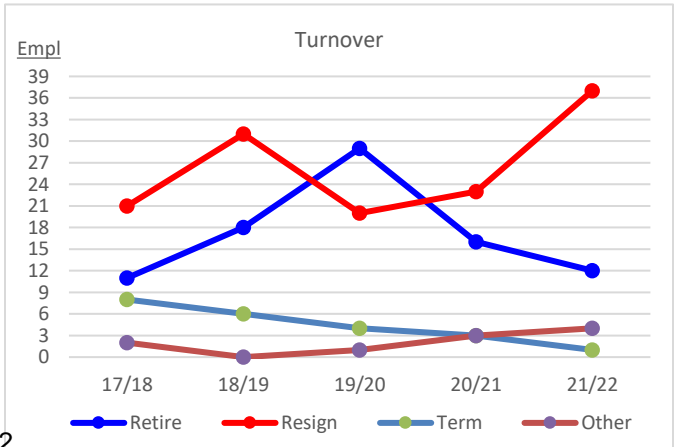
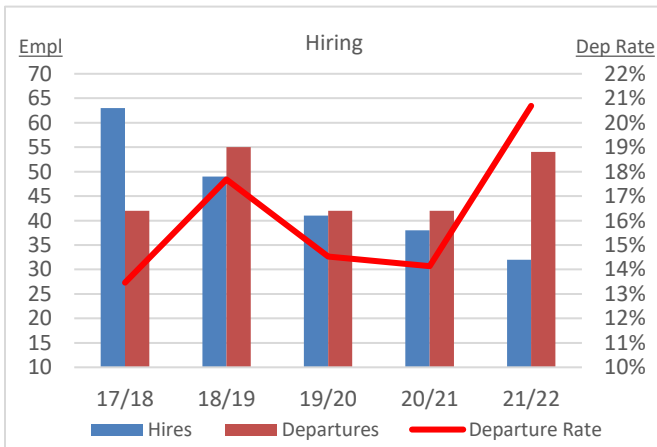
18,243 general education students (80% of all eligible students) were transported on 118 routes. 1,287 students were eligible for specialized transportation and 831 were served on 95 routes representing 65% ridership. Total GenEd and SPED ridership decreased by 11% and 8% respectively versus 18/19.



Activity trip mileage for BSD buses totaled 100,970 miles, 23% of which was academic in nature and eligible for reimbursement. Total trip miles decreased 52% versus 18/19. This was due to driver shortage issues and heavy use of charter buses. BSD performed 1,756 total trips including 1,276 athletic trips (73%).



Recruiting and retention was the biggest challenge in 21/22. The Department lost 54 employees, representing a 20% increase over the prior year. Resignations were the leading reason showing a 65% increase over 19/20. The primary issue was lower BSD wages compared to other employers, with 32% of all departing employees moving to other commercial driving positions.



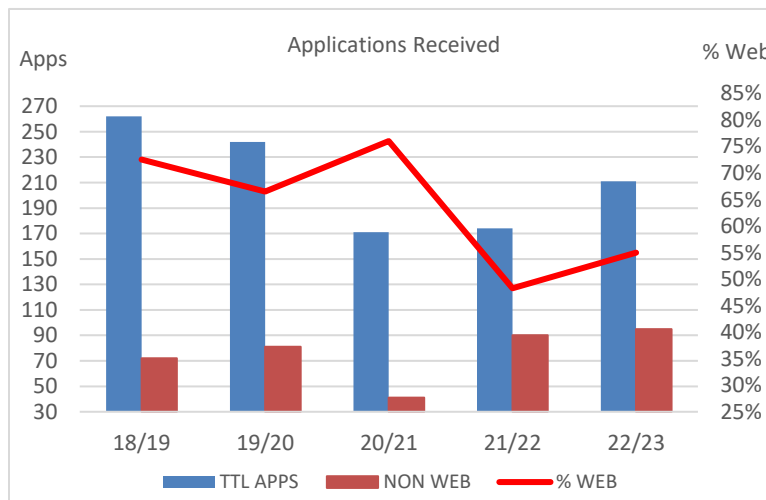
21/22 Successes

- PGE Electric School Bus Grant: BSD was awarded a total of \$850,000 grants to assist in the purchase of 4 additional electric school buses.
- Oregon DEQ Grant: BSD was awarded \$100,000 in grants to offset the purchase of 1 electric school bus and 3 propane buses.
- GPS & Student Tracking: Replaced GPS system with new provider which included installation of touch screens in every school bus to assist with route navigation for drivers and an improved parent phone-app to track student ridership.
- Repair Technician Training: Each repair technician began a personalized professional training program to improve their skills and knowledge related to engine, suspension, and drive train repair and service.

Areas of Concern

Our biggest concern continues to be retention and recruitment of drivers. Application flow has had a negative trend over the past three years; however, we are encouraged by results this year to date. The number of applications received has increased 21% over last year and we have added 43 new drivers and lost 25. We began 22/23 with 15 open routes and as of January 1st, have reduced to 5 open routes. This year, we are averaging 8-12 employees in training to be drivers at any given time.

The biggest reason for the change is the dramatic increase in drivers’ wages. The 2022-24 OSEA Agreement provided a 23.5% hourly wage increase bringing driving positions in parity with other commercial driver jobs in the region. The combination of the new wage structure, our benefit package, and the 182-day schedule has made our driver positions desirable. It is critical the wage structure be evaluated annually and adjusted upward as needed to remain competitive.



Future

We are very optimistic moving forward based on the following:

- We are ramping up staffing and expect to have approximately 250 drivers by Fall 2023. We will continue to hire to replace departures and bolster operations as our goal is 260 drivers.

Future (continued)

- We will end the use of all petroleum-based fuels in buses effective March 31, 2023, through implementation of renewable diesel and renewable propane fuels. Both are chemically identical to their petroleum counterparts and virtually eliminate all harmful particulate emissions in exhaust gases. We will be the first school district in Oregon and one of very few in the nation to complete this conversion.
- We will double our EV bus charging capacity to 8 chargers by March 1, 2023, using grants to fund the project.
- We will replace 11 diesel buses with electric buses by the end of the calendar year 2023.
- We will finish conversion of a diesel bus to an electric bus at no cost to BSD through a partnership with Forth Mobility.
- We will add 4 propane fueling stations at TSC by December 2023, eliminating hundreds of deadhead miles annually to fuel at the Allen Blvd location.
- We expect to complete infrastructure for 22 additional EV bus charging stations at TSC by December 2024 at no cost using the Fleet Partner Program sponsored by PGE.
- We will apply for 20 electric school buses and chargers through the US EPA Clean School Bus Program during the next funding round in Spring 2023.
- Upon receipt of the 12 ordered EV buses, we will have completed over 50% of our planned expansion to 30 EV buses in 3 years (2025). Our bus replacement plan incorporates replacing 14 additional diesel buses over the next 2 ordering cycles to meet our goal. Currently, we have the largest EV bus fleet in the state and completion of the project will solidify our position as a pioneer and leader in alternative-fueled school buses in the Pacific Northwest.



ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of February 28, 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 February 28, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- General Fund
 - Increase in revenue from the State School Fund
- Investments
 - Significant investments due to first capital construction bond sale

RECOMMENDATION

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

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of February 28, 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 | 217.1 | - | 217.1 | 300.9 |
| Property Taxes | 163.0 | 163.0 | 155.3 | - | 155.3 | 162.0 |
| Common School Fund | 4.3 | 4.3 | 2.6 | - | 2.6 | 5.2 |
| County School Fund | 1.0 | 1.0 | 0.7 | - | 0.7 | 1.0 |
| Local Option Levy | 38.2 | 38.2 | 38.1 | - | 38.1 | 39.0 |
| Investment Earnings | 0.6 | 0.6 | 2.0 | - | 2.0 | 2.0 |
| NWRESD Appointment | 11.0 | 11.0 | 8.0 | - | 8.0 | 12.0 |
| Other | 9.1 | 9.1 | 3.0 | - | 3.0 | 9.1 |
| Total | \$ 622.8 | \$ 622.8 | \$ 536.4 | \$ - | \$ 536.4 | \$ 640.8 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 297.3 | \$ 297.3 | \$ 170.1 | \$ - | \$ 170.1 | \$ 292.3 |
| Benefits | 178.1 | 178.1 | 97.9 | - | 97.9 | 174.1 |
| Purchased services | 32.5 | 32.5 | 19.6 | 9.2 | 28.8 | 32.5 |
| Supplies & materials | 15.5 | 15.5 | 7.4 | 1.7 | 9.1 | 15.5 |
| Capital outlay | 0.9 | 0.9 | 0.3 | 0.1 | 0.4 | 0.9 |
| Other | 3.1 | 3.1 | 2.2 | 0.1 | 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 | \$ 302.7 | \$ 11.1 | \$ 313.8 | \$ 613.8 |

| | |
|--|-----------------|
| Projected Surplus / (Deficit) from Operations | \$ 7.6 |
| Excludes beginning fund balance and contingency | |
| Projected Ending Fund Balance | \$ 117.2 |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2023 * | |
| | 18.3% |

| | | |
|--|---------------|--------------|
| *Projected ending fund balance breakdown: | | |
| | Projected EFB | |
| General Operating Fund | \$ 117.1 | 18.2% |
| Local Option Levy Fund | 0.1 | 0.1% |

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| APPROPRIATIONS: | | | | | | |
| Instruction | \$ 330.4 | \$ 330.4 | \$ 181.1 | \$ 2.5 | \$ 183.6 | \$ 323.9 |
| Support Services | 194.8 | 194.8 | 115.0 | 8.4 | 123.4 | 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 | \$ 302.7 | \$ 11.1 | \$ 313.8 | \$ 613.8 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of February 28, 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 | \$ 9,005,582 | \$ 3,246,215 | \$ 435,334 | \$ 3,681,549 | 27.13% | \$ 5,324,033 |
| Categorical | 7,256,000 | 6,900,554 | 2,676,431 | 2,309,581 | 4,986,012 | 68.72% | 1,914,542 |
| Scholarship Fund | 515,000 | 491,245 | 52,384 | 21,000 | 73,384 | 14.25% | 417,861 |
| Grant Fund | 164,670,491 | 53,873,680 | 54,749,642 | 5,011,217 | 59,760,859 | 36.29% | (5,887,179) |
| Sustainability Fund | 16,050,000 | 14,026,365 | - | - | - | 0.00% | 14,026,365 |
| Nutrition Services Fund | 19,383,736 | 10,796,560 | 7,610,101 | 3,441,251 | 11,051,352 | 57.01% | (254,792) |
| Debt Service Fund | 105,760,013 | 99,762,547 | 13,981,701 | - | 13,981,701 | 13.22% | 85,780,846 |
| Capital Projects Fund | 567,095,950 | 407,200,945 | 27,178,199 | 49,100,927 | 76,279,126 | 13.45% | 330,921,819 |
| Insurance Reserve Fund | 8,151,475 | 9,607,120 | 3,529,623 | 852,229 | 4,381,852 | 53.76% | 5,225,268 |
| Workers' Compensation Fund | 5,944,823 | 5,344,423 | 1,477,335 | 56,929 | 1,534,264 | 25.81% | 3,810,159 |
| Total | \$ 908,396,488 | \$ 617,009,021 | \$ 114,501,631 | \$ 61,228,468 | \$ 175,730,099 | | \$ 441,278,922 |



2022-23 Classroom Teacher Staffing By School
As of 2/28/23

| 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 | 12.0 | 4.0 | 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 | 10.0 | 4.0 | 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 | 7.0 | 4.0 | 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 | 8.0 | 3.0 | 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 | 9.0 | 4.0 | 1.0 | - | 14.0 |
| Raleigh Park | 334 | 308 | (26) | 9.0 | 3.0 | 2.0 | - | 14.0 | 8.0 | 4.0 | 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 | 8.0 | 3.0 | 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 | 487.0 | 158.0 | 54.0 | - | 699.0 |
| Average Elementary School Staffing Ratio | | | | 34.1 | 26.1 | 24.1 | | | 34.0 | 25.7 | 23.7 | | |



2022-23 Classroom Teacher Staffing By School
As of 2/28/23

| 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 | 22.0 | 5.4 | 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 | 30.9 | 6.4 | 1.6 | 1.0 | 39.9 |
| 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 | 29.1 | 5.8 | 1.4 | 1.0 | 37.3 |
| 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 | 241.3 | 49.0 | 11.4 | 7.4 | 309.1 |
| Average Middle School Staffing Ratio | | | | 29.0 | 24.2 | 23.3 | 22.8 | | 29.5 | 24.5 | 23.6 | 23.0 | |
| Aloha | 1,683 | 1,652 | (31) | 65.0 | 12.2 | 3.2 | - | 80.4 | 61.0 | 12.2 | 3.2 | - | 76.4 |
| Beaverton | 1,386 | 1,445 | 59 | 54.4 | 9.6 | 2.4 | - | 66.4 | 52.9 | 10.6 | 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 | 49.6 | 10.8 | 2.6 | - | 63.0 |
| Sunset | 1,942 | 1,939 | (3) | 58.4 | 11.6 | 3.0 | - | 73.0 | 58.2 | 11.6 | 3.0 | - | 72.8 |
| 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 | 347.6 | 70.0 | 17.4 | - | 435.0 |
| Average High School Staffing Ratio | | | | 29.3 | 24.6 | 23.6 | | | 30.6 | 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 | 31.9 | 5.2 | 1.4 | - | 38.5 |
| Options Schools Total | 3,219 | 2,961 | (258) | 119.6 | 19.2 | 5.8 | - | 144.6 | 114.2 | 19.2 | 5.8 | - | 139.2 |
| Average Options Staffing Ratio | | | | 26.9 | 23.2 | 22.3 | | | 25.9 | 22.2 | 21.3 | - | |
| Address Extreme Class Size K-12 | - | - | - | 35.0 | - | - | - | 35.0 | - | - | - | - | - |
| District Total | 37,701 | 37,287 | (414) | 1,253.6 | 286.2 | 88.6 | 7.4 | 1,635.8 | 1,190.1 | 296.2 | 88.6 | 7.4 | 1,582.3 |

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
February 28, 2023

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|----------------|------------------|--------------|
| Commercial Paper Disc. -At Cost | 10,000,000.00 | 9,840,800.00 | 9,739,134.72 | 1.42 | 89 | 5.046 |
| Federal Agency Coupon Securities | 35,900,000.00 | 35,432,070.00 | 35,934,300.00 | 5.24 | 475 | 3.652 |
| Federal Agency Disc. -At Cost | 248,500,000.00 | 244,066,025.00 | 242,731,395.82 | 35.39 | 109 | 4.569 |
| Treasury Coupon Securities | 324,800,000.00 | 311,614,042.00 | 312,191,723.01 | 45.52 | 380 | 3.133 |
| Treasury Discounts -At Cost | 42,000,000.00 | 41,332,720.00 | 41,075,534.45 | 5.99 | 98 | 4.520 |
| Municipal Bonds | 20,000,000.00 | 19,463,200.00 | 19,463,200.00 | 2.84 | 198 | 4.851 |
| LGIP | 24,748,116.25 | 24,748,116.25 | 24,748,116.25 | 3.61 | 1 | 1.900 |
| | 705,948,116.25 | 686,496,973.25 | 685,883,404.25 | 100.00% | 249 | 3.783 |

| Total Earnings | February 28 Month Ending | Fiscal Year To Date |
|---------------------------------|--------------------------|-----------------------|
| Current Year | 1,372,344.25 | 6,760,936.82 |
| Average Daily Balance | 705,980,755.81 | 562,559,687.35 |
| Effective Rate of Return | 2.53% | 1.81% |

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
February 28, 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 | | 0.71 |
| 31315KEP1 | 11272 | Federal Agricultural Mortgage | 04/20/2023 | 5,000,000.00 | 4,890,722.22 | 4,949,600.00 | | 0.71 |
| 31315KFZ8 | 11273 | Federal Agricultural Mortgage | 05/24/2023 | 5,000,000.00 | 4,876,625.00 | 4,927,200.00 | | 0.71 |
| 31315KLT5 | 11317 | Federal Agricultural Mortgage | 09/15/2023 | 20,000,000.00 | 19,303,850.00 | 19,415,200.00 | | 2.81 |
| 31315KKL3 | 11319 | Federal Agricultural Mortgage | 08/15/2023 | 20,000,000.00 | 19,389,222.22 | 19,492,400.00 | | 2.82 |
| | | | Subtotal | 55,000,000.00 | 53,370,794.44 | 53,761,550.00 | 35.00 | 7.78 |
| 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 | | 3.65 |
| | | | Subtotal | 25,000,000.00 | 25,034,300.00 | 24,523,250.00 | 35.00 | 3.65 |
| 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 | | 0.72 |
| 3130AUJ62 | 11323 | Federal Home Loan Bank | 01/26/2024 | 5,900,000.00 | 5,900,000.00 | 5,904,720.00 | | 0.86 |
| 313384DJ5 | 11294 | Federal Home Loan Bank | 03/22/2023 | 5,000,000.00 | 4,919,750.00 | 4,968,950.00 | | 0.71 |
| 313384DJ5 | 11296 | Federal Home Loan Bank | 03/22/2023 | 15,000,000.00 | 14,759,250.00 | 14,906,850.00 | | 2.15 |
| 313384GX1 | 11305 | Federal Home Loan Bank | 06/15/2023 | 20,000,000.00 | 19,498,197.22 | 19,649,600.00 | | 2.84 |
| 313384FQ7 | 11306 | Federal Home Loan Bank | 05/15/2023 | 10,000,000.00 | 9,790,425.00 | 9,866,100.00 | | 1.42 |
| 313384FQ7 | 11307 | Federal Home Loan Bank | 05/15/2023 | 25,000,000.00 | 24,491,625.00 | 24,665,250.00 | | 3.57 |
| 313384CM9 | 11311 | Federal Home Loan Bank | 03/01/2023 | 10,000,000.00 | 9,892,087.50 | 9,963,700.00 | | 1.44 |
| 313384FM6 | 11315 | Federal Home Loan Bank | 05/12/2023 | 25,000,000.00 | 24,505,458.33 | 24,674,750.00 | | 3.57 |
| 313384LW7 | 11320 | Federal Home Loan Bank | 09/18/2023 | 20,000,000.00 | 19,302,333.33 | 19,407,800.00 | | 2.81 |
| 313384FBO | 11321 | Federal Home Loan Bank | 05/02/2023 | 16,000,000.00 | 15,787,377.78 | 15,873,244.45 | | 2.30 |
| 313384JC4 | 11324 | Federal Home Loan Bank | 07/14/2023 | 20,000,000.00 | 19,574,388.89 | 19,647,500.00 | | 2.85 |
| 313384KL2 | 11325 | Federal Home Loan Bank | 08/15/2023 | 20,000,000.00 | 19,490,833.33 | 19,563,944.44 | | 2.84 |
| 313384JG5 | 11327 | Federal Home Loan Bank | 07/18/2023 | 7,500,000.00 | 7,348,875.00 | 7,364,475.00 | | 1.07 |
| | | | Subtotal | 204,400,000.00 | 200,260,601.38 | 201,460,983.89 | 35.00 | 29.20 |
| | | | Total | 284,400,000.00 | 278,665,695.82 | 279,745,783.89 | 100.00 | 40.63 |
| 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 | | 0.70 |
| 89233HSF2 | 11310 | Toyota Cap Corp | 05/15/2023 | 5,000,000.00 | 4,887,719.44 | 4,930,500.00 | | 0.71 |

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 % |
|-------------------------------------|--------------|---------------|---------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| Subtotal | | | | 10,000,000.00 | 9,739,134.72 | 9,840,800.00 | 5.00 | 1.42 |
| Total | | | | 10,000,000.00 | 9,739,134.72 | 9,840,800.00 | 35.00 | 1.42 |
| OR Treas Local Govt Inv Pool | | | | | | | | |
| Local Government Inv Pool | | | | | | | | |
| LGIP 4010 | FUND 000 | LGIP | | 12,428,147.31 | 12,428,147.31 | 12,428,147.31 | | 1.81 |
| LGIP 5173 | FUND 300 | LGIP | | 5,383,566.90 | 5,383,566.90 | 5,383,566.90 | | 0.78 |
| 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 | | 0.43 |
| LGIP 6440 | FUND 418 | LGIP | | 2,866,520.04 | 2,866,520.04 | 2,866,520.04 | | 0.41 |
| Subtotal | | | | 24,748,116.25 | 24,748,116.25 | 24,748,116.25 | 100.00 | 3.61 |
| Total | | | | 24,748,116.25 | 24,748,116.25 | 24,748,116.25 | 100.00 | 3.61 |
| US Treasuries | | | | | | | | |
| US Treasuries | | | | | | | | |
| 91282CCK5 | 11274 | U.S. Treasury | 06/30/2023 | 55,000,000.00 | 53,517,578.13 | 53,968,750.00 | | 7.80 |
| 91282CAP6 | 11275 | U.S. Treasury | 10/15/2023 | 50,000,000.00 | 48,253,900.00 | 48,400,500.00 | | 7.03 |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 46,890,500.00 | | 6.89 |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 51,828,700.00 | | 7.65 |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,487,300.00 | | 2.15 |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 18,307,800.00 | | 2.68 |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 14,148,000.00 | | 2.08 |
| 9128282D1 | 11288 | U.S. Treasury | 08/31/2023 | 10,800,000.00 | 10,599,228.00 | 10,594,152.00 | | 1.54 |
| 91282CCD1 | 11297 | U.S. Treasury | 05/31/2023 | 9,000,000.00 | 8,781,120.00 | 8,866,440.00 | | 1.28 |
| 91282CCD1 | 11299 | U.S. Treasury | 05/31/2023 | 15,000,000.00 | 14,635,200.00 | 14,777,400.00 | | 2.13 |
| 912828ZU7 | 11313 | U.S. Treasury | 06/15/2023 | 10,000,000.00 | 9,787,109.38 | 9,835,900.00 | | 1.42 |
| 91282CAF8 | 11316 | U.S. Treasury | 08/15/2023 | 20,000,000.00 | 19,428,400.00 | 19,508,600.00 | | 2.83 |
| 912796YL7 | 11292 | U.S. Treasury | 03/16/2023 | 2,000,000.00 | 1,969,126.67 | 1,989,320.00 | | 0.28 |
| 912796ZP7 | 11314 | U.S. Treasury | 06/08/2023 | 20,000,000.00 | 19,550,662.22 | 19,678,200.00 | | 2.85 |
| 912796X53 | 11318 | U.S. Treasury | 06/15/2023 | 20,000,000.00 | 19,555,745.56 | 19,665,200.00 | | 2.85 |
| 91282CAK7 | 11326 | U.S. Treasury | 09/15/2023 | 20,000,000.00 | 19,463,200.00 | 19,463,200.00 | | 2.83 |
| Subtotal | | | | 386,800,000.00 | 372,730,457.46 | 372,409,962.00 | 100.00 | 54.34 |
| Total | | | | 386,800,000.00 | 372,730,457.46 | 372,409,962.00 | 100.00 | 54.34 |
| Grand Total | | | | 705,948,116.25 | 685,883,404.25 | 686,744,662.14 | | |

Beaverton School District
Summary by Issuer
February 28, 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 | 263,328,147.31 | 257,093,736.68 | 37.48 | 4.634 | 145 |
| Fund: 300 Debt Service | | | | | | |
| Subtotal | 4 | 71,383,566.90 | 70,168,028.01 | 10.23 | 4.451 | 65 |
| Fund: 416 Capital Projects Non-Tax | | | | | | |
| Subtotal | 2 | 3,109,093.62 | 3,078,220.29 | 0.45 | 3.458 | 10 |
| Fund: 417 Capital Projects Taxable | | | | | | |
| Subtotal | 3 | 32,960,788.38 | 32,355,238.38 | 4.71 | 4.244 | 51 |
| Fund: 418 Bond Issue Fund | | | | | | |
| Subtotal | 16 | 335,166,520.04 | 323,188,180.89 | 47.12 | 2.976 | 394 |
| Total and Average | 43 | 705,948,116.25 | 685,883,404.25 | 100.00 | 3.810 | 249 |

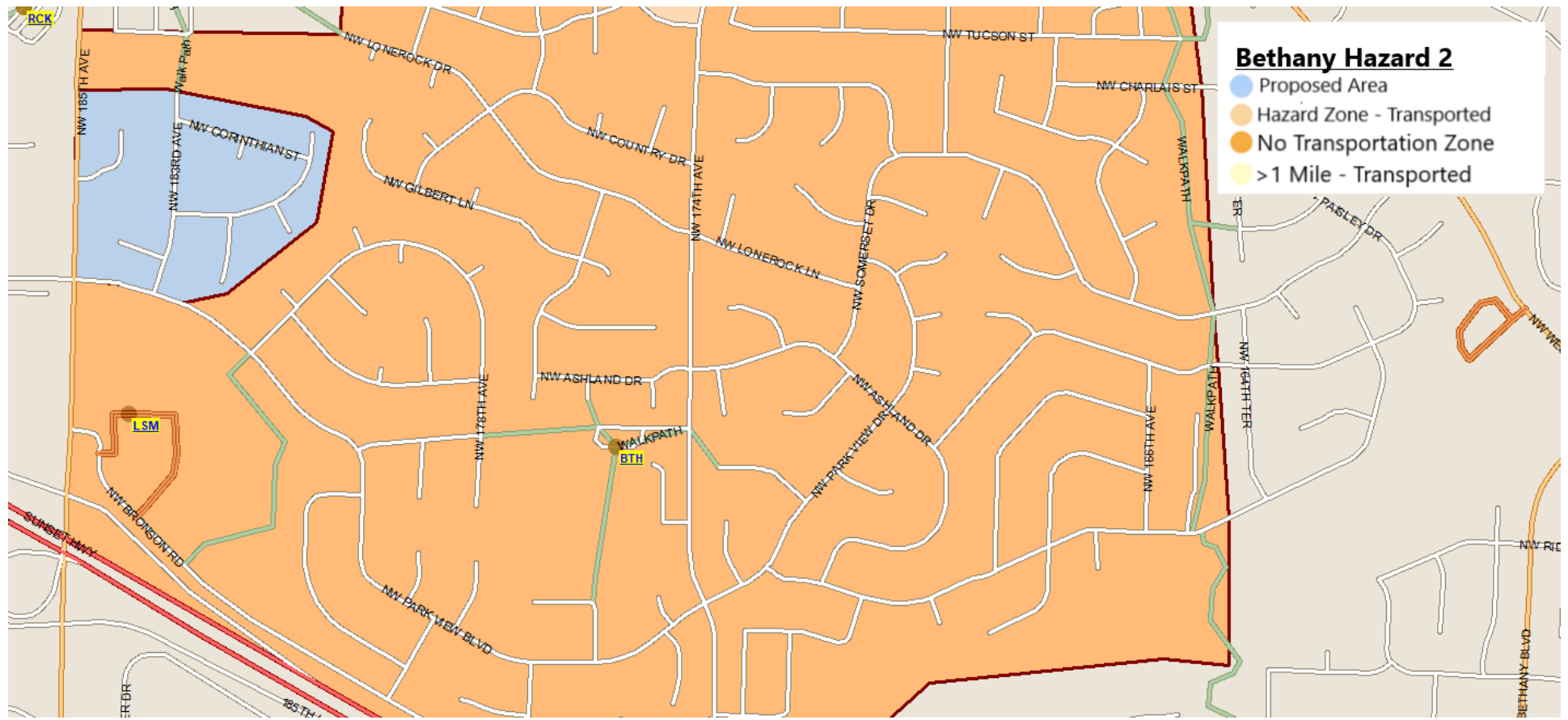
| Area Name and link | Area Description | Students | Stops | Buses | Specific Hazard | What Changed | Action |
|--------------------------|---|----------|-------|-------|---|--|-----------------------|
| | | | | | | | |
| <i>Aloha HS HAZ East</i> | Area East of 170th between TV HWY and Farmington | 35 | 0 | 0.5 | Lack of pedestrian activated signal for crossing SW 170th at SW Florence. Crossings exist at SW Blanton and SW Farmington | Addition of Pedestrian Activated Signal at SW 170th and SW Florence. Construction scheduled to complete 05/23 | Remove Transportation |
| | | | | | | | |
| | | | | | | | |
| Bethany Haz 2 2023 | Neighborhood at NW 183rd north of NW Parkview | 20 | 1 | 0.25 | Lack of Sidewalks. | Recent Traffic count observations exceed allowable traffic volumes for students to walk without sidewalks | Add Transportation |
| | | | | | | | |
| Cedar Mill Prop NTZ 2023 | Neighborhood north of NW Cornell Road between NW 107th and NW 113th | 5 | 2 | 0 | Lack of sidewalks on NW Cornell Road between NW 107th and NW 113th | Addition of sidewalks as part of improvements to NW Cornell Road. | Remove Transportation |
| | | | | | | | |
| Sato proposed NTZ 2023 | Area west of NW Kaiser, between the school and NW Springville Road | 134 | 5 | 2 | Lack of sidewalks on NW Kaiser (west side) between school boundary and NW Ernst | Addition of sidewalks as part of the development of this area. Addition of walk path on NW Kaiser south of the school along undeveloped parcel, connecting sidewalks | Remove Transportation |

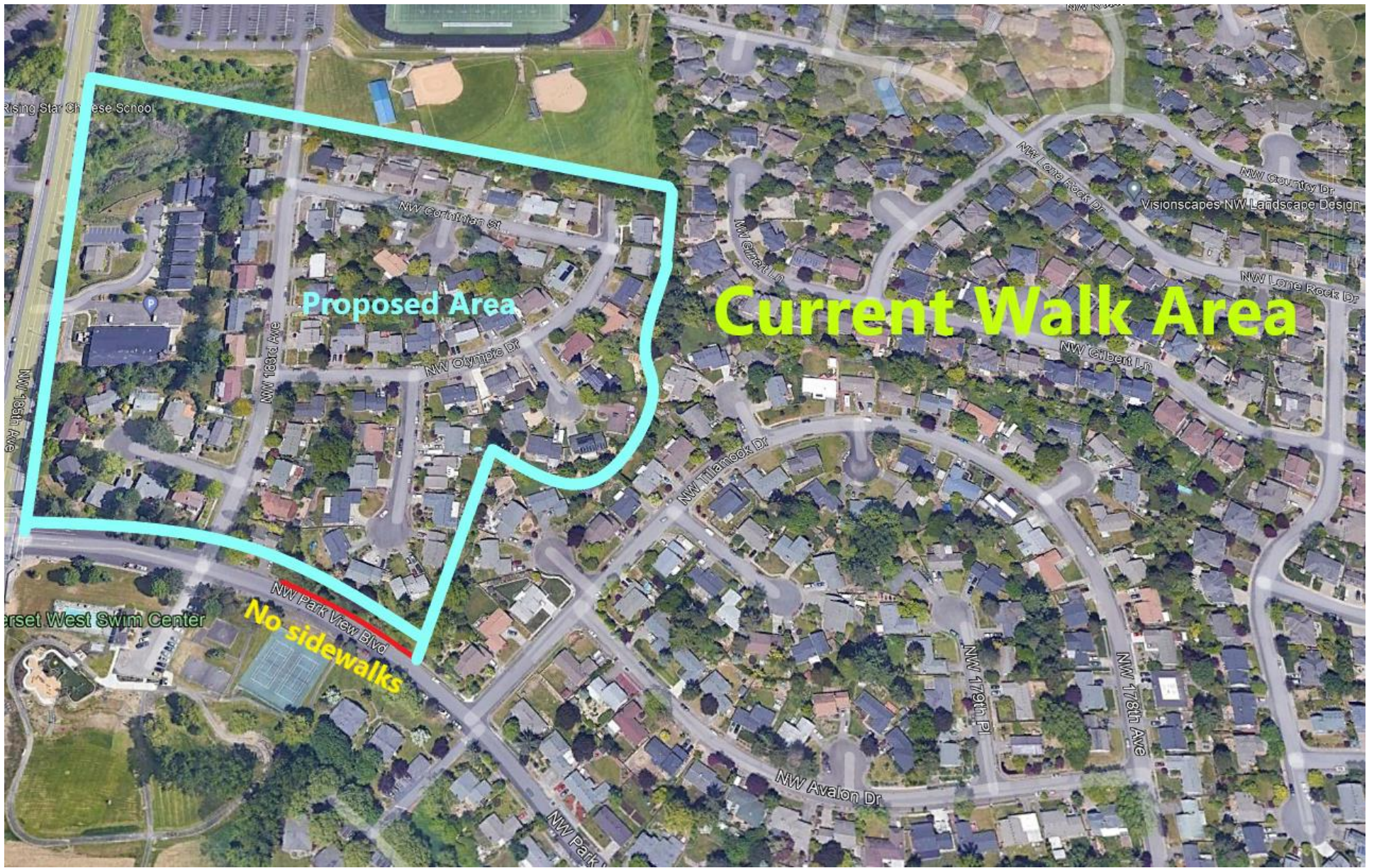


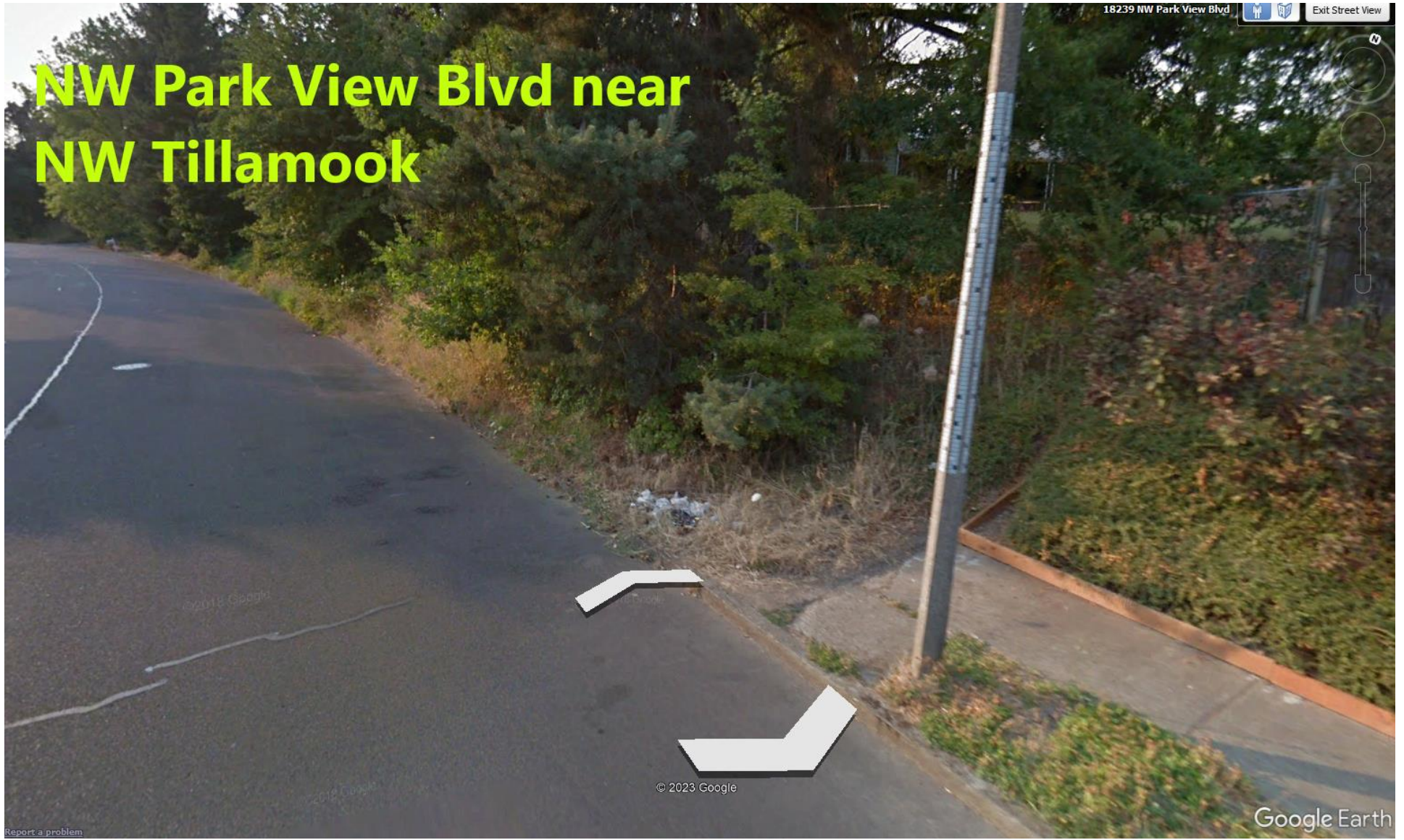
Bethany Elementary School

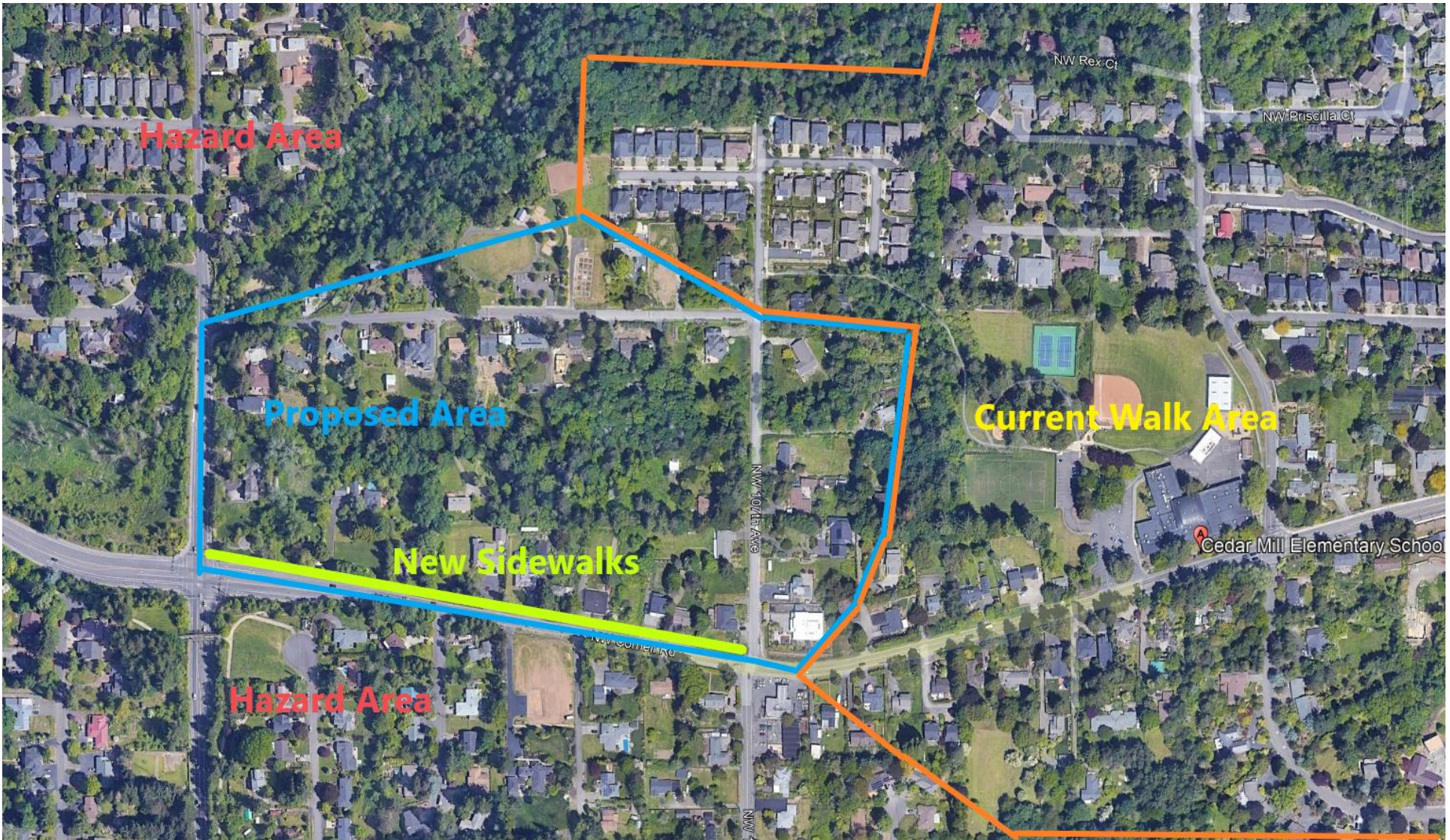
The proposed area has been a No Transportation Zone for Bethany Elementary since 1992. NW Park View Blvd lacks sidewalks on the north side for approximately 275 feet, primarily between NW 183rd and NW Tillamook. When an area lacks sidewalks, the volume of traffic during the time when students would be walking to and from school governs whether the lack of sidewalks is considered hazardous. The department has periodically measured traffic volumes along this stretch of NW Park View in response to parent concerns. In January 2023, traffic volumes on NW Park View Blvd were measured again and found to exceed guidelines for students to safely walk on streets lacking sidewalks.

Washington County has designated this area to receive sidewalks in the future (the project is approved, design phase is complete, and is partially funded). In the interim, BSD will provide supplemental transportation services to the proposed area until sidewalks are completed.







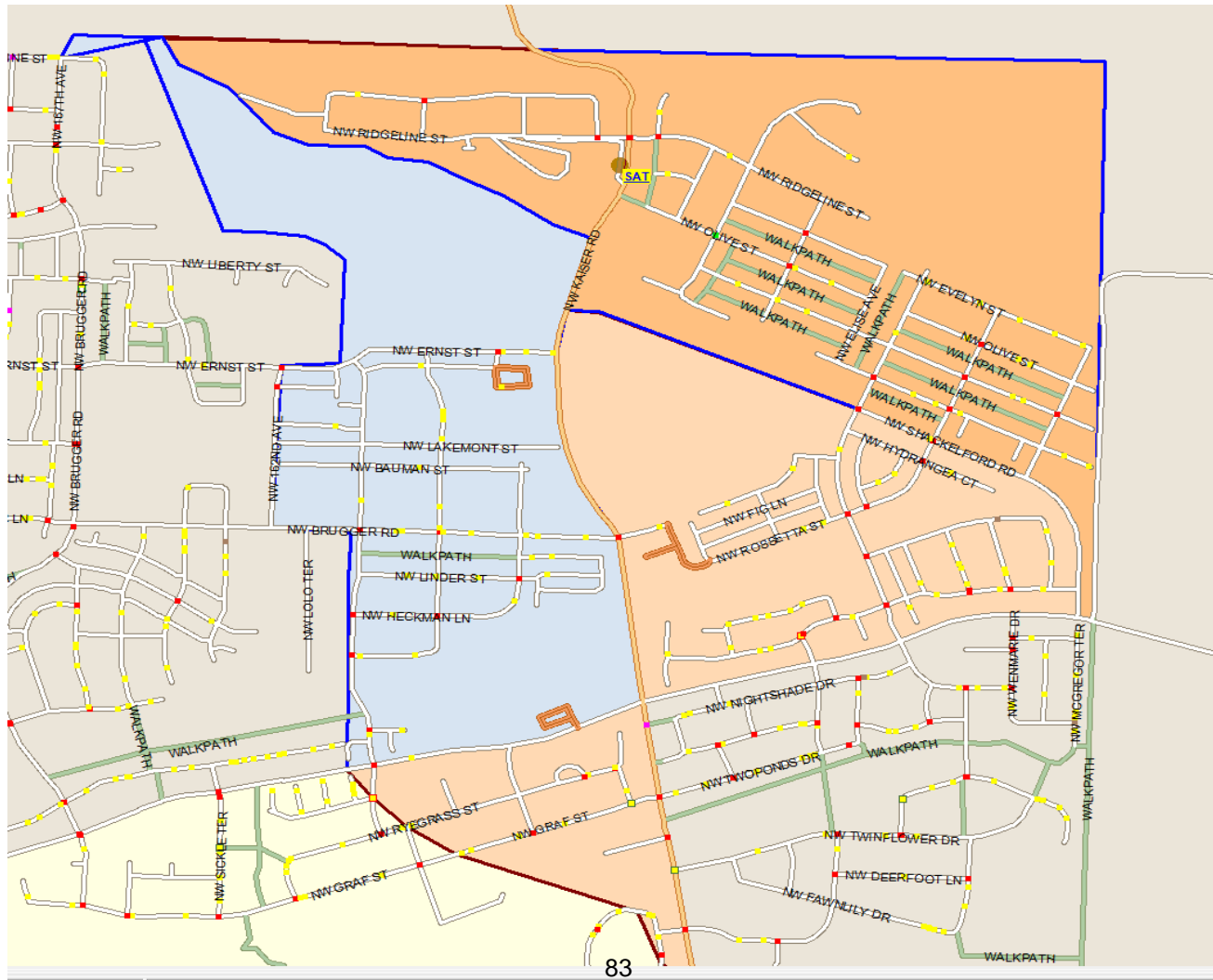




NW Cornell Rd. @ 107th Ave
12-15-22 (West)

Sato Elementary School

This area currently receives supplemental transportation service due to the lack of sidewalks on NW Kaiser Road between NW Brugger and the southern edge of Sato Elementary School. When Sato Elementary School opened, this area was designated to have transportation service provided until a safe walking path connecting to the school was put into place as residential development progressed. Sidewalks have been added in segments over the past three years. Washington County installed a paved walk path in the fall of 2022 between an existing gap in the sidewalk on NW Kaiser, completing the safe path. This paved path is separated from NW Kaiser by a paved curb and delineators which connects the sidewalks near NW Ernst with the sidewalk immediately south of the school. The neighborhoods in the affected area have sidewalks which connect to the new path.





Walk Area

New Sidewalk
New Walkpath

Proposed Walk Area

**New Walkpath - NW Kaiser
south of Sato, north of NW
Ernst**



7200 NW Kaiser Rd



Exit Street View

Sidewalks - NW Kaiser south of NW Ernst



New Sidewalks - NW Kaiser, south of Sato Elementary



NW 160th near NW Ernst



[Report a problem](#)

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Google Earth



TRANSPORTATION SUPPLEMENTAL PLAN FOR 2022–23

BACKGROUND

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

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

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

RECOMMENDATION

The proposed Transportation Supplemental Plan revisions are presented for initial consideration and will come before the Board for approval at its next meeting in April. The superintendent recommends the Board approve the proposed revisions to the Transportation Supplemental Plan for 2022–23.



ITEM FOR ACTION AT A FUTURE MEETING

REVISIONS TO BOARD POLICIES IGBB, IGBBA, GBN/JBA, GBEA & ADMINISTRATIVE REGULATION EFAA-AR

BACKGROUND

Revisions are recommended to update school board policies GBB, IGBBA, GBN/JBA, GBEA and Administrative Regulation EFAA-AR. The changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and regulations and best practices. The proposed revisions, mostly to align district policy to changes in the law, were integrated and recommended by staff, and reviewed and recommended by the Board Policy Committee.

IGBB – Talented and Gifted Program

IGBBA – Identification – Talented and Gifted Students

The Oregon Department of Education has made several updates and changes to the Oregon Administrative Rules related to talented and gifted students since the policy was last reviewed in 2018, including a revised complaint and appeal process which affected several policies and administrative regulations. The recommended changes align policies IGBB and IGBBA to the updated regulations.

EFAA-AR – Reimbursable Meals

The proposed changes align the administrative regulation to changes made at the state and federal level since the last update in 2019, and align BSD's language to the model AR proposed by OSBA. Administrative regulations normally are approved by the superintendent, EFAA-AR is one of a small number of ARs that are required to be approved by the school board.

GBN/JBA – Sexual Harassment

The Oregon Legislature made significant changes to Oregon Revised Statutes regarding sexual harassment, sexual conduct and sexual assault during the 2019 legislative session, including changes to the definition of sexual harassment as well as aspects of the reporting and investigation process. At the federal level, significant changes were made in 2020 to the definitions and reporting and investigation process under Title IX. OSBA recommends that districts delete any previous policy titled GBN/JBA and replace it with the new recommended version.

GBEA – Workplace Harassment

Senate Bill 479 (2019) instituted a requirement for all public employers to adopt policy prohibiting workplace harassment, defined as "conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or that constitutes conduct prohibited by ORS 659A.082 or 659A.112." This legislation requires new board policy and an AR to support implementation of this law.

RECOMMENDATION

The proposed revisions to these policies are presented for initial consideration and will come before the Board for approval at its next meeting in April.

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.

Identification – Talented and Gifted Students**

The district is committed to educational programs that recognize and service the unique needs of talented and/or intellectually gifted students. In order to serve academically talented and **intellectually** gifted (“TAG”) students in grades K-12, the **Board** **district** directs the superintendent **or designee** (after due consideration of the input of staff, parents and the community) to establish a written identification process.

This process shall include as a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and procedures and data used by the team to make the decision.
 1. ~~Behavioral, learning and/or performance information;~~
 2. ~~A nationally standardized, validated intellectual ability test for assistance in identifying intellectually gifted students;~~
 3. ~~A nationally standardized academic achievement test for assistance in identifying academically talented students or statewide assessments.~~

~~Identified students shall score at or above the 97th percentile on a nationally standardized test. The district shall identify other students who demonstrate the potential to perform at the eligibility criteria:~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern of preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified as TAG, the district shall inform the parents of the programs and services available to the student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL – Public Complaints and begin at Step 2 with the superintendent, or designee.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

~~A team shall make the final decisions on the identification of students using the information collected. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.~~

~~The district shall strive to identify all talented and/or intellectually gifted students.~~

~~The process also will provide for parent notification of and permission for testing, notification of decisions to parents and classroom teachers, and an appeals procedure.~~

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of ~~talented and gifted (TAG)~~ students identified as talented and gifted. Talented and gifted students ~~are those who have been identified as academically talented and/or intellectually gifted~~ demonstrate exceptional performance when compared to applicable development or learning progressions, with consideration given for variations in students' opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a ~~written identification~~ process for ~~identifying~~ identification of academically talented and ~~intellectually~~ gifted students K-12 (See Board policy IGBBA – Talented and Gifted Students – Identification**).

~~A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

The district will develop a written plan of instruction for talented and gifted students in accordance with law that:

1. Includes a statement of the district's policy on the education of the talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for the talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

¹ For the list of the complete requirements of the plan, see ORS 343.397(1).

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing, leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

Legal Reference(s):

[ORS 343.391 to -343.401](#)

[ORS 343.407 to -343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

[SB 486 \(2021\)](#)

Reimbursable Meals and Milk Programs

(National School Lunch Program, School Breakfast Program, Special Milk Program and other meal programs)

The district's nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
 - a. Non-pricing (serve SMP milk at no charge to all students);
 - b. Pricing programs without a free option (charge all students for SMP milk); or
 - c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household's application or direct certification from Supplemental Nutrition Assistance Programs (SNAP)).
2. Reimbursable meals and after-school snacks will be priced as a unit.
3. Reimbursable meals, milk and after-school snacks will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced-price meals and free milk.
4. Annually, the district will review prices for reimbursable student meals, milk and after-school snacks. The price charged to students who do not qualify for free or reduced-price meals or free milk will be reviewed annually by the district in compliance with state and federal laws.
5. The price charged to students who qualify for reduced price meals will be reviewed annually by the district in compliance with state and federal laws.
6. The district will offer SMP with the free option to students who are not able to participate in the district's lunch or breakfast programs.
7. The district will implement claiming alternative Provision 2 *at schools under its jurisdiction that meet federal, state, and district-identified criteria.*
8. The district will implement claiming alternative Community Eligibility ~~at qualified schools.~~ *at schools under its jurisdiction that meet federal, state, and district-identified criteria.*

Application Procedures

1. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals, and after-school

[snacks](#) or free milk, for the students listed on the official document. Districts must access this document at least three times per year.

2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will automatically be eligible for free meals, [and after-school snacks or free milk](#) for the students listed on the official documents.
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced-price meals. Households that are denied free or reduced-price benefits will be notified in writing ~~with~~ [using the ODE approved content template letter distributed to the district annually.](#)
4. On a case-by-case basis when a student is known to be eligible for free or reduced-price meal [or free milk](#) benefits, and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how ~~he/she~~ [they](#) know the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
5. Students who do not qualify for free or reduced-price meals [or free milk](#) are eligible to participate in the [Special Milk Program \(SMP\)](#), National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged "paid" prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district's [SMP](#), NSLP, SBP, Child and Adult Care Food Program (CACFP) or Summer Food Service Program (SFSP).
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced-price meals [or free milk](#) to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP, [SMP](#), SBP, CACFP or SFSP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.¹
4. District nutrition and food services revenues will not be used to purchase land or buildings.

¹ For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, [SMP, SBP](#), CACFP or SFSP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. [In the operation of its nutrition and food services program, the district will purchase food products where at least 50% of the ingredients 51% of the final processed product is produced or processed in the United States, whenever possible.](#)
11. [The district may use facilities, equipment and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.](#)

~~The Buy American Provision language to use in all product specifications, bid solicitations, requests for proposals (RFP's), contracts, purchase orders, and other procurement documents is as follows:~~

- ~~a. As required by the Buy American Provision, all products must be of domestic origin as required by 7 CFR Part 210.21(d). (210.21(d) is the Buy American Provision)~~
- ~~b. The district participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practical, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR Part 210.21(d).~~
- ~~c. Exceptions to the Buy American Provision should be used as a last resort; however, an alternative or exception may be approved upon request.~~

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of his/her eligibility for free or reduced-price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, gender identity, parental status, religion, age or disability.

3. The district will ensure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP, [SMP](#), SBP, CACFP or SFSP benefits and services, and employment practices with regard to the operation of its NSLP, [SMP](#), SBP, CACFP or SFSP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced-price meals or free milk or direct certification, including students' eligibility for free or reduced-price meals and all household information. The district's NSLP, SMP, SBP, CACFP or SFSP operators are not required to release any information from a student's confidential application for free or reduced-price meal [or free milk](#). No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, [SMP](#), SBP, CACFP, SFSP or SNAP;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, [SMP](#), SBP, CACFP, SFSP and the Special Supplemental Nutrition Program for Woman, Infants and Children (WIC); the Comptroller General of the United States for Audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

Nutrition and Menu Planning

1. Meals and after-school meals served for reimbursement will meet the nutrition standards established by the USDA and Oregon Smart Snacks Standards.
2. Meals [and after-school snacks](#) served for reimbursement will meet at least the minimum NSLP, SBP, CACFP and SFSP requirements for food items and quantities.
3. Meals served for reimbursement will: ~~meet or exceed USDA meal standards:~~
 - a. Meet all calorie range requirements by grade level;
 - b. Meet the maximum standards set for saturated fat;
 - c. Meet the maximum standards set for sodium by grade level; and
 - d. Meet the requirement for zero grams of trans fats.

4. The district will use the offer versus serve option when serving NSLP lunches to ~~all~~ [high school](#) students. [High school](#) students must take a least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to ~~all~~ [high school](#) students. [High School](#) Students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. [The district will use the offer versus serve option when serving program lunches to students below high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.](#)
7. [The district will use the offer versus serve option when serving program breakfasts to students below high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.](#)
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

Use and Control of USDA Foods

1. The district will accept and use USDA foods in as large a quantity as may be efficiently utilized in the NSLP, SBP, SFSP ~~and CACFP after school meals.~~
2. The district will maintain necessary safeguards to prevent theft or spoilage of USDA Foods.
3. The value of USDA Foods used for any food production other than NSLP, SBP SFSP, or after-school ~~meals~~ [snacks](#) shall be replaced in the food service inventory.

Accuracy of Reimbursement Claims

1. The district will claim reimbursement only for reimbursable meals, [milk](#) and after-school meals served to eligible children.
2. All meals, [milk](#) and after-school ~~meals~~ [snacks](#) claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal and after-school ~~meals~~ [snack and milk](#) meets NSLP, SBP, CACFP and SFSP requirements for reimbursement.
3. The person responsible for ~~determining reimbursement of meals and after-school meals~~ [if the meals and after-school snacks are](#) reimbursable will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal, after-school [snack](#) ~~meal and~~ or milk counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

Food Safety and Sanitation Inspections

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

General USDA NSLP/SBP/SMP Requirements

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability² that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The district will ~~follow Oregon Smart Snacks Standards rules relating to~~ control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.

7. The district will notify all households and appropriate staff of its meal charge requirements³ at the beginning of each school year, upon enrollment of a student or the transfer of a student. The meal charging requirements will be posted on the district website. Further:

- a. Regardless of the ability to pay, a student shall be provided with a reimbursable meal upon request.
- b. Parents or guardians may set charging limits for their student. Charging limits can be submitted, in writing, to the school or by contacting the Nutrition Services Office.
- c. Communications regarding details of past-due amounts, monies needed to pay for meals, or negative balances of accounts are to be directed to the parent or guardian of the student and not to the student.

² To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

³ Federal law requires the district to publish meal charging requirements. The district's charging requirements must identify how and when the information about account balances is communicated to staff, students and parents, and what collection methods will be used on delinquent balances.

d. Parents or guardians are encouraged to contact the Nutrition Services Office regarding free or reduced-price meals when they are contacted about negative account balances. The district will assist interested parents and guardians in filling out the application, if appropriate.

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

7. Students will be charged for second servings of meals or portions of meals served.

- ~~Every BSD Student is eligible for a meal at school. A "Meal" meets the requirements of a reimbursable USDA meal. This reimbursable meal consists of at least (3) components from the (5) following food groups; Meat/Meat Alternate, Grain, Vegetable, Fruit and Fluid Milk. A student must take a minimum of (3) components from the (5) options, and one of the components must be at least ½ cup of fruit or vegetable. Students who are without funds will be allowed to charge meals, unless the student's parent or guardian has provided written permission to withhold a meal from the student to reduce the amount of that student's debt.~~
- ~~BSD will not publicly identify a student who cannot pay for a meal because of a negative balance. We will provide a student their balance only if they inquire.~~
- ~~Students will not be allowed to charge a la carte menu items. (This includes milk.)~~
- ~~BSD may pursue payment through a collection agency service if payment is not received in a reasonable time frame.~~

NOTE: ~~Adults who are not students (parents, volunteers, visitors, etc.) will not be allowed to charge meals. Adults are not allowed to accumulate a negative balance.~~

~~Procedures For Notifying Parent of Account Balances~~

~~Balance Notification Methods:~~

- ~~Parents/Guardians/Students can inquire directly with the cafeteria staff about their account balances.~~
- ~~Parents/Guardians/Students can see their students' balance, create alerts and use the auto-pay feature by signing up for a free SchoolCafé account.~~

~~Negative Balance Notification Methods:~~

~~Parents and guardians may choose to be notified about a student's negative balance and the need to bring payment for future meal service. There are several options for notification:~~

- ~~A note to the parent or guardian can be sent home with the student.~~
- ~~A phone call may be made from the Nutrition Services (NS) department. NS will make at least two attempts to contact the student's parent or guardian, suggesting payment options and recommending that the parent or guardian fill out a meal benefits application. This will help to determine if the student is eligible for free or reduced price meals.~~
- ~~An automated phone call or email may be generated by the school district's "School Messenger" system.~~

Record Keeping

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s). until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced-price meals or free milk, all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition facts labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Nonprogram Foods; and
8. Internal program monitoring documents for NSLP, SBP after-school **meals** [snacks](#), CACFP and SFSP.

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.²

¹

² {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). If the district would like to include the full statutory definition, it can do so.}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the building principal or assistant principal, compliance officer, District Title IX Coordinator, or Superintendent. Contact information for those individuals can be found on the district's website.

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information.

Response

Any staff member who becomes aware of behavior that may violate this policy shall report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, assistant principal, compliance officer, Title IX Coordinator or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated.

The District utilizes a preponderance of the evidence standard of proof. This means that the District will consider whether the evidence gathered through the investigation process determines that the alleged complaint is more likely than not to have occurred.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The superintendent or designee will identify a Title IX Coordinator for the District. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed⁶. The district shall treat complainants and respondents equitably by providing supportive measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator] shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

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 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Workplace Harassment

All district work environments should be free from any form of harassment, including sexual harassment. All district employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off district premises.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation. The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s)

[ORS 174.100](#)

[ORS 243.317 - 243.323](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.082](#)

[ORS 659A.112](#)

[ORS 659A.370](#)

[ORS 659A.820](#)

[ORS 659A.875](#)

[ORS 659A.885](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

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 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

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 | 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

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



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| Indicator | Key Question | Pg |
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| 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 data-bbox="313 296 1300 327">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="313 338 1430 640" style="list-style-type: none"> <li data-bbox="313 338 1430 447">• 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="313 457 1430 527">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="313 537 1430 640">• 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 data-bbox="313 653 732 684">How well are students learning?</p> <ul data-bbox="313 695 1419 953" style="list-style-type: none"> <li data-bbox="313 695 1419 877">• 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="313 888 1419 953">• The school monitors student progress using a variety of assessments that also inform instructional decisions. |
| 3 | <p data-bbox="313 968 1435 999">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 1010 1446 1396" style="list-style-type: none"> <li data-bbox="313 1010 1446 1079">• 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 1089 1446 1159">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="313 1169 1446 1239">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="313 1249 1446 1396">• 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 data-bbox="313 1409 1040 1440">To what extent is the school on sound financial footing?</p> <ul data-bbox="313 1451 1443 1753" style="list-style-type: none"> <li data-bbox="313 1451 1443 1520">• 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. <li data-bbox="313 1530 1443 1562">• HCCS had net income of \$321,850 or 8% of total expenses for 2021-22. <li data-bbox="313 1572 1443 1642">• 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. <li data-bbox="313 1652 1443 1753">• 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="318 222 1451 260">How well are students learning?</p> <ul data-bbox="318 270 1451 516" style="list-style-type: none"> <li data-bbox="318 270 1451 449">• 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="318 459 1451 516">• 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;

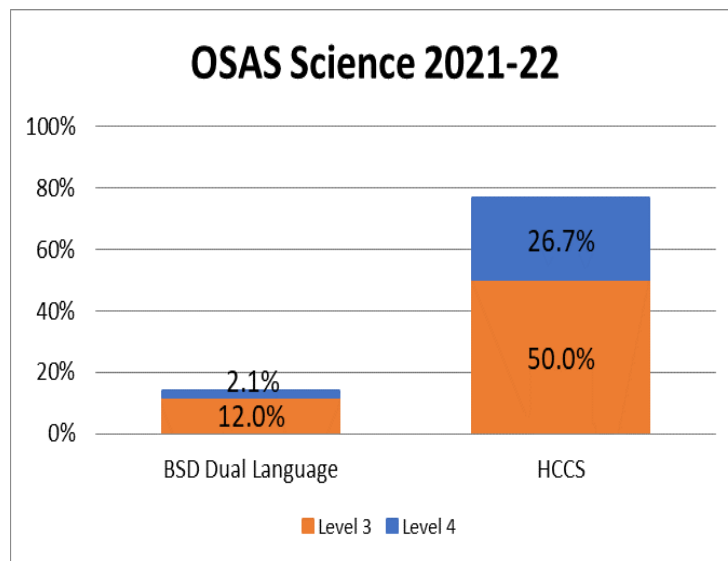
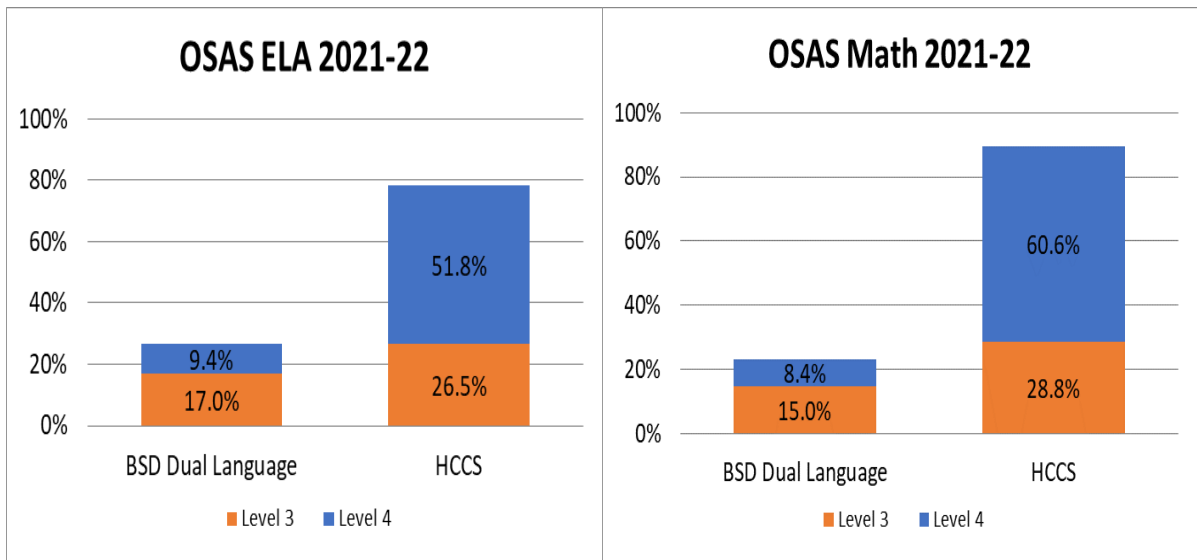
5.6.3 Administering to each second-, third-, and fourth-grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) or such other assessment as may be approved in writing by the District;

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="315 254 1435 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="315 296 1459 684" style="list-style-type: none"> <li data-bbox="315 296 1409 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="315 373 1386 451">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="315 451 1370 529">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="315 529 1459 684">• 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.

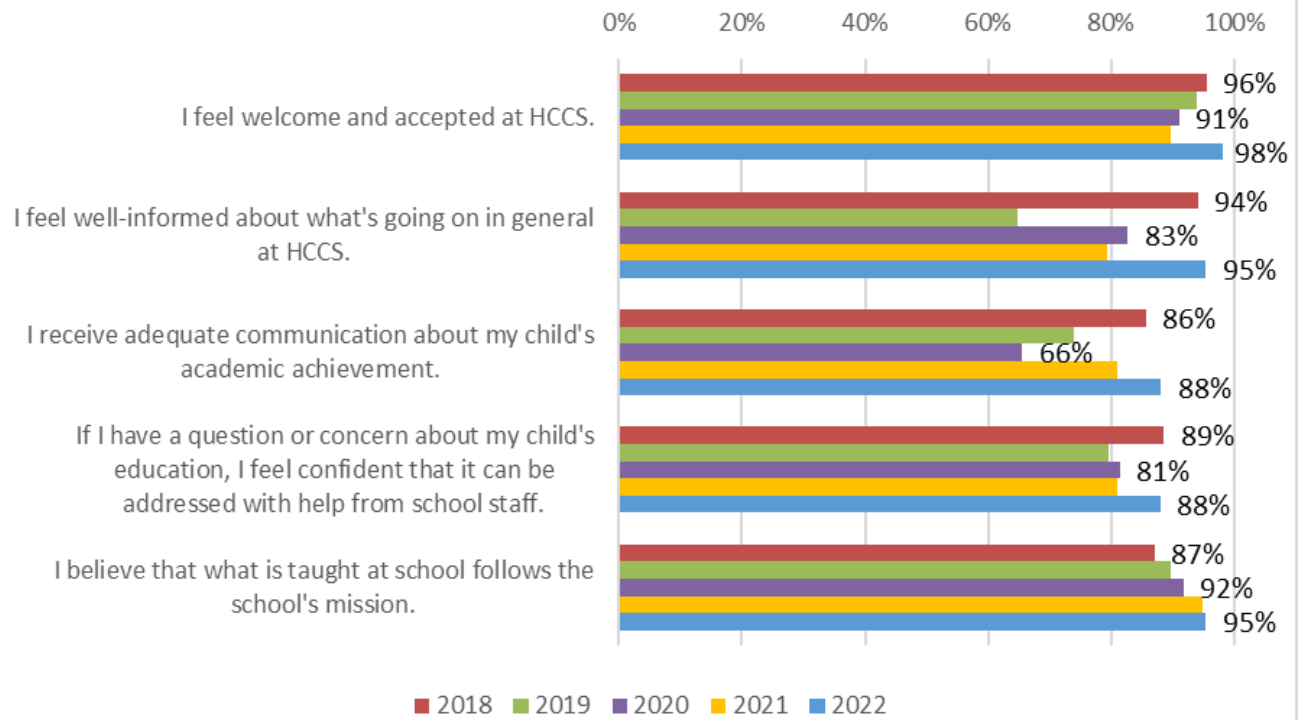
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

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%. |

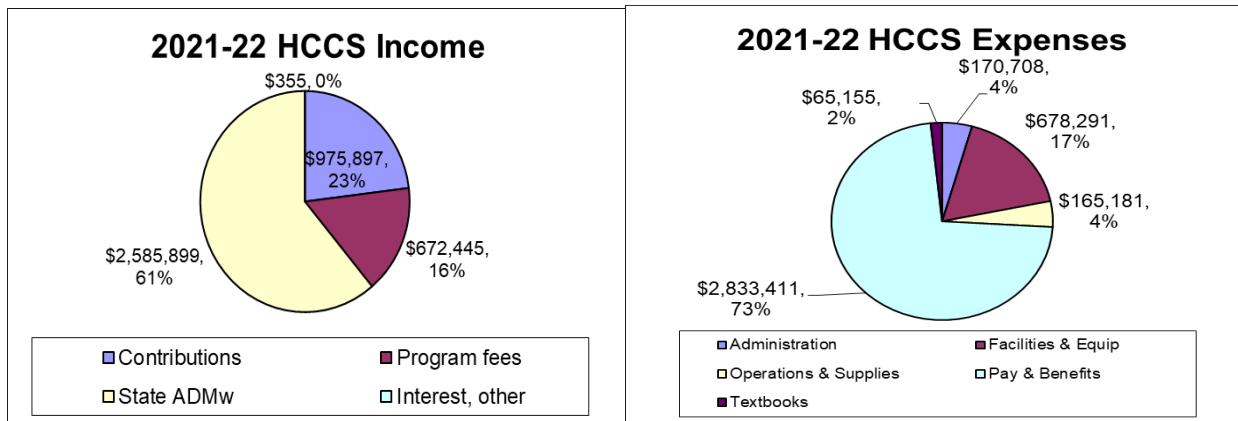
Charter Requirements

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.

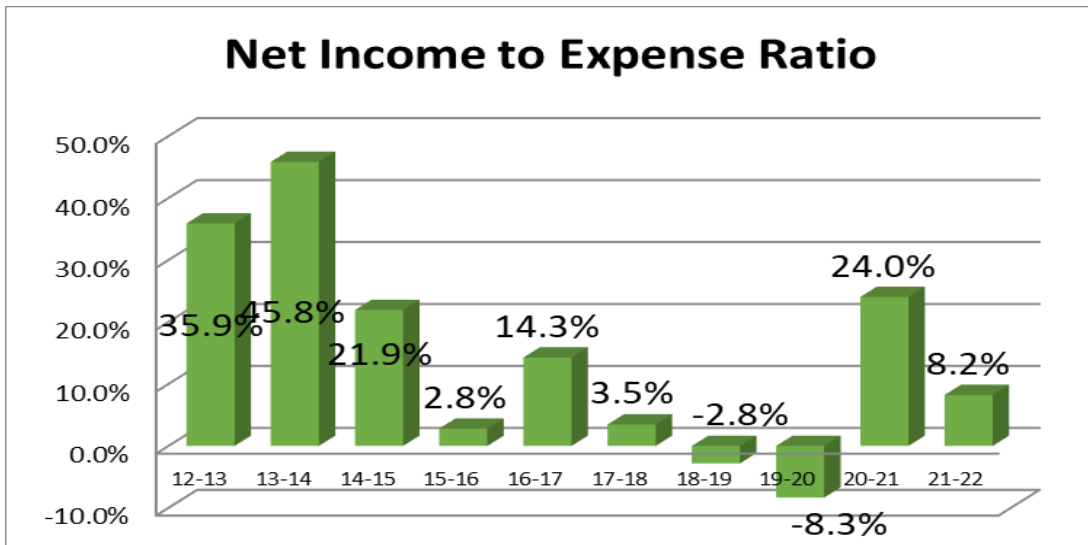
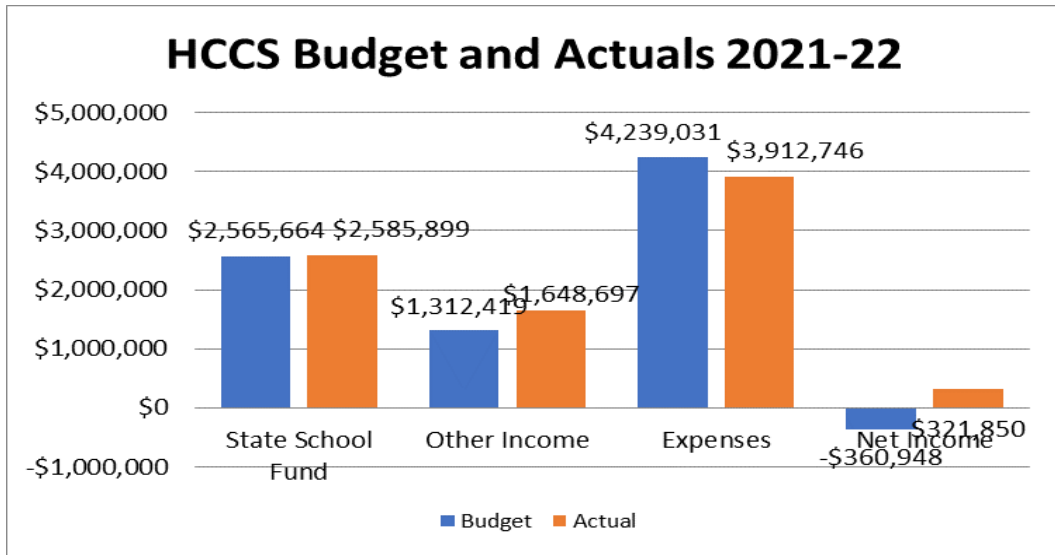
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

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% |

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

Beaverton School District
16550 SW Merlo Road
Beaverton, OR 97003

School District Contact

Jon Bridges, Ed.D., Administrator for Accountability
jon_bridges@beaverton.k12.or.us

Evaluator

Victoria Lukich, Ed.D.
vickilukich@gmail.com

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 though 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 | | |
|---|-------------------------------------|---|
| <p>Measure 8a. Is the school complying with applicable governance requirements?</p> <p><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></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 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. |
| <p>Measure 8b. Is the school holding its administration accountable?</p> <p><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></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 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. |
| <p>Measure 8c. Is the school complying with reporting requirements?</p> <p><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></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 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: 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 pertaining to teacher evaluation.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Approaches standard: The school presents a material concern in one of the criteria pertaining to teacher evaluation.</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 pertaining to teacher evaluation.</i> |

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's 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

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Jennifer Dai Chen, Secretary

Michael Watson, Treasurer

Rob Barry

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Stephen Pham

Calvin Tchiang

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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.

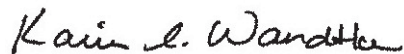
Other Information

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:

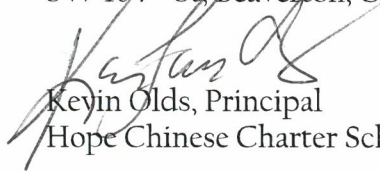
| Change in Net Position | Governmental Activities | | |
|--|----------------------------|------------------|-------------------|
| | Fiscal year ended June 30, | | |
| Revenues: | 2022 | 2021 | Change |
| State School Fund | \$ 2,585,899 | \$ 2,525,881 | \$ 60,018 |
| Other government funding | 443,140 | 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 | <u>3,346,633</u> |
| | |
| 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 | <u>3,306,613</u> |
| | |
| 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 | <u>\$ 257,801</u> |

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



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

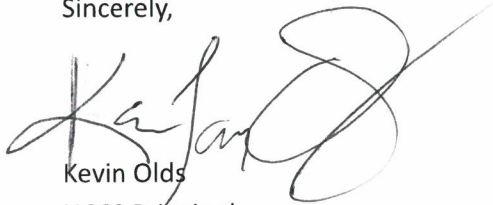
HCCS has reached the physical capacity of its current building and added a portable for this school year. We are exploring building options and determining the best path to maintain financial sustainability, and therefore we anticipate that during the next charter term we will continue to grow our enrollment 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,



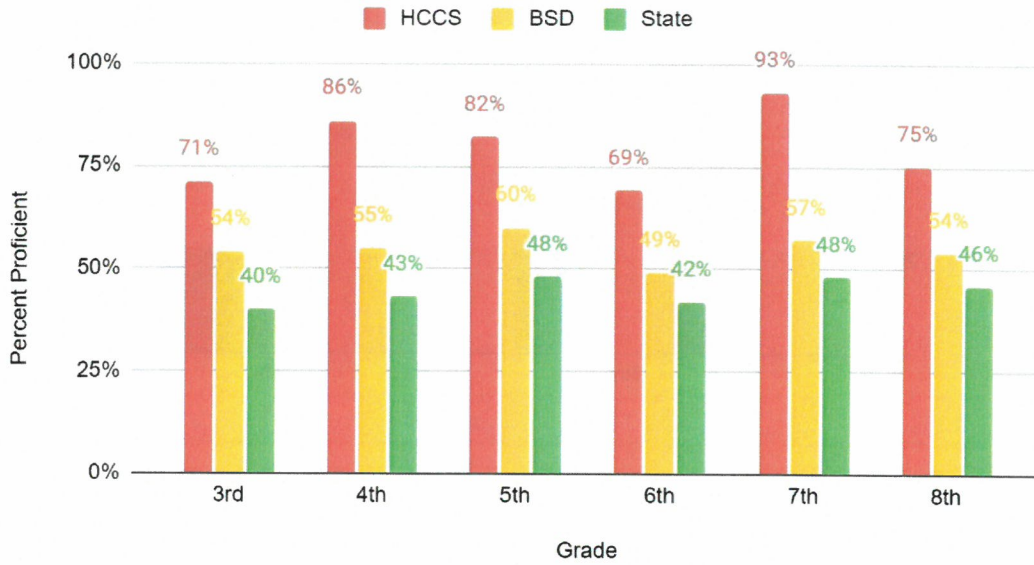
Kevin Olds
HCCS Principal



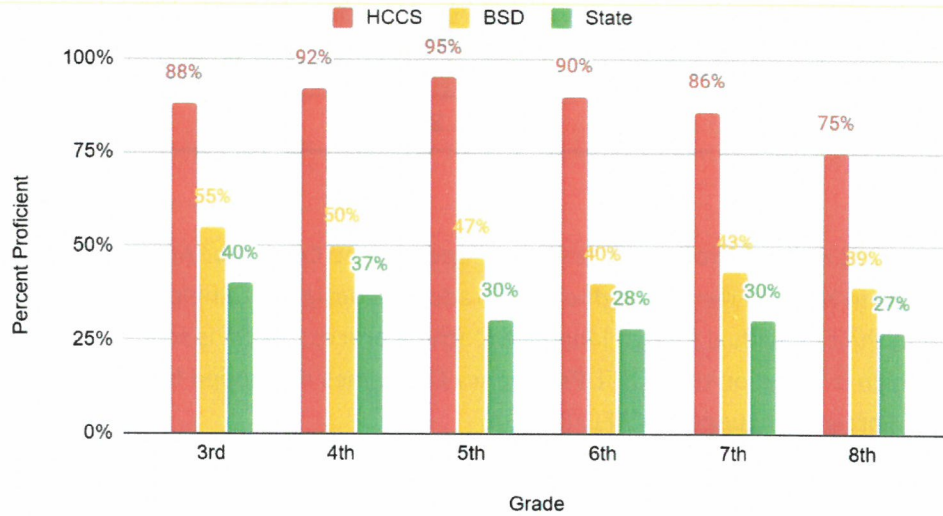
Michael Herring
HCCS Board Chair

Exhibit A - Hope Chinese Charter School Academic Performance

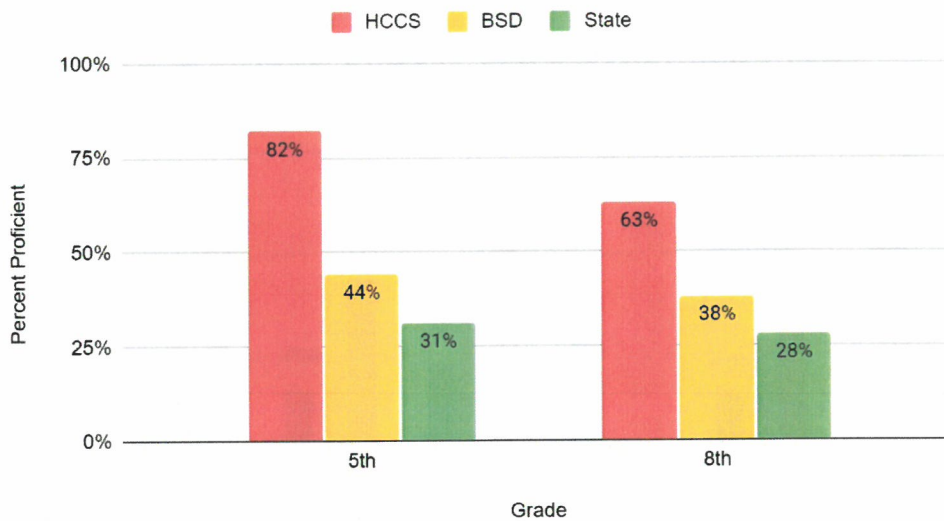
ELA Summative State Testing Scores 2021-22



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 \(FAQ\)](#)



ITEM FOR ACTION**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) 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.

Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. 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 chapter 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, contingent upon the successful negotiation of a charter contract.

**ITEM FOR ACTION****ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE****BACKGROUND**

In 2022 the Oregon Department of Education combined six grant programs into one planning, application and funding process 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” for “Aligning for Student Success.” 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)

On March 13 the board will receive an update on community input received since the February 27 board meeting, and take action on approval of the the district’s proposed Aligning for Student Success Plan so the district will continue to receive funding from the Student Investment Account, High School Success, and other integrated grants over the next four school years (2023–24 through 2026–27).

RECOMMENDATION

It is recommended that the board approve the district’s Integrated Guidance: Aligning for Student Success Plan as proposed.



Needs Assessment Summary

The district's Needs Assessment included community engagement (students, families, staff and the larger Beaverton community) and a review of disaggregated student data. The goal of the Needs Assessment was to explore trends related to student learning through the lenses of; equity, engaged community, provision of a well-rounded education, and strengthening systems and capacity.

The district's Integrated Guidance team used a variety of tools including graduation and dropout rates, Smarter Balanced Assessment (SBAC) data regarding students' mastery of state standards in English Language Arts, Mathematics, Science, English Language Proficiency Assessment (ELPA) data regarding students' English language proficiency, the Oregon Accelerated Learning and CTE dashboards, chronic absenteeism data, and data from the Oregon Student Health Survey along with the district's own annual student survey, in tandem with community engagement feedback gathered through a comprehensive Strategic Planning process. Additionally input was also sought through Superintendent Coffee Chats and Listening Sessions, student interviews, surveys (student, parent, district staff, and community partner), Multilingual Parent events, and the online BSDengage platform.

Feedback from engagement events was paired with student data to identify themes that were then summarized into outcomes, strategies, and activities. The Needs Assessment process helped to identify areas of progress since the initial implementation of the Student Investment Account (SIA). In particular, district graduation rates for 2021-2022 in both the four-year and five-year cohorts remain well above state averages with 9th graders who entered high school in 2017-2018 graduating within four years at 89.1 % and within five years at 90.4%, in comparison to the statewide averages of 81.3% for four years and 83.8% for five years. Further, while the four-year cohort graduation rate for 2021-2022 rose by less than a percentage point from the 2020-2021 all-time high; when compared to the 2018-19 (pre-pandemic) school year, all student groups with the exception of Multiracial students have had higher on-time graduation rates. Overall, data suggests a closing of the achievement gap across focal groups. Additionally, while only one-third of Oregon students took an accelerated course such as AP, Dual Credit, or IB between 2017-2021 46% of all BSD students took at least one or more courses.

Opportunities for growth. The district's dropout rate for 2021-2022 was 1.7%, evidence that not all district students are experiencing success. Furthermore, while 78% of students

participated in at least one Career Technical Education (CTE) course this is below the state average of 79% and well below the averages of our surrounding districts. Also there continues to be disparities among student groups, particularly in regards to gender, race/ethnicity, and IEP status in the district's CTE courses. Additionally, in 2021-2022 only 53.4% of third grade students participating in the SBAC assessment scored as meeting or exceeding the state benchmark for English Language Arts, down from 62.6% in 2017-2018 and for students from economically disadvantaged households, English Language Learners, Migrant Education, or experiencing a disability, the rate was even lower. Data that helps to inform equity-based decision making and resource allocation within the district.

Plan Summary

Investments within the plan are designed to support each and every student within the Beaverton School District. As a part of the plan, the following areas were identified as high-priority needs:

1. Graduation rates
2. Students having a sense of belonging within their school
3. Academic and Behavioral support needs
4. Increased accelerated learning opportunities
5. Enhance and expand school to career pathways

We expect to see the following outcomes:

1. Increased 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. Full implementation of a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.
4. All students provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated learning opportunities for students in every focal and demographic group.
5. An increase in the number of students prepared for postsecondary success through participation in CTE courses with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

Processes that will be used to monitor the plan:

1. Review State and district graduation data
2. Review OSAS English Language Arts & Mathematics data
3. Review Regular Attendance Report
4. Review Oregon Accelerated Learning Dashboard
5. Review Oregon CTE Participation Explorer Dashboard

Strategies to support outcomes and address needs:

1. Reduce class sizes to close the opportunity and achievement gap
2. Continue 9th Grade Success Teams at all High Schools
3. Mentoring and support of High School students who are not on-track for graduation within four-years.
4. Offer Credit Recovery options though high schools as well as online opportunities.
5. Implement culturally responsive pedagogy and curriculum for equitable learning outcomes for all students.
6. Create school communities focused upon equity and inclusive practices.
7. Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion.
8. Create opportunities for families to connect and engage.
9. Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through recruitment, hiring, and mentoring.
10. Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional.
11. Provide equitable access to academic support and interventions.
12. Provide equitable access to behavioral, health, and wellness supports.
13. Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses.
14. Expand Dual Language programs to increase access to students districtwide.
15. 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.
16. Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD.
17. Provide training and support to HS Counselors on marketing CTE programs and recruiting students into CTE courses and Pathways.
18. 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.

Equity Advanced

1. What strengths do you see in your district or school in terms of equity and access?

While equity has been one of our four core pillars for many years, in recent years it has become the foundation of our actions in service to our students, families and community. Our systemic mindset and resulting actions have shifted from equity being a pillar on par with the other

three—Excellence, Collaboration and Innovation—to Equity being the foundation on which all of our actions are based. This can be seen in our enhancement and expansion of early learning and pre-K programs and in our constant review of purpose, accessibility and engagement in our Options Programs, Dual Credit, AP and IB secondary programs, all of which are done as a means of ensuring access, opportunity and advancement for all students. We are also in the midst of many equity-focused endeavors including:

- The development and implementation of a district-wide professional learning and collaboration series of expected engagements.
- Mentoring partnerships for current and new staff who identify as BIPOC as part of our retention and recruitment efforts.

2. What needs were identified in your district or school in terms of equity and access?

District data continues to show disproportionate impacts on students of color, specifically students who identify as Black and African American, Latino/a/e/x, Native Hawaiian and Pacific Islander, and Native American and Alaska Native. Such impacts are visible in data related to graduation, discipline, special education identification, and enrollment in Options, Dual Credit, AP, and IB programs. One specific area of need on which we're currently focusing is the implementation of an accessible reporting mechanism for bias incidents in accordance with the Oregon Department of Education's Every Student Belongs measure (HB 2697). In order to ensure that students have a means of reporting incidents of bias, we are working systemwide to ensure a reporting and response protocol that will help us better document and track data related to bias incidents that may be a factor in the equity gaps named above.

3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Equity Lens Questions:

- 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 close or widen the access, opportunity and expectation gaps?

4. Describe how you used this tool in your planning.

The Beaverton School District uses the Equity Lens questions in consideration of actions and decisions that will directly and indirectly impact students' learning and experiences within district schools. Continually striving to use the questions develops an equity-mindedness amongst district staff, offers important reminders and opportunities to practice inclusion of diverse and underrepresented voices, and guidance in analyzing the impacts of decisions in terms of their potential benefits and burdens on specific students, families, community members and staff as well as their potential to close or widen existing equity gaps in access,

opportunity, advancement and/or representation. Finally, the questions help ensure that the district actions are in keeping with the intent of the [BSD Educational Equity Policy \(JBB\)](#).

5. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Reduced class sizes will allow for increased learning opportunities and more focused attention within classrooms at all grade levels. Additionally, full implementation of a Multi-Tiered Systems of Support (MTSS) dually focused upon academics and behavior/mental health will help to create a more robust system of interventions which will not only lead to improved academic achievement for focal students, but will increase academic achievement and success for all students within the district, as will access to Academic Coaches, Student Success Coaches, Student Support Specialists, and Graduation Mentors. Further, by investing in 9th Grade Success Teams at every High School within the district, along with increased options for credit recovery both at comprehensive High Schools as well as the district's FLEX Credit Recovery program, it is anticipated that a greater number of students will find academic success and graduate within four years. Additionally with significant investments in CTE programs of study and college and career readiness, it is believed that the investments will serve students in securing high wage high demand careers and/or access to higher education opportunities post high school graduation.

6. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

There are many potential barriers and risks to meeting the needs of the district's focal students in order to meet the Longitudinal Performance Growth Targets. One potential risk is not being able to effectively recruit, hire, and maintain highly qualified staff members in the positions identified as part of this plan. It is hoped that by having an HR Equity Talent Acquisition Administrator that these barriers will be reduced. Another potential barrier is the fact that the Beaverton School District is continuing to experience a decline in enrollment which creates a budget shortfall, creating reduced funding at the general fund level which will ultimately impact all district students and potentially have impact upon the success of the district's Longitudinal Performance Growth Targets.

7. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Students experiencing homelessness in the Beaverton School District have access to all the activities that housed students have. In an effort to ensure students experiencing homelessness have equal access to opportunities, the Beaverton School District has leveraged both general fund and grant funds to pay for registration fees for extra curricular activities, test fees, and

other needs of the student to be able to participate fully in education and enhancement opportunities. In order to protect the status of students experiencing homelessness, the district has developed a database to track the students, but access to this information is limited to individuals in the school on a need to know basis and is only shared through the district homeless liaisons.

CTE Focus

8. What strengths do you see in your CTE Programs of Study in terms of equity and access?

Participant data indicates Career Technical Education (CTE) is becoming increasingly diverse and is reaching more focal students than ever before. The number of CTE students who fall into the following categories—English Language Learner (ELL) or former ELL, economically disadvantaged, ever received an IEP, and identify as non-white—has steadily increased from 2015 through 2020. Unfortunately, in the 2020–2021 academic year, all four of these categories plateaued as a result of COVID and the shift that occurred to Comprehensive Distance Learning. However, the district strives to regain an upward trend in enrollment of focal students now that learning has returned to in-person instruction.

Thirty-three programs of study are offered throughout the district, providing students with a wide array of CTE courses. Of those thirty-three programs, CTE provides five half-day programs that are open to all students in the district with transportation provided. Thirty-two of these programs offer one or more work-based learning experiences. By strengthening student connections with business leaders, the intention is to transform the educational experience and better bridge the school to work partnership.

District CTE programs excel in integrating software and equipment from industry. Teachers participate in conferences and advisory board meetings, which together serve to direct program development and ensure that CTE programs are up-to-date and fulfill job market expectations.

To find out how programs can be made more equitable and accessible for CTE students, CTE regularly solicits feedback from CTE students, instructors, counselors, administrators, and industry partners.

9. What needs were identified in your CTE Programs of Study in terms of equity and access?

Although CTE is seeing an increase in diversity among participants, demographics of most CTE programs are not in alignment with school demographics, often with an underrepresentation of students who are on an IEP, identify as non-white, or are economically disadvantaged. There is an identified need to offer professional and curriculum development opportunities that focus on supporting each focal group. Additionally, there is a need to raise awareness of CTE programs in all middle and high schools.

Conflicts with schedules were identified as the main barrier to CTE admission in focus groups with counselors. The types of credits required for freshmen and sophomores restrict the number of students who can sign up for CTE courses. It is essential to reassess the prerequisite courses for freshman and sophomore years.

There is an opportunity to add more programs of study at each school to increase accessibility of CTE programs. Half-day programs can be challenging to enroll in due to scheduling difficulties and transportation issues, according to focus groups.

A recurring theme in the feedback was the requirement for equipment that is interactive, practical, and applicable to industry. Five female students who are enrolled in Aloha Construction said that the courses' hands-on approach complemented their learning styles. When a student from Agriculture stated, "I have ADHD so this class is incredibly useful to me because it is hands-on and I can move around as I learn," they reiterated this assertion.

10. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

CTE courses are listed in the online academic planning guides of every high school. Language translations of the guides are available. Additionally, the CTE team has developed interactive planning guides with videos for each of its programs and a link that allows users to let a counselor know which program they are interested in. As course selection approaches, schools plan promotional initiatives and host CTE tours and events for students. Administrators, counselors, AVID specialists, and special education instructors are all invited to CTE meetings to learn more about the CTE programs that are offered to students.

The district's community involvement team and CTE work together to promote CTE programs on Facebook, which has a following of approximately 19,000 people. 16 social media posts highlighting CTE were published by the district on the district's Facebook page. A total of 79,055 impressions, 1,382 reactions, and 660 clicks were recorded for the postings. This social media presence helps to recruit from a wider base of students. Additionally, the district's CTE team partners with the Family Migrant Education program for CTE Family Night. Staff members translate all information as they showcase the types of CTE programs available. Families choose the CTE programs they're interested in, and BSD helps the student enroll in those programs.

11. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

The district introduced a course fee replacement program for all CTE programs. The program eliminates all student course fees that were historically required for participation, allowing every student in the district access to CTE courses regardless of economic status.

Additionally, CTE half-day programs previously required a written application, creating a barrier to entry for some students. The requirement for applications has been removed, allowing students to course select for half-day programs through their school's standard forecasting form resulting in an increase in the number and diversity of students entering the district's lottery program.

Other efforts to ensure equal access include;

1. Conducting focus groups and distributing surveys to all focal groups. Decisions are made at the district and school levels based on the information received in order to support the initiative to offer CTE opportunities to all students
2. Working with CTE department heads and administrators several times a year to assess the development of CTE at each high school. Examining enrollment data for student focal groups is a regular part of meetings. Buildings regularly collaborate and look for ways to improve with the objective of growing enrollment within each focal group.
3. Remodeling or expansion of some CTE classrooms to offer a more adaptable learning environment for a range of students. Examples include expanding indoor learning spaces, adding outdoor learning spaces, and installing windows between classrooms to improve visibility and collaboration.

Well-Rounded Education

12. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

At elementary, in addition to the core academic curriculum offerings for language arts, mathematics, science, social science, all students receive social emotional learning, and have health, library, music, physical education, technology, and art literacy. Additionally, students have the option to attend dual language programs offered throughout the district.

The district's middle schools provide core academic curriculum offerings along with an array of electives including Advisory, AVID, band, choir, future lab/technology, Outdoor School, visual arts, and world languages. Students may also opt into a dual language program or several specialized options through the Options Lottery including; Arts and Communication Magnet Academy (ACMA), Beaverton Academy of Science and Engineering (BASE), International School of Beaverton (ISB), Rachel Carson School of Environmental Science, SUMMA for students qualifying for TAG, and the IB Middle Years Programme (MYP) at three of the district's middle schools.

High school offerings include the core academic curriculum along with electives such as AVID, performing arts - band, music theory, theater, visual arts, World Languages, AP, IB, Dual Credit courses, and over thirty career technical education offerings. The district also offers specialized options which students can apply to through the Options Lottery including; Arts and Communication Magnet Academy (ACMA), Beaverton Academy of Science and Engineering (BASE), Early College High School, Community School at the Merlo Station Campus, International School of Beaverton (ISB), Terra Nova Science and Sustainability High School.

All students (K-12) have access to the district's FLEX Online School for students/families that prefer an online learning option.

13. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

The following arts are offered as separate "stand alone" classes in the district:

Music K-12

- o General Music K-5
- o Band and Choir 6-12
- o Orchestra 6-12 (ACMA only)
- o Guitar, Piano, Theory, Instrumental Studio, Music Production 9-12 (Varies by HS)

Theatre 6-12

Visual Arts 6-12

Art Lit. K-8

Media Arts 6-12

Dance 6-12 (ACMA Only)

14. How do you ensure students have access to strong library programs?

The district has three licensed District Librarians that oversee and direct the Library Media Assistant positions at each of the district schools. The District Librarians curate and manage library collections and support the Library Media Assistants to work with classes of students to explore library collections and digital resources as well as checking out books.

District resources are provided to each school on a per pupil basis to support ordering new books and resources to keep libraries up to date and books in the hands of students.

15. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Elementary schedules are created at the district level and shared with schools to ensure all students have adequate time to eat, as well as for movement and play. Students have 20 minutes for lunch and 20 minutes for free play at recess. Students also participate in an average

of 90 minutes per week of Physical Education coupled with 10-15 minutes daily of Brain (movement) Breaks for a combined total of 150 minutes per week.

Schedules at the secondary level (middle school and high school) are similar for lunch time, but middle school students receive 180 minutes of Physical Education per week in addition to Brain (movement) Breaks. At the high school level only students who have not yet met the credit requirement for Physical Education are enrolled in a Physical Education class, although many after school sports and activities are available for students to participate in.

District students also participate in Marathon Kids through our partnership with Nike.

16. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

The Beaverton School District offers a range of STEAM courses above and beyond the core curriculum areas as a way to not only engage students and connect them with areas of interest, but to introduce them to potential career pathways. All students at the elementary level have science, visual and performing arts, and math within their regular school day. Additionally, the district has a comprehensive art literacy program at all elementary schools. At the middle school level students not only have science, visual and performing arts, and math but also have access to our Future Lab courses which is a cross-disciplinary STEAM program. District high schools offer even more opportunities in addition to a wide array of options and CTE programs that focus on the sciences, technology, engineering, and the arts. Further, the district's Curriculum, Instruction, and Assessment team has been working to incorporate the inquiry process into a variety of content areas including social sciences across K-12. This has been a specific focus of the most recent instructional materials adoptions in social science over the past couple of years.

17. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Each fall, elementary teachers are presented with a scope and sequence of learning and instruction for their grade level. The scope and sequence outlines the appropriate units for instruction. Within that scope and sequence are the necessary materials and resources needed by teachers to teach the state and national standards. Elementary teachers in Beaverton also have access to a district-created instructional website that provides access to instructional materials and slide decks that support best practices for each content area and provide teachers with the adopted resources and standards/learning targets.

Secondary teachers work with content area Teachers on Special Assignment (TOSAs) to ensure they have access to district adopted resources aligned to state and national standards. A district course committee works to ensure alignment of classes within our middle school and high school experiences. This ensures that students have access to all of the state and national standards to help them achieve post-high school success.

18. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Beaverton School District school administrators are tasked with evaluation and supervision of classroom instruction. Staff are observed both formally and informally and go through an annual professional goal setting process, based upon the CEL 5D+ Teacher Evaluation Rubric to support this work and ensure a focus upon intentional and engaging instructional practices that challenge each and every student. The 5D+ framework is a research-based tool that provides a shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum and pedagogy, and assessment for student learning and purpose, and thereby development of high-quality instructional practices.

19. How will you support, coordinate, and integrate early childhood education programs?

The district currently has 22 PreK classrooms in 11 schools, and 2 Preschool Promise classrooms at a twelfth site. The district is working with community partners at the Children’s Institute to align early learning practices from PreK through second grade. The goal is to create learning spaces and experiences that ensure children feel safe as well as see themselves as curious and authentic learners. The district plans to add 10 additional PreK classrooms over the course of the next 5 years.

In addition, the district’s early learning educators receive support from a district early learning team. Each spring and fall, early learning educators are invited to participate in a two-day Early Learning Conference. At this conference teachers have the opportunity to learn from colleagues in the field, as well as community early learning partners. Teachers also receive individualized coaching support from the early learning team. This team consists of early learning coaches that focus on the needs of K-2 classroom teachers and an early learning coach that focuses on the needs of the district’s Pre-K and Preschool Promise classrooms.

Additionally, In PreK, both teachers and paraeducators receive training weekly from various community partners including; Northwest Regional Education Service District, Matt Glover (author), Teaching Preschool Partners and the Children’s Institute.

20. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

All students in secondary schools receive education in Behavioral Health and Wellness, as part of our Social Emotional Learning which includes lessons on effective transitions and building support networks, through Advisory. The student transition from middle school to high school is further supported by having Behavioral Health & Wellness teams at middle schools share information with the high school team, summer school programs, and Link Crew teams. Transitions to postsecondary education are a key component of the counseling curriculum and high school students engage in exploratory learning that allows them to determine areas of interest and build a plan for postsecondary learning. All Beaverton secondary schools employ AVID as a strategy to support student college and career readiness and ensure that regardless of the paths students select, they are prepared to thrive.

21. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

All schools have intervention/pre-referral processes in place in order to implement additional support for students who are not making adequate progress. Teams implement interventions, collect data and repeat this process in order to determine whether students are able to make progress with more individualized support. If students are not making adequate progress even after being provided with interventions, they are referred to the building's Special Education team in order to determine whether there is a potential child find issue and whether an evaluation should be proposed. If the team proposes an evaluation and are given consent by the parent(s)/guardian(s), then the team follows the process of determining eligibility for Special Education, and creates an IEP for those students eligible under IDEA.

The Beaverton School District has hired a program specialist that specializes in analyzing student data for Career Technical Education (CTE) programs and retention rates among focal group students and is in the beginning stages of exploring targeted professional development and marketing strategies to recruit and retain students from every focal group.

When identifying academic and technical needs of students, CTE engages students in focus group discussions. CTE has conducted focus groups with counselors, AVID teachers, nontraditional CTE students, CTE teachers, and administration. The questions asked in the focus groups aim to determine how CTE is supporting students as well as opportunities for CTE to provide additional support in helping students succeed.

22. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Teachers differentiate instruction for students who show mastery of learning objectives. Differentiated instruction focuses on content, process, product, or learning environment. Modifications are guided by student readiness, interests, and learning profile. Strategies

include, but are not limited to the following: higher-level questioning, extensions, cluster/flexible grouping, independent study, curriculum compacting, independent projects, open-ended assignments, and single-subject acceleration.

CTE Focus

23. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

The following career experiences are provided in at least one CTE course: career awareness, career exploration, and advanced exploration (work-based learning). The district is concentrating on expanding the opportunities for work-based learning (WBL), going from one type of WBL in a program to various types of WBL offered across multiple classes. This ensures that all students enrolled in intermediate and advanced level classes have greater access to professional experiences.

At every high school, the Beaverton School District assigns one counselor and one administrator to support students in CTE programs. Counselors collaborate with the administrator to coordinate forecasting. Every school has a distinct approach to forecasting, including CTE activities, advisory lessons, and/or visits. Middle school counselors and administrators collaborate with the district CTE team to arrange “flydowns” to allow CTE programs to showcase their program to potential students.

The teacher and, frequently, the college of articulation provide academic assistance to students enrolled in CTE courses that offer dual credit. CTE teachers support students through the process of enrollment. Often, this is a student’s first experience earning dual credit.

The CTE team served on the Middle School Education Plan and Profile Cadre, specifically focused on developing the career education curriculum for Beaverton students. The cadre included various principals, counselors, Teachers on Special Assignment (TOSAs), and administrators. With this collaboration, middle school students were able to participate in career exploration opportunities and receive career guidance and academic counseling before enrolling in high school courses.

24. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

From 2015, there has been a steady increase in CTE participant enrollment of students who are English Language Learners (ELL) or former ELL, on free or reduced lunch, students eligible for support through Individualized Education Programs (IEPs) and non-white students. 2020-2021 proved to be a more challenging year with all four of these categories staying relatively stagnant

from the year prior. It is apparent that CTE programs are becoming more diverse, which will direct efforts to explore strategies for recruiting and retaining a diverse student population.

Students and families learn about CTE programs through academic planning guides, social media, word of mouth, forecasting events, and family nights. Two non-traditional students who were enrolled in Aloha Construction said in a focus group that they heard about the program during the building visits.

CTE redesigned the CTE section of the BSD website to create clearer information about the programs available to students. The website integrated more visuals and communicated entry points for students to better understand how to enter CTE programs. CTE is also focusing on creating more awareness of its programs in the hallways of each school. BSD CTE will collaborate with the creative team to design engaging advertisements.

Meanwhile, middle school students receive exposure to CTE programs by enrolling in a Future Lab course, an introductory pre-CTE course designed using the Paxton Patterson Curriculum. This class focuses on a hands-on approach allowing students to understand, experience, and enjoy CTE careers. All district eighth-graders have the option to take the course.

25. How are you providing equitable work-based learning experiences for students?

32 out of 33 programs actively incorporate work-based learning (WBL). Eight programs offer two types of WBL and three programs offer four types of WBL. WBL requirements were implemented in the district during the 2020-2021 school year, with the state's initial target of having 31% of senior concentrators complete WBL by the end of 2023. In 2021, BSD successfully completed WBL for 42.82% of senior concentrators, exceeding the three-year goal in the first year of reporting out on WBL.

To ensure equitable WBL experiences, BSD hired two additional TOSAs. The TOSAs support staff members in the development of WBL experiences. This may include designing the WBL experience or connecting the staff member with industry partners. The role of the TOSA is to also evaluate current WBL experiences to ensure they meet ODE requirements. BSD would like to see various types of WBL experiences occur throughout intermediate and advanced courses offered in a program. This will allow greater access to WBL experiences.

A priority is to ensure WBL experiences occur during the school day, reducing the barrier of time for students. In addition, some WBL experiences can be offered both in-person or virtually. This allows greater access to WBL with key industry partners, allowing students to collaborate with industry professionals regardless of the student's physical location.

CTE staff members attend various training sessions and one-on-one meetings with the BSD CTE team to better understand WBL and see how WBL can be integrated into a CTE classroom.

26. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Each program of study includes a combination of introductory, intermediate, and advanced CTE courses. As a student progresses in the program, they are given more opportunities to explore and interact with the CTE career in more depth.

Ten CTE programs offer Career and Technical Organizations (CTSO). There are twenty-one industry recognized credentials offered throughout various CTE programs within the district. WBL experiences are required and become more challenging and independent as the student progresses through the program of study. All three experiences provide students with rigorous learning opportunities that prepare them for postsecondary success.

CTE teachers take part in several forms of professional development, which enables them to discover new ways to improve the educational experience. Every conference requires CTE teachers to design a new lesson plan that reflects the knowledge gained from the professional development experience.

CTE programs collaborate with PCC and other colleges to offer students the opportunity to earn dual credits. Currently, 20 of the district's CTE teachers have agreements in place with PCC to provide dual-credit courses. ELL students, students ever on FRLP, students on an IEP, students who identify as Black, Hispanic, or a student of color are underrepresented in CTE dual credit enrollment with a stagnant trend from 2015 and a sharp decline in 2020-2021. Students who identify as multiracial or Asian are overrepresented in dual credit enrollment and are steadily increasing in both of these demographic categories.

27. What activities will you offer to students that will lead to self-sufficiency in identified careers?

Roughly one-third of CTE programs embed Career and Technical Organizations into their curriculum. A CTSO is created to give students leadership experience and help them prepare for careers in the field by offering them opportunities to apply what they have learned to real-world situations as well as interact with industry professionals. They are presented with engaging opportunities to learn more about the career field they are interested in.

CTE programs offer a total of twenty-one industry recognized credentials. These credentials are designed to provide students with an opportunity to demonstrate mastery of competent skills needed in each career field. The industry recognized credentials align with labor market

demand, allowing CTE students to enter into the workforce with the knowledge and skills required in specific industries.

Work-based learning experiences, specifically in advanced CTE courses, allow students to immerse themselves in a career setting in order to learn through work and learn at work. High-level WBL experiences focus on students independently learning from the industry in a controlled environment, giving students the skills to become self-sufficient beyond the classroom. With thirty-two programs implementing WBL, the goal is to increase the variety of experiences to give students the opportunity to interact, practice, and build on labor market skills.

Advisory boards also guide the development and progression of CTE programs by informing teachers about in-demand hard and soft skills needed within each industry. CTE teachers use this feedback to inform teaching practices, classroom design, and purchase equipment that will prepare students for the workforce.

28. How will you prepare CTE participants for non-traditional fields?

The Beaverton School District is continuing to improve non-traditional enrollment, the only performance indicator the district scored below the 90% level. BSD is currently holding focus groups with non-traditional students, meeting with counselors, and creating a marketing initiative to address the goal of increasing diversity among student enrollment in CTE classes. CTE teachers will participate in a professional development specifically focused on supporting students in non-traditional fields.

CTE courses strive to include engaging and experiential learning opportunities in every program of study. With hands-on activities, the integration of industry partners throughout the pathway, and the additions of industry level equipment and software, non-traditional and traditional students gain the knowledge and skills necessary for postsecondary success.

CTE programs meet twice a year with advisory boards to identify relevant hard and soft skills needed by applicants entering the field. CTE teachers use this information to guide curriculum development. The advisory board also disseminates information about the tools and technology they use in the field. This information directs grant expenditures.

Work-based learning, industry-recognized credentials, and CTSO experiences are all integrated into the CTE curriculum. With the help of industry partners, TOSAs and CTE teachers analyze IRCs once a year with the aim of expanding IRC possibilities when it is determined that more IRCs will help students as they prepare for the workforce.

CTE teachers meet once a year with PCC to collaborate and align curriculum. CTE teachers and TOSAs identify opportunities for articulation in order to prepare students for non-traditional fields.

29. Describe any new CTE Programs of Study to be developed.

CTE collaborates with high schools to analyze opportunities for new CTE programs. During the 2022-2023 school year, two schools expressed interest in having a high-wage and high-demand CTE program that offers students the opportunity for direct entry into the workforce post graduation. In addition, the schools desire a program that will attract a diverse set of students. CTE is currently exploring programs of study that match this need, relying on labor market data and focus groups to guide decision making.

Based on the information provided by the Regional Coordinator at PCC, there is an expected increase in job opportunities in both the electrical and plumbing career fields. Both career fields offer direct entry into the paid apprenticeship programs post graduation. Therefore, the district is currently collaborating with local industry partners to determine what types of courses, equipment, certifications, and curriculum is needed in order to support students in becoming competitive candidates for apprenticeship programs.

Engaged Community

30. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

In the last three years, the district has made great strides in increasing meaningful engagement with our parents/guardians and community members, primarily through the use of technology. In fall 2022, the district started using a communications platform called ParentSquare with all parents/guardians in the district. In addition to communicating information about community meetings and surveys, the tool allows for 2-way communication between parents and teacher/administrators in a parent’s preferred language. Over 98 percent of our parents use ParentSquare.

The district also made an investment in a new online engagement platform called Engage BSD where students, parents/guardians, staff and community members can weigh in on current projects like the bond and strategic plan. It utilizes discussion forums, polls, surveys and idea generation tools.

A key barrier to engagement is language. Historically the district has been challenged to reach non-English speaking parents and community members who may be less likely to use online platforms. To reach these stakeholders, the district’s Multilingual Department has assembled

representative groups, facilitated by interpreters, to build trust with these constituents. There has also been a need to encourage schools to do more in-person outreach, such as Family Nights, for non-English speaking families. Finally, as a district there is a need to continue to find creative and engaging ways to connect with all families. One such example is the recent addition of audio translation to engage the district's Dari/Farsi/Pashto community in a more culturally inclusive way.

31. What relationships and/or partnerships will you cultivate to improve future engagement?

Prior to the pandemic, each of the district's schools had community partnership teams. These teams were comprised of staff plus the schools' parent-teacher organizations, faith-based organizations, service groups and local businesses. However, because of the day-to-day demands of managing schools during the pandemic, some administrators let these relationships lapse.

This school year, there has been renewed efforts and emphasis on community partnership teams. Every school principal is expected and will be held accountable for nurturing these partnerships with support from a district-level Community Resource Coordinator. When community members are more involved in our schools, research suggests that they are more invested and more likely to engage with the district.

In addition, as part of the strategic planning process related to this application for the Integrated Guidance grants, there have been concerted efforts to include local government officials, civic leaders, nonprofit leaders and business owners in the actual work of developing a roadmap for the district. By envisioning the future with community partners, it is believed that community partners will be more inclined to continue their participation and support of the district's mission.

32. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

As mentioned above, the district has made a sizable investment in the engagement platform, Engage BSD. This is not a one-time expense but a yearly subscription that will need to be accounted for in the district's budget.

33. How do you ensure community members and partners experience a safe and welcoming educational environment?

The Beaverton School district strives to ensure community members and partners experience a safe and welcoming environment on each of our campuses. In fact, one of the core tenets of the vision that emerged from the community engagement and Strategic Planning work as part of the Integrated Guidance initiative was the development of a Vision of Excellence which begins

by stating, “In Beaverton School District we envision every student saying: I belong and I matter. I believe in myself and my community believes in me.” This focus upon creating a safe and welcoming educational environment where everyone belongs goes well beyond students to also include; families, community members, faculty and staff. The district is dedicated to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. To ensure all members of the community experience a safe and welcoming environment the district adheres to strict safety measures at all campuses, uses signage and displays in multiple languages and formats that highlight the assets of our diverse student and community population, and encourage community involvement through a variety of different ways.

Additionally, each year the district recognizes the tremendous efforts and generosity of volunteers and community partners through the district’s WE Awards. A community celebration is held to honor, celebrate and share the impact that the annual awardees have upon the lives of students, in hopes of inspiring others to join in and offer their support in collaboration with the district.

34. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

The Beaverton School District has two public charter schools located within the district’s boundaries; Arco Iris Spanish Immersion School and Hope Chinese Charter School. Both schools are public charter schools eligible to apply independently. A charter school that is eligible to apply independently is not required to do so and could still choose to join within the application of their sponsored district, if that sponsoring district is inviting all charters they sponsor to join the application. Both schools were invited to join the district’s application as well as partner on community engagement and needs assessment processes, but elected to apply independently.

**35. Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)**

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care

- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other State and local officials

**36. How were they engaged?
(Check all that apply)**

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations

- Partnering with business
- Other: Superintendent Listening Sessions & Superintendent Coffee Chats

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

37. Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

While there were many artifacts that could have been selected to showcase the wide variety of community engagement events that were conducted during the process of completing the district's Needs Assessment and developing a plan for use of the grant funds that are a part of ODE's Aligning for Student Success: Integrated Guidance Initiatives, these five artifacts were selected to highlight the wide variety of stakeholders that the district connected with over the course of the process, as well as some of the various types of engagement methods used to gain input.

38. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Students, families, community members and staff were asked to complete surveys that included short answers and Likert Scale responses which were available in English and Spanish. This included students with disabilities, emerging bilinguals, students and families of color, students navigating poverty, houseless and foster care, as well as students and families who identify as LGBTQ2SIA+. The surveys were used to gather input from students, families, staff, and the larger community on a broad scale, given that in a district the size of Beaverton it would not be possible to engage as many voices simply through face to face community forums. Additionally, it was felt that use of surveys allowed community members that may not be comfortable sharing in a face to face format an alternative format of engagement.

Another strategy used to engage focal groups included hosting of family events where families of students who are emerging bilingual students, including those with disabilities, of color, recent immigrants, and navigating poverty provided input in a focused group setting. Each of these events was hosted by a team of district staff that included native speakers of the language of the families invited to each focus group (eg., Arabic, Spanish, etc.) and was designed to specifically address not only the language needs of the families, but the specific cultural needs as well, as a way to more fully engage focal groups that haven't historically always been heard from.

These engagement examples fall under the category of “Consult”, on the Community Engagement spectrum.

39. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One example is, following the establishment of the district’s Vision of Excellence, Core Values, and theory of action work completed by the larger Strategic Planning group, district administrators, labor organization leadership and teachers were invited to spend an afternoon working in multiple teams of 30 - 35 people to identify research based strategies that would address areas that had been identified as needs. In addition to working with a local church who donated the use of their facilities for the day, along with securing substitutes for the teachers involved, and paying for an outside Strategic Planning consultant and providing extended pay for teachers to work beyond their regular work hours, this was a major undertaking on the part of the district, highlighting the district’s commitment to engaging as many voices in the process as possible.

A smaller scale example of strategies used to engage staff included hosting a series of advisory committee meetings with staff from one of the district programs that serves a large number of focal group students who have historically not experienced a high level of school engagement and success, as measured by discipline data and graduation rates. Through the series of meetings the committee that included teachers and administrators from a variety of roles were able to collaboratively identify strategies that were working, as well as areas that needed to be addressed for better success of students.

These engagement examples fall under the category of “Involve,” on the Community Engagement spectrum.

40. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The Beaverton School District has continued to experience a decline in enrollment since the start of the COVID-19 pandemic and demographic data shows a continued decline in birthrates and enrollment for several years to come. As a result, the district is facing a budget shortfall that is projected not only for next school year, but for several years to come. Therefore, the information learned through the community and staff engagement process was used to create a prioritized tiered budget.

The district planning team relied heavily on the themes from the community feedback to not only inform planning for current initiatives, but also to prioritize spending once the remaining one time ESSER dollars have been expended.

CTE Focus

41. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

CTE TOSAs collaborate closely with teachers to determine the types of work-based learning experiences within each program of study. To collaborate on the work-based learning experiences, TOSAs and teachers network with local industry partners after holding a preliminary meeting. Members of the advisory board are regularly called to discuss possible ways to support particular work-based learning experiences.

In addition, the Beaverton School District has a contract with Washington County Chamber, where they previously assisted with the creation of work-based learning experiences and facilitated the recruitment of industry partners to be involved in the experiences.

Lastly, Beaverton School District's CTE program is actively partnering with the district's risk management department to create internship agreements that are signed by involved industry partners. These Memorandums of Understanding (MOUs) creates clear communication between the school district and the community business partners.

Affirmation of Tribal Consultation

42. If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Tribal consultation was not required.

Strengthened Systems and Capacity

43. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

The Beaverton School District's Human Resource Department recruits staff via professional educator fairs, outreach to specialized professional associations such as the National

Association of Bilingual Educators (NABE), investment in grow-your-own pipeline programs and participation in regional networks dedicated to helping diversify the workforce. Efforts to recruit and retain educators and leaders representative of student focal groups include direct outreach to specialized professional associations, outreach to promising candidates, stipends for bilingual proficiency, affinity group support, dedicated affinity mentors, and pipeline programs specifically designed to support diverse staff.

The district onboards and supports new educators and leaders by dedicating time and resources to extended days of professional learning, and providing new employees with expert mentoring from full-release mentors. Additionally, the district provides ongoing professional learning embedded within eight non-student work days each school year, as well as opportunities for release time for additional learning and tuition reimbursement to encourage continuous learning.

44. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

District leaders work closely with the Human Resources team to ensure staff assignments maximize teacher expertise in supporting and meeting the diverse needs of students, including students of color and those experiencing poverty, learning English or who experience disabilities. Further, the district annually reviews the licensure of each and every staff member to ensure that teachers who are out-of-field are properly supported so that instruction is robust. In recent years, the district has used grant funding, as well as general fund dollars to provide extra support and professional learning for teachers new to the profession and/or those on emergency teaching licenses. Teachers new to a subject area or level may be assigned a teacher mentor to assist them in providing high quality instruction. All instructional leaders are regularly trained and supported in effective staff supervision including support scaffolds to ensure that performance gaps are closed and all teachers consistently provide high quality instruction.

45. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

In September 2020, the Beaverton School District implemented Behavioral Health and Wellness (BH&W) Teams at all schools within the district. Schools are required to provide quarterly school data to monitor how many students are accessing support through these teams. As an extension of this, In September 2022 the district implemented a scope and sequence at all secondary schools for Curricular Learning Enhancements. These enhancements include targeted lessons on Social Emotional Learning, Suicide Prevention, Sexual Abuse Prevention, Digital Citizenship, and Substance Use Prevention.

The district has eight Restorative Practice (RP) trainers. All BH&W team members are required to attend Restorative Practice training. RP training is offered throughout the school year to administrators and staff beginning in September 2022 and continuing throughout the year. Restorative Practices are now included in each School Success Framework when addressing areas behaviors that may result in disciplinary action. Additionally, the district works in collaboration with county partners (police, sheriff, DHS, Washington County Behavioral Health, juvenile justice department) on robust Student Threat and Sexual Incident Response Protocols, and the district has updated the Student and Family Handbook to take a restorative approach to behavioral and substance use incidents.

46. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

School leaders identify school and teacher needs using data to inform their annual School Learning Plan. Further, as part of the Aligning for Student Success: Integrated Guidance Initiatives the district has worked to engage as many community members as possible in identifying strengths and needs in its strategic planning process outlining the vision, mission and strategies that must be implemented to ensure all students meet high standards of academic and behavioral success. Professional learning for staff is designed around identified needs at the school level and in concert with the district's strategic plan. The strategic plan is the north star, a key driver of resources that cohere systems designed to produce expected outcomes for students as described in the district's vision for success. Budget allocations and continuous improvement planning all flow from this overarching plan of action so we are doing the work that results in the outcomes identified for all students, particularly those from focal groups.

47. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Administrators are the instructional leaders within their school site, providing supervision as well as expertise using the University of Washington's research based CEL 5D+ framework for coaching and feedback to their instructional staff on research-based instructional techniques and strategies. To support building administrators with this work the district's Teaching and Learning Department holds monthly Principal/Assistant Principal meetings one day per month where the focus is on professional development and support around instructional leadership.

48. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The district has implemented a software tool, Grade Guardian, that integrates with the district's learning management system, to identify students at risk of dropping out or failing courses. Students' performance, and habits as learners, are reviewed regularly across all courses in

which they are enrolled. That data is calculated and produces a single Risk Index Score for each student which aids school teams to quickly identify students that need the most immediate support. This "Daily Report Card " lists all courses, latest submissions, last time the course was accessed and missing assignments for each student – on one dashboard. Each school has a team that monitors Early Warning Systems data and staff referrals to determine the support needs of students. This team develops an action plan with a plan manager to progress monitor the effectiveness of interventions and make adjustments if necessary.

Additionally, interventions related to literacy for students in the early grades continue to be expanded. However, the district is still working to fully implement a Multi-tiered System of Supports that more fully addresses academic interventions across all grades K-12, in addition to behaviors, and to strengthen the data team at each of the district's schools. This is an area that has been addressed as part of this application with the hope to be able to add a Teacher on Special Assignment that helps to lead the work in developing a more robust MTSS system for Academic and Behavior, and to place Academic Coaches at schools across the district.

49. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

The district employs a variety of strategies to support successful and seamless transitions between grade levels;

Early Childhood Programs to Elementary School

- Hosting of multiple PreK (programs for 4 year olds as well as Head Start for 3 and 4 year olds) at district schools so early childhood students can attend the school that they will attend Kindergarten through Grade 5 at in an effort to create more natural transitions
- Kindergarten Round-up & Parent Orientation Events in the Spring
- Staggered start to the school year with small groups of Kindergarteners coming one day at a time to attend orientation within their classrooms and the larger school setting

Elementary to Middle School

- 6th grade night with families
- Course selection presentations
- Staggered starts at the beginning of the school year with a day just for 6th graders to attend orientation events

Middle School to High School

- Incoming 9th Graders Night with families
- Course selection presentations
- Staggered starts at the beginning of the school year with a day just for 9th graders to attend orientation events
- Multiple parent nights about the college process and available financing

Additionally, in order to meet the transition needs of students who experience a disability and are eligible for Section 504, there is a “fly-up” meeting in May where elementary, middle and high school counselors come together to review student accommodation plans in order to ensure a seamless transition from one school to the next. Similar meetings are held between case managers for students eligible under IDEA.

DRAFT

Select your institution from the drop down list to the right: 2243-Beaverton SD 48J

Please provide contact information for the person completing this budget

| | |
|--------------|---|
| Name | Michael Schofield, Associate Superintendent for Business Services |
| Phone | 503-356-4540 |
| Email | michael.schofield@baverton.k12.or.us |

| OUTCOMES & STRATEGIES | | CSI/TSI | CTE | EIIS | HSS | SIA | ACTIVITIES |
|-----------------------|-----------------------|--|-----|------|-----|-----|--|
| Strategies | Outcome-SAMPLE | SD achieves at least a 93% graduation rate across all demographic groups. | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | S1 | Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap. | | | | | |
| | S2 | Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all. | | | | | |
| | S3 | Provide equitable access to social, behavioral and mental health supports. | | | | | |
| Strategies | Outcome-A | The BSD will increase graduation rates for all student demographic groups. | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | A1 | Reduce class sizes to close the opportunity and achievement gap using the Staffing Allocation Methododology (SAM). | | | | | |
| | A2 | Continue 9th Grade (On-Track) Success Teams at all high schools. | | | | | |
| | A3 | Mentoring and support of high school students who are not on-track for graduation within four-years. | | | | | |
| | A4 | Provide credit recovery options through high schools as well as online opportunities. | | | | | |
| | A5 | Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students. | | | | | |
| Strategies | Outcome-B | Students in every focal and demographic group will report an increased sense of belonging at school. | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | B1 | Create school communities focused upon equity and inclusive practices. | | | | | |
| | B2 | Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion. | | | | | |
| | B3 | Create opportunities for families to connect and engage. | | | | | |
| | B4 | Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through requirement, hiring, and mentoring. | | | | | |
| | B5 | | | | | | |
| Strategies | Outcome-C | The BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students. | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | C1 | Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional. | | | | | |
| | C2 | Provide equitable access to academic support and interventions. | | | | | |
| | C3 | Provide equitable access to behavioral, health, and wellness supports. | | | | | |
| | C4 | | | | | | |
| | C5 | | | | | | |
| Strategies | Outcome-D | All students will be provided with rigourous stands-based and relevant learning experiences,focused upon increasing accelerated learning opportunities for students in evey focal and demographic group. | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | D1 | Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses. | | | | | |
| | D2 | Expand Dual Language programs to increase access to students districtwide. | | | | | |
| | D3 | | | | | | |
| | D4 | | | | | | |
| | D5 | | | | | | |
| Strategies | Outcome-E | 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. | | | | | |
| | E1 | 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. | | | | | |

| OUTCOMES & STRATEGIES | | CSI/TSI | CTE | EIIS | HSS | SIA | ACTIVITIES |
|-----------------------|------------------|---------|-----|------|-----|-----|--|
| Strategies | E2 | | X | | X | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | E3 | | | | X | | |
| | E4 | | X | | X | | |
| | E5 | | | | | | |
| | Outcome-F | | | | | | |
| Strategies | F1 | | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | F2 | | | | | | |
| | F3 | | | | | | |
| | F4 | | | | | | |
| | F5 | | | | | | |
| Outcome-G | | | | | | | |
| Strategies | G1 | | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | G2 | | | | | | |
| | G3 | | | | | | |
| | G4 | | | | | | |
| | G5 | | | | | | |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable Expenditure Area | Codes IA45 | Codes IA73 | Object Code | CSI/TSI Activity Budget (23-24) | CTE Activity Budget (23-24) | EIIS Activity Budget (23-24) | HSS Activity Budget (23-24) | SIA Activity Budget (23-24) | Total Activity Budget (23-24) (Autosum) |
|----------------------|---|------------------------------------|--------|--|------------|-----------------------------------|------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| -- | Total Allocation 2023-24: | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$311,411.10 | #ERROR! | \$0.00 | \$30,273,784.40 | #ERROR! |
| -- | Total Budgeted Amounts (Autosum): | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$311,411.10 | #ERROR! | \$11,371,786.41 | \$30,273,784.40 | #ERROR! |
| -- | Unbudgeted (Autocalculate): | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$0.00 | #ERROR! | -\$11,371,786.41 | \$0.00 | #ERROR! |
| S1 | Sample | | 1.5 | Equity/Diversity/Inclusion Specialist | | STF | | H&S | 111 | \$3,250.00 | | \$2,500.00 | | \$65,000.00 | \$70,750.00 |
| -- | Indirect/Administration | -- | -- | -- | -- | -- | -- | -- | 690 | | \$11,646.78 | #ERROR! | \$0.00 | \$500,000.00 | #ERROR! |
| A1 | Classroom Teachers - Elementary | | 54 | General: Elementary Teacher | | | | RCS | 111 | | | | | \$7,390,221.74 | \$7,390,221.74 |
| A1 | Classroom Teachers - Middle School | | 11.4 | General: Multiple subjects teacher (middle/high school) | | | | RCS | 111 | | | | | \$1,456,000.82 | \$1,456,000.82 |
| A1 | Classroom Teachers - High School | | 23.2 | General: Multiple subjects teacher (middle/high school) | | | | RCS | 111 | | | | | \$3,296,376.86 | \$3,296,376.86 |
| A1 | English Language Development (ELD) Teachers | | 6 | Language: English Language Development | | | | RCS | 111 | | | | | \$864,394.74 | \$864,394.74 |
| A2 | 9th Grade Success Team Lead & Support | | 5.9 | | | | DP STA | | 111 | | | | \$834,802.33 | | \$834,802.33 |
| A2 | 9th Grade Success Team - Extended Contract | | | | | | DP STA | | 13X | | | | \$193,061.00 | | \$193,061.00 |
| A3 | Grad Mentors | | 18.75 | Supports: Other | | | DP STA | | 112 | | | | \$1,146,333.69 | | \$1,146,333.69 |
| A4 | Credit Recovery Teachers | | 8 | Supports: Other | | | DP STA | | 111 | | | | \$1,161,625.20 | | \$1,161,625.20 |
| A4 | FLEX Credit Teachers - Math | | 2 | Core: Math | | | DP STA | | 111 | | | | \$290,406.30 | | \$290,406.30 |
| A4 | FLEX Credit Teachers - ELA | | 1 | Core: English Language Arts | | | DP STA | | 111 | | | | \$145,203.15 | | \$145,203.15 |
| A4 | FLEX Credit Teachers - Science | | 1 | Core: Science (biology/chemistry/ physics) | | | DP STA | | 111 | | | | \$145,203.15 | | \$145,203.15 |
| A4 | FLEX Credit Teachers - Social Science | | 1 | Core: Social Sciences (civics/ history/ economics/ psychology) | | | DP STA | | 111 | | | | \$145,203.15 | | \$145,203.15 |
| A4 | Stipends for Credit Recovery through FLEX Credit | | | | | | DP STA | | 111 | | | | \$50,000.00 | | \$50,000.00 |
| A5 | Curriculum for FLEX Credit | | | | | | CLO CUR | | 470 | | | | \$50,000.00 | | \$50,000.00 |
| A5 | Equipment, and supplies for FLEX Credit | | | | | | DP ESF | | 410 | | | | \$25,000.00 | | \$25,000.00 |
| A4 | Partnership with Graduation Alliance | Career-Connected Learning/Pathways | | | | | DP OCG | | 31X | | | | | \$150,000.00 | \$150,000.00 |
| B1 | Equity and Inclusion Administrator | | 1 | Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) | | | | OCG | 113 | | | | | \$225,904.16 | \$225,904.16 |
| B2 | K-12 Equity Professional Development | | | | | | | WRE | 31X | | | | | \$150,000.00 | \$150,000.00 |
| B3 | Family Engagement Funds - High School | | | | | | DP OCG | | 4XX | | | | \$100,000.00 | | \$100,000.00 |
| B3 | Family Engagement Funds - MLD | | | | | | | OCG | 4XX | | | | \$10,000.00 | | \$10,000.00 |
| B3 | Bilingual/Multilingual Facilitators/Liaisons | | 6.5625 | Supports: Family/Community Engagement (incl. McKinney-Vento) | | | | OCG | 112 | | | | \$285,118.87 | \$285,118.87 | \$570,237.74 |
| B4 | HR Equity Talent Acquisition Administrator | | 1 | Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) | | | | OCG | 113 | | | | | \$274,719.81 | \$274,719.81 |
| C1 | MTSS TOSA | | 1 | Supports: Intervention Specialist | | | | WRE | 111 | | | \$111,052.86 | | \$36,342.08 | \$147,394.94 |
| C1 | MTSS TOSA Associated Costs (Extended Contract/Stipends) | | | Supports: Intervention Specialist | | | | WRE | 13X | | | | | \$12,378.92 | \$12,378.92 |
| C2 | Academic Coaches (Literacy & Math Intervention Teachers) - Elementary | | 17 | Supports: Intervention Specialist | | | | WRE | 111 | | | | | \$2,358,032.77 | \$2,358,032.77 |
| C2 | Elementary Literacy PD and materials | | | | | | | | 4XX | | | | | \$316,888.25 | \$316,888.25 |
| C3 | Student Success Coaches - Elementary | | 34 | Supports: Intervention Specialist | | | | H&S | 111 | | | | | \$5,129,197.16 | \$5,129,197.16 |
| C3 | Student Support Specialists - High Schools | | 10.5 | Supports: Intervention Specialist | | | | | 111 | | | | \$1,584,618.21 | | \$1,584,618.21 |
| C3 | Nurses | | 21 | Health: Nurse | | | | H&S | 111 | | | | | \$2,777,667.69 | \$2,777,667.69 |
| C3 | Nurses (Extended Contract/Stipends) | | | Health: Nurse | | | | H&S | 13X | | | | | \$259,957.30 | \$259,957.30 |
| C3 | Substance Use Specialists - High School | | 6 | Health: QMHP/Psychologist/LCSW | | | DP STA | | 111 | | | | \$694,390.26 | | \$694,390.26 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable Expenditure Area | Codes IA45 | Codes IA73 | Object Code | CSI/TSI Activity Budget (23-24) | CTE Activity Budget (23-24) | EIIS Activity Budget (23-24) | HSS Activity Budget (23-24) | SIA Activity Budget (23-24) | Total Activity Budget (23-24) (Autosum) |
|----------------------|---|-----------------------------------|--------|---|------------|-----------------------------------|------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| C3 | Substance Use Specialists - Middle School | | 2 | Health: QMHP/Psychologist/LCS W | | | | H&S | | 111 | | | | \$231,463.42 | \$231,463.42 |
| C3 | Social Workers - High School | | 4.5 | Health: QMHP/Psychologist/LCS W | | | | DP STA | | 111 | | | \$543,664.49 | | \$543,664.49 |
| C3 | Social Workers - Elementary, Middle School, and Options | | 14.8 | Health: QMHP/Psychologist/LCS W | | | | H&S | | 111 | | | | \$1,788,052.09 | \$1,788,052.09 |
| C3 | Psychologists | | 6.25 | Health: QMHP/Psychologist/LCS W | | | | H&S | | 111 | | | | \$821,238.31 | \$821,238.31 |
| C2 | Resource Room Teachers | | 8 | Special Education (all positions) | | | | WRE | | 111 | | | | \$1,074,075.76 | \$1,074,075.76 |
| C2 | Speech Language Pathologists | | 5.75 | Special Education (all positions) | | | | WRE | | 111 | | | | \$845,753.64 | \$845,753.64 |
| C3 | Partnership with Lifeworks | Physical/Mental/Social Well-Being | | | | | | H&S | 31X | | | | | \$120,000.00 | \$120,000.00 |
| D1 | Professional Development for AP/IB Teachers | | | | | | | CLO PL | 31X | | | | \$100,000.00 | | \$100,000.00 |
| D1 | Increase dual credit course offerings | | | | | | | CLO OCG | | 640 | | | \$250,000.00 | | \$250,000.00 |
| D1 | Extended Learning Opportunities | | | | | | | | 13X | | | | \$123,152.09 | | \$123,152.09 |
| D2 | Curriculum and instructional materials for Dual Language programs | | | | | | | WRE | 4XX | | | | | \$50,000.00 | \$50,000.00 |
| E1 | CTE Administrator | | 1 | Other: Other staff position not listed | 2600 | | | CTE STA | | 113 | | | \$251,634.30 | | \$251,634.30 |
| E1 | CTE TOSA | | 1 | Other: Other staff position not listed | 2600 | | | CTE STA | | 111 | \$51,588.23 | | \$95,806.71 | | \$147,394.94 |
| E1 | CTE TOSA Stipend/Extended Pay | | 1 | Other: Other staff position not listed | 2600 | | | CTE STA | 13X | | | | \$11,158.92 | | \$11,158.92 |
| E2 | College and Career Counselors - High School | | 4.25 | Supports: School Counselor/School Social Worker | | | | CTE STA | | 111 | | | \$546,246.93 | | \$546,246.93 |
| E2 | College and Career Counselors - High School (extended contract) | | | Supports: School Counselor/School Social Worker | | | | CTE STA | 13X | | | | \$47,425.41 | | \$47,425.41 |
| E1 | CTE Teachers | | 7.9 | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | CTE STA | | 111 | | | \$1,147,104.89 | | \$1,147,104.89 |
| E1 | CTE Classified Staff (2 positions) | | 2 | Supports: Other | | | | CTE ESF | | 112 | | | \$194,556.20 | | \$194,556.20 |
| E1 | CTE School Support at AHS (OAI and Paraeducator) | | 0.9375 | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | CTE STA | | 112 | | | \$60,071.17 | | \$60,071.17 |
| E4 | Curriculum, equipment and supplies for CTE | | | | | | | | | 410 | | | \$1,000,000.00 | | \$1,000,000.00 |
| E4 | Westview Hospitality - KitchenAid KSMVRTV3E3 2-Quart Ice Cream Maker & Flex Edge Beater Package Stand Mixer Attachments (7 @ \$200) French Rolling Pin for Baking Pizza Dough (8 @ \$17) USA Pan Bakeware Pullman Loaf Pan (8 @ \$40) Weigh Gram Scale Digital Pocket Scale (8 @ \$11) Professional Bakers Couche (8 @ \$13) Baguette Transfer Peel - Premium Durable Solid Hardwood Flipping Board (8 @ \$16) Ninja™ CREAMi® 7-in-1 White Ice Cream Maker (3 @ \$230) iSi Thermo Whip Multifunctional Cream/Food Whipper (3 @ \$130) Rapid Caviar Maker Kit Caviar Spherification Tool (1 @ \$30) Kitchen Scale - Bakers Math Kitchen Scale - KD8000 Scale by My Weight, Silver (7 @ \$77) Premium Natural Wood Pizza Peel (3 @ \$18) Olive Oil Diffusers (14 @ \$18) Carbonator III Premium Carbonator (1 @ \$230) Breville Juice Fountain Cold Plus Juicer (1 @ \$300) Waste Kitchen Composter (1 @ \$500) | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | | 460 | | | | \$5,161.00 | \$5,161.00 |
| E4 | BASE Engineering - Dell 27 inch monitors with HDMI and VGA Connections (72 @ \$160) | | | Arts (Applied): Career Exploration | 2210 | | | | | 480 | | \$5,161.00 | | | \$5,161.00 |
| E4 | | | | | | | | | | | \$11,520.00 | | | | \$11,520.00 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable Expenditure Area | Codes IA45 | Codes IA73 | Object Code | CSI/TSI Activity Budget (23-24) | CTE Activity Budget (23-24) | EIIS Activity Budget (23-24) | HSS Activity Budget (23-24) | SIA Activity Budget (23-24) | Total Activity Budget (23-24) (Autosum) |
|----------------------|---|-------------|-----|---|------------|-----------------------------------|------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| E4 | Beaverton Education - 5 RealCare Baby 3 with 5 year warranty and Accessories (5 @ \$1,299) Shippings&H for a total of \$7,047.70 | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 460 | | \$7,047.70 | | | | \$7,047.70 |
| E4 | BASE Health Science - Centrifuge 5420, keypad, non-refrigerated, with aerosol-tight Rotor FA-24x2, 120 V/50-60 Hz (US)Catalog No. 5420000040 (1 @ \$3,000) | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 460 | | \$3,000.00 | | | | \$3,000.00 |
| E4 | SRHS Engineering - VEX Robotics EXP Large Classroom Bundle (15 Kits in bundle) - \$11,997 Storage carts for kits (3 total - \$399 each) - \$1197 total | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 460 | | \$13,194.00 | | | | \$13,194.00 |
| E4 | WHS Digital Media - iMac Intel (21.5-inch) (42 @ \$1,500) | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 480 | | \$63,000.00 | | | | \$63,000.00 |
| E1 | PACTEC - Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 31X | | \$3,114.20 | | | | \$3,114.20 |
| E1 | CTE Leadership Team - Licensed Salaries Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 111 | | \$5,200.00 | | | | \$5,200.00 |
| E1 | CTE Leadership Team - Licensed Benefits Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$2,000.00 | | | | \$2,000.00 |
| E1 | CTE Roundtable - Substitute Salaries Provide 21 day subs for a professional development workshop to bring together CTE teachers and counselors, as well as other staff that advise potential CTE students on career pathways (ELL staff, SPED staff, AVID representatives, etc.). The event will rotate across schools annually and include lunch and a tour of the district-wide CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$4,683.00 | | | | \$4,683.00 |
| E1 | CTE Roundtable - Substitute Benefits Provide 21 day subs for a professional development workshop to bring together CTE teachers and counselors, as well as other staff that advise potential CTE students on career pathways (ELL staff, SPED staff, AVID representatives, etc.). The event will rotate across schools annually and include lunch and a tour of the district-wide CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$1,869.00 | | | | \$1,869.00 |
| E1 | SkillsUSA Oregon Conference (Substitute Benefits) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$534.00 | | | | \$534.00 |
| E1 | SkillsUSA Oregon Conference (Substitute Salaries) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$1,338.00 | | | | \$1,338.00 |
| E1 | SkillsUSA Oregon Conference (Travel/Lodging/Food) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 34X | | \$786.00 | | | | \$786.00 |
| E1 | SkillsUSA National Conference (Substitute Benefits) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$890.00 | | | | \$890.00 |
| E1 | SkillsUSA National Conference (Substitute Salaries) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$2,230.00 | | | | \$2,230.00 |
| E1 | SkillsUSA National Conference (Travel/Lodging/Food) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 34X | | \$6,493.00 | | | | \$6,493.00 |
| E1 | Electrical Program Visit | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 34X | | \$3,968.40 | | | | \$3,968.40 |
| E2 | PACTEC - Facilitate and coordinate student participation in PCC CTE program sponsored career-related learning experiences | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 31X | | \$3,114.20 | | | | \$3,114.20 |
| E1 | OATA Conference Fall (Substitute Benefits) - Registration \$425 Travel/Food \$1,294 4 sub days each Terra Nova Agriculture x 3 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | | | \$1,068.00 | | | | \$1,068.00 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable Expenditure Area | Codes IA45 | Codes IA73 | Object Code | CSI/TSI Activity Budget (23-24) | CTE Activity Budget (23-24) | EIIS Activity Budget (23-24) | HSS Activity Budget (23-24) | SIA Activity Budget (23-24) | Total Activity Budget (23-24) (Autosum) |
|----------------------|--|-------------|-----|---|------------|-----------------------------------|------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| E1 | OATA Conference Fall (Substitute Salaries) - Registration \$425 Travel/Food \$1,294 4 sub days each Terra Nova Agriculture x 3 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$2,676.00 | | | | \$2,676.00 |
| E1 | OATA Conference Fall (Travel/Lodging/Food) - Registration \$425 Travel/Food \$1,294 4 sub days each Terra Nova Agriculture x 3 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 34X | | \$5,157.00 | | | | \$5,157.00 |
| E1 | National ACTE Vison Conference (Phoenix, AZ Nov 29 - Dec 2) (Travel/Lodging/Food) Registration \$700 Travel/Food \$1565.80, 3 sub days each Beaverton Digital Media x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 34X | | \$4,531.60 | | | | \$4,531.60 |
| E1 | National ACTE Vison Conference (Phoenix, AZ Nov 29 - Dec 2) (Substitute Salaries) Registration \$700 Travel/Food \$1565.80, 3 sub days each Beaverton Digital Media x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$1,338.00 | | | | \$1,338.00 |
| E1 | National ACTE Vison Conference (Phoenix, AZ Nov 29 - Dec 2) (Substitute Benefits) Registration \$700 Travel/Food \$1565.80, 3 sub days each Beaverton Digital Media x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$534.00 | | | | \$534.00 |
| E1 | Oregon CTSO Conference (Travel/Lodging/Food) - 11 Teachers Registration \$20, Travel/Food \$40.20, 1 sub day each | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 34X | | \$849.20 | | | | \$849.20 |
| E1 | Oregon CTSO Conference (Substitute Salaries) - 11 Teachers Registration \$20, Travel/Food \$40.20, 1 sub day each | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$2,453.00 | | | | \$2,453.00 |
| E1 | Oregon CTSO Conference (Substitute Benefits) - 11 Teachers Registration \$20, Travel/Food \$40.20, 1 sub day each | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$979.00 | | | | \$979.00 |
| E1 | ProStart Training (Travel/Lodging/Food) Registration \$0 Travel/Food \$89, 1 sub day each Mountainside Hospitality x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 34X | | \$168.00 | | | | \$168.00 |
| E1 | ProStart Training (substitute salaries) Registration \$0 Travel/Food \$89, 1 sub day each | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$446.00 | | | | \$446.00 |
| E1 | ProStart Training (substitute benefits) Registration \$0 Travel/Food \$89, 1 sub day each | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$178.00 | | | | \$178.00 |
| E1 | Districtwide CTE Teacher PD (benefits) BSD CTE teachers will be provided extended pay and 3 full day meetings | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$19,460.00 | | | | \$19,460.00 |
| E1 | Districtwide CTE Teacher PD (sub salaries) BSD CTE teachers will be provided extended pay and 3 full day meetings | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$31,220.00 | | | | \$31,220.00 |
| E1 | Districtwide CTE Teacher PD (licensed salaries) BSD CTE teachers will be provided extended pay and 3 full day meetings | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | | 111 | \$18,200.00 | | | | \$18,200.00 |
| E1 | CTE Coordinator Meetings (benefits) Travel, food, and extended pay (summer mtg) for CTE-STEM meetings in 2023 | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$420.00 | | | | \$420.00 |
| E1 | CTE Coordinator Meetings (Travel/lodging/food) Travel, food, and extended pay (summer mtg) for CTE-STEM meetings in 2023 | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 34X | | \$1,000.00 | | | | \$1,000.00 |
| E1 | CTE Coordinator Meetings (licensed salaries) Travel, food, and extended pay (summer mtg) for CTE-STEM meetings in 2023 | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | | 111 | \$1,250.00 | | | | \$1,250.00 |
| E1 | Mentorship for New CTE Teachers (benefits) 10 sub days will be available for our new CTE teachers, particularly in 2023 | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$900.00 | | | | \$900.00 |
| E1 | Mentorship for New CTE Teachers (salary) 10 sub days will be available for our new CTE teachers, particularly in 2023 | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$2,230.00 | | | | \$2,230.00 |
| E3 | PACTEC- Coordinate program and regional professional development opportunities for high school and PCC | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 31X | | \$9,632.00 | | | | \$9,632.00 |
| E2 | Community Engagement and marketing regarding CTE programs | | | | 2600 | | | | | 410 | \$4,343.80 | | | | \$4,343.80 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable | EXPENDITURE CODES IA45 | Codes IA73 | Object Code | CSI/TSI Activity Budget (24-25) | CTE Activity Budget (24-25) | EIIS Activity Budget (24-25) | HSS Activity Budget (24-25) | SIA Activity Budget (24-25) | Total Activity Budget (24-25) (Autosum) |
|----------------------|---|-------------------------------------|--------|--|------------|------------------|------------------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| -- | Total Allocation 2024-25: | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$311,411.10 | \$115,367.61 | #N/A | \$31,509,449.53 | #N/A |
| -- | Total Budgeted Amounts (Autosum): | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$311,411.10 | \$115,367.61 | #N/A | \$31,509,449.53 | #N/A |
| -- | Unbudgeted (Autocalculate): | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$0.00 | \$0.00 | #N/A | \$0.00 | #N/A |
| S3 | Sample | | 1.5 | Equity/Diversity/Inclusion Specialist | | STF | | H&S | 111 | \$3,250.00 | | \$2,500.00 | | \$65,000.00 | \$70,750.00 |
| -- | Indirect/Administration | -- | -- | -- | -- | -- | -- | -- | 690 | | \$11,646.78 | \$4,314.75 | #N/A | \$500,000.00 | #N/A |
| A1 | Classroom Teachers - Elementary | | 53 | General: Elementary Teacher | | | | RCS | 111 | | | | | \$7,738,834.19 | \$7,738,834.19 |
| A1 | Classroom Teachers - Middle School | | 10 | General: Multiple subjects teacher (middle/high school) | | | | RCS | 111 | | | | | \$1,349,761.54 | \$1,349,761.54 |
| A1 | Classroom Teachers - High School | | 21.4 | General: Multiple subjects teacher (middle/high school) | | | | RCS | 111 | | | | | \$3,244,159.47 | \$3,244,159.47 |
| A1 | English Language Development (ELD) Teachers | | 6 | Language: English Language Development | | | | RCS | 111 | | | | | \$916,258.42 | \$916,258.42 |
| A2 | 9th Grade Success Team Lead & Support | | 5.9 | | | DP STA | | | 111 | | | \$884,890.47 | | \$884,890.47 | \$884,890.47 |
| A2 | 9th Grade Success Team - Extended Contract | | | | | DP STA | | | 13X | | | \$204,644.66 | | \$204,644.66 | \$204,644.66 |
| A3 | Grad Mentors | | 18.75 | Supports: Other | | DP STA | | | 112 | | | \$1,215,113.72 | | \$1,215,113.72 | \$1,215,113.72 |
| A4 | Credit Recovery Teachers | | 8 | Supports: Other | | DP STA | | | 111 | | | \$1,231,322.71 | | \$1,231,322.71 | \$1,231,322.71 |
| A4 | FLEX Credit Teachers - Math | | 2 | Core: Math | | DP STA | | | 111 | | | \$307,830.68 | | \$307,830.68 | \$307,830.68 |
| A4 | FLEX Credit Teachers - ELA | | 1 | Core: English Language Arts | | DP STA | | | 111 | | | \$153,915.34 | | \$153,915.34 | \$153,915.34 |
| A4 | FLEX Credit Teachers - Science | | 1 | Core: Science (biology/chemistry/physics) | | DP STA | | | 111 | | | \$153,915.34 | | \$153,915.34 | \$153,915.34 |
| A4 | FLEX Credit Teachers - Social Science | | 1 | Core: Social Sciences (civics/history/economics/psychology) | | DP STA | | | 111 | | | \$153,915.34 | | \$153,915.34 | \$153,915.34 |
| A4 | Stipends for Credit Recovery through FLEX Credit | | | | | DP STA | | | 111 | | | \$50,000.00 | | \$50,000.00 | \$50,000.00 |
| A5 | Curriculum for FLEX Credit | | | | | CLO CUR | | | 470 | | | \$50,000.00 | | \$50,000.00 | \$50,000.00 |
| A5 | Equipment, and supplies for FLEX Credit | | | | | DP ESF | | | 410 | | | \$25,000.00 | | \$25,000.00 | \$25,000.00 |
| A4 | Partnership with Graduation Alliance | Career-Connected Learning/Path ways | | | | DP OCG | | | 31X | | | \$150,000.00 | | \$150,000.00 | \$150,000.00 |
| B1 | Equity and Inclusion Administrator | | 1 | Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) | | | | OCG | 113 | | | | | \$234,940.33 | \$234,940.33 |
| B2 | K-12 Equity Professional Development | | | | | | | WRE | 31X | | | | | \$150,000.00 | \$150,000.00 |
| B3 | Family Engagement Funds - High School | | | | | DP OCG | | | 4XX | | | \$100,000.00 | | \$100,000.00 | \$100,000.00 |
| B3 | Family Engagement Funds - MLD | | | | | | | OCG | 4XX | | | | | \$10,000.00 | \$10,000.00 |
| B3 | Bilingual/Multilingual Facilitators/Liaisons | | 6.5625 | Supports: Family/Community Engagement (incl. McKinney-Vento) | | | | OCG | 112 | | | \$302,226.00 | | \$302,226.00 | \$604,452.00 |
| B4 | HR Equity Talent Acquisition Administrator | | 1 | Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) | | | | OCG | 113 | | | | | \$285,708.60 | \$285,708.60 |
| C1 | MTSS TOSA | | 1 | Supports: Intervention Specialist | | | | WRE | 111 | | | \$111,052.86 | | \$45,185.78 | \$156,238.64 |
| C1 | MTSS TOSA Associated Costs (Extended Contract/Stipends) | | | Supports: Intervention Specialist | | | | WRE | 13x | | | | | \$13,121.65 | \$13,121.65 |
| C2 | Academic Coaches (Intervention Teachers) - Elementary | | 17 | Supports: Intervention Specialist | | | | WRE | 111 | | | \$2,499,514.74 | | \$2,499,514.74 | \$2,499,514.74 |
| C2 | Elementary Literacy PD and materials | | | | | | | | 4XX | | | \$316,888.25 | | \$316,888.25 | \$316,888.25 |
| C3 | Student Success Coaches - Elementary | | 34 | Supports: Intervention Specialist | | | | H&S | 111 | | | \$5,436,948.99 | | \$5,436,948.99 | \$5,436,948.99 |
| C3 | Student Support Specialists - High Schools | | 9.5 | Supports: Intervention Specialist | | | | | 111 | | | \$1,679,695.30 | | \$1,679,695.30 | \$1,679,695.30 |
| C3 | Nurses | | 21 | Health: Nurse | | | | H&S | 111 | | | | | \$2,944,327.75 | \$2,944,327.75 |
| C3 | Nurses (Extended Contract/Stipends) | | | Health: Nurse | | | | H&S | 13X | | | | | \$270,355.59 | \$270,355.59 |
| C3 | Substance Use Specialists - High School | | 6 | Health: QMHP/Psychologist/LCSW | | DP STA | | | 111 | | | \$736,053.68 | | \$736,053.68 | \$736,053.68 |
| C3 | Substance Use Specialists - Middle School | | 2 | Health: QMHP/Psychologist/LCSW | | | | H&S | 111 | | | | | \$245,351.23 | \$245,351.23 |
| C3 | Social Workers - High School | | 4.5 | Health: QMHP/Psychologist/LCSW | | DP STA | | | 111 | | | \$576,284.35 | | \$576,284.35 | \$576,284.35 |
| C3 | Social Workers - Elementary, Middle School, and Options | | 14.8 | Health: QMHP/Psychologist/LCSW | | | | H&S | 111 | | | | | \$1,895,335.22 | \$1,895,335.22 |
| C3 | Psychologists | | 6.25 | Health: QMHP/Psychologist/LCSW | | | | H&S | 111 | | | | | \$870,512.61 | \$870,512.61 |
| C2 | Resource Room Teachers | | 8 | Special Education (all positions) | | | | WRE | 111 | | | | | \$1,138,520.31 | \$1,138,520.31 |
| C2 | Speech Language Pathologists | | 5.75 | Special Education (all positions) | | | | WRE | 111 | | | | | \$896,498.86 | \$896,498.86 |
| C3 | Partnership with Lifeworks | Physical/Mental/Social Well-Being | | | | | | H&S | 31X | | | | | \$120,000.00 | \$120,000.00 |
| D1 | Professional Development for AP/IB Teachers | | | | | CLO PL | | | 31X | | | \$100,000.00 | | \$100,000.00 | \$100,000.00 |
| D1 | Increase dual credit course offerings | | | | | CLO OCG | | | 640 | | | \$250,000.00 | | \$250,000.00 | \$250,000.00 |
| D1 | Extended Learning Opportunities | | | | | | | | 13X | | | \$17,825.96 | | \$17,825.96 | \$17,825.96 |
| D2 | Curriculum and instructional materials for Dual Language programs | | | | | | | WRE | 4XX | | | | | \$85,000.00 | \$85,000.00 |
| E1 | CTE Administrator | | 1 | Other: Other staff position not listed | 2600 | CTE STA | | | 113 | | | | | \$261,699.67 | \$261,699.67 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA98 | EIIS - Allowable | EXPENDITURE CODES IA45 AREA | Codes IA73 | Object Code | CSI/TSI Activity Budget (24-25) | CTE Activity Budget (24-25) | EIIS Activity Budget (24-25) | HSS Activity Budget (24-25) | SIA Activity Budget (24-25) | Total Activity Budget (24-25) (Autosum) |
|----------------------|---|-------------|--------|---|------------|------------------|-----------------------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| E1 | CTE TOSA | | 1 | Other: Other staff position not listed | 2600 | | CTE STA | | | 111 | \$51,588.22 | | \$104,650.42 | | \$156,238.64 |
| E1 | CTE TOSA Stipend/Extended Pay | | | Other: Other staff position not listed | 2600 | | CTE STA | | 13X | | | | \$11,828.45 | | \$11,828.45 |
| E2 | College and Career Counselors - High School | | 4.25 | Supports: School Counselor/School Social Worker | | | CTE STA | | | 111 | | | \$579,021.75 | | \$579,021.75 |
| E2 | College and Career Counselors - High School (extended contract) | | 0 | Supports: School Counselor/School Social Worker | | | CTE STA | | 13X | | | | \$50,270.93 | | \$50,270.93 |
| E1 | CTE Teachers | | 6 | Arts (Applied): CTE (Approved Program of Study) | 1131 | | CTE STA | | | 112 | | | \$1,215,931.18 | | \$1,215,931.18 |
| E1 | CTE Classified Staff (2 positions) | | | Supports: Other | | | CTE ESF | | | 111 | | | \$206,229.57 | | \$206,229.57 |
| E1 | CTE School Support at AHS (OAI and Paraeducator) | | 0.9375 | Arts (Applied): CTE (Approved Program of Study) | 1131 | | CTE STA | | | 112 | | | \$63,675.43 | | \$63,675.43 |
| E5 | Curriculum, equipment and supplies for CTE | | | | | | CTE STA | | | 410 | | | \$1,000,000.00 | | \$1,000,000.00 |
| E5 | MHS Construction - Precision 3420 Computers (37 @ \$1,500) | | | | 2210 | | | | 480 | | \$55,500.00 | | | | \$55,500.00 |
| E5 | WHS Manufacturing - iMac Intel (21.5-inch) (22 @ \$1,500) | | | | 2210 | | | | 480 | | \$33,000.00 | | | | \$33,000.00 |
| E1 | PACTEC - Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 2210 | | | | 31X | | \$3,114.20 | | | | \$3,114.20 |
| E1 | CTE Leadership Team - Licensed Salaries Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 111 | | \$5,760.00 | | | | \$5,760.00 |
| E1 | CTE Leadership Team - Licensed Benefits Facilitate connections between high school CTE teachers, industry representatives, and post-secondary partners to share current standards and maintain alignment. Facilitate the development and maintenance of CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$2,000.00 | | | | \$2,000.00 |
| E1 | CTE Roundtable - Substitute Salaries Provide 21 day subs for a professional development workshop to bring together CTE teachers and counselors, as well as other staff that advise potential CTE students on career pathways (ELL staff, SPED staff, AVID representatives, etc.). The event will rotate across schools annually and include lunch and a tour of the district-wide CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$4,704.00 | | | | \$4,704.00 |
| E1 | CTE Roundtable - Substitute Benefits Provide 21 day subs for a professional development workshop to bring together CTE teachers and counselors, as well as other staff that advise potential CTE students on career pathways (ELL staff, SPED staff, AVID representatives, etc.). The event will rotate across schools annually and include lunch and a tour of the district-wide CTE programs. | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$1,900.00 | | | | \$1,900.00 |
| E1 | SkillsUSA Oregon Conference (Substitute Benefits) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$534.00 | | | | \$534.00 |
| E1 | SkillsUSA Oregon Conference (Substitute Salaries) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$1,344.00 | | | | \$1,344.00 |
| E1 | SkillsUSA Oregon Conference (Travel/Lodging/Food) Registration \$35 Travel/Food \$227, 2 sub days each BASE Computer Science x 1 teacher BASE Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 34X | | \$837.00 | | | | \$837.00 |
| E1 | SkillsUSA National Conference (Substitute Benefits) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 2XX | | \$890.00 | | | | \$890.00 |
| E1 | SkillsUSA National Conference (Substitute Salaries) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 12X | | \$2,240.00 | | | | \$2,240.00 |
| E1 | SkillsUSA National Conference (Travel/Lodging/Food) Registration \$600 Travel/Food \$2,646.80, 5 sub days each BASE Computer Science & Engineering x 2 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 34X | | \$7,277.60 | | | | \$7,277.60 |
| E1 | PACTEC - Facilitate and coordinate student participation in PCC CTE program sponsored career-related learning experiences | | | Arts (Applied): CTE (Approved Program of Study) | 1131 | | | | 31X | | \$3,114.20 | | | | \$3,114.20 |
| E1 | OATA Conference Fall (Substitute Benefits) - Registration \$425 Travel/Food \$1,294 4 sub days each Terra Nova Agriculture x 3 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 2XX | | \$1,068.00 | | | | \$1,068.00 |
| E1 | OATA Conference Fall (Substitute Salaries) - Registration \$425 Travel/Food \$1,294 4 sub days each Terra Nova Agriculture x 3 teachers | | | Arts (Applied): CTE (Approved Program of Study) | 2240 | | | | 12X | | \$2,688.00 | | | | \$2,688.00 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes IA38 | EIIS - Allowable | Expenditure Codes IA45 A1E6 | Codes IA73 | Object Code | CSI/TSI Activity Budget (24-25) | CTE Activity Budget (24-25) | EIIS Activity Budget (24-25) | HSS Activity Budget (24-25) | SIA Activity Budget (24-25) | Total Activity Budget (24-25) (Autosum) |
|----------------------|-------------------|-------------|-----|----------|------------|------------------|-----------------------------|------------|-------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|---|
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |
| | | | | | | | | | | | | | | | \$0.00 |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes/A29 | EIS - Allowable Expenditure Area | Codes/A36 | Codes/A64 | Object Code | CSI/TSI Activity Budget | CTE Activity Budget | EIIS Activity Budget | HSS Activity Budget | SIA Activity Budget | Total Activity Budget |
|----------------------|---|-------------|------|-----------|-----------|----------------------------------|-----------|-----------|---------------------------------|-------------------------|---------------------|----------------------|---------------------|---------------------|-----------------------|
| -- | Total Budgeted Amounts (Autosum): | -- | -- | -- | -- | -- | -- | -- | -- | \$0.00 | \$309,406.66 | \$0.00 | \$0.00 | \$6,803,165.58 | \$7,112,572.24 |
| S3 | SAMPLE: Contract with local mental health providers to provide | | | | | | DP OCG | WRE | 640 | | | | \$10,000.00 | \$7,500.00 | \$17,500.00 |
| S1 | SAMPLE: Hire additional secondary math teachers | | 2 | Math: | | | DP STA | RCS | 111 | | | | \$30,000.00 | \$30,000.00 | \$60,000.00 |
| C2 | Increased Academic Coach Support | | 17 | Supports: | | | | WRE | 111 | | | | | \$2,358,032.77 | \$2,358,032.77 |
| C3 | Increased Student Success Coach Support | | 17 | Supports: | | | | H&S | 111 | | | | | \$2,564,598.58 | \$2,564,598.58 |
| C3 | Increased Student Support Specialist Support | | 11.5 | Supports: | | | | H&S | 111 | | | | | \$1,735,534.23 | \$1,735,534.23 |
| A4 | Expanded Partnership with Graduation Alliance to include Middle School | Career- | | | | | | OCG | 8XX | | | | | \$100,000.00 | \$100,000.00 |
| C3 | Expanded Partnership with Lifeworks | Physical | | | | | | H&S | 640 | | | | | \$45,000.00 | \$45,000.00 |
| E1 | World of Flavors Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$9,885.60 | | | | |
| E1 | World of Flavors Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,792.00 | | | | |
| E1 | World of Flavors Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$712.00 | | | | |
| E1 | National ACTE Vision Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$4,967.60 | | | | |
| E1 | National ACTE Vision Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,344.00 | | | | |
| E1 | National ACTE Vision Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$534.00 | | | | |
| E1 | Adobe Summit Conference x 2 teachers (Travel/lodging/Food) | | | Arts | 2240 | | | | 34X | | \$6,830.10 | | | | |
| E1 | Adobe Summit Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,338.00 | | | | |
| E1 | Adobe Summit Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$534.00 | | | | |
| E1 | King Arthur Bread Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$8,212.00 | | | | |
| E1 | King Arthur Bread Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,792.00 | | | | |
| E1 | King Arthur Bread Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$712.00 | | | | |
| E1 | National Health Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$5,883.00 | | | | |
| E1 | National Health Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,784.00 | | | | |
| E1 | National Health Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$712.00 | | | | |
| E1 | NAEYC Conference x 3 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$7,640.40 | | | | |
| E1 | NAEYC Conference x 3 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$2,676.00 | | | | |
| E1 | NAEYC Conference x 3 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$1,068.00 | | | | |
| E1 | NW Health & Nutrition Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$534.20 | | | | |
| E1 | NW Health & Nutrition Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$446.00 | | | | |
| E1 | NW Health & Nutrition Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$178.00 | | | | |
| E1 | Oregon Family & Consumer Science Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$549.96 | | | | |
| E1 | Oregon Family & Consumer Science Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$446.00 | | | | |
| E1 | Oregon Family & Consumer Science Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$178.00 | | | | |
| E1 | Social Media Marketing World Conference x 2 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$7,540.00 | | | | |
| E1 | Social Media Marketing World Conference x 2 teachers (substitute salaries) | | | Arts | 2240 | | | | 12X | | \$1,784.00 | | | | |
| E1 | Social Media Marketing World Conference x 2 teachers (substitute benefits) | | | Arts | 2240 | | | | 2XX | | \$712.00 | | | | |
| E1 | ACTE Best Practices Conference x 3 teachers (travel/lodging/food) | | | Arts | 2240 | | | | 34X | | \$6,143.00 | | | | |
| E4 | AHS Automotive - ADAS fixture kit with targets, scanner, with monitor. | | | Arts | 2210 | | | | 541 ***Requires | | \$32,000.00 | | | | |
| E4 | WHS Hospitality - Robot Coupe R2 Dice Continuous Feed Combination Food Processor Dicer with 3-Q | | | Arts | 2210 | | | | 460 | | \$2,185.00 | | | | |
| E4 | WHS Hospitality - Imperia Electric Restaurant Pasta Machine (1 @ \$2,271) | | | Arts | 2210 | | | | 460 | | \$2,271.00 | | | | |
| E4 | BASE Engineering - HDMI to Mini-Display Adapters (72 @ \$18) | | | Arts | 2210 | | | | 480 | | \$1,296.00 | | | | |
| E4 | BHS Health Careers - Graham-Field Basic American Zenith7100 Long-Term Care | | | Arts | 2210 | | | | 460 | | \$7,000.00 | | | | |
| E4 | WHS Manufacturing - Flashforge 3D Printer Finder 3 Glass Heating Bed with Removable PEI Surface ar | | | Arts | 2210 | | | | 460 | | \$5,000.00 | | | | |
| E4 | WHS Manufacturing - Lego Education Spike Prime Set (40 @ \$400) | | | Arts | 2210 | | | | 460 | | \$16,000.00 | | | | |
| E4 | BASE Engineering - JET 1 HP 14 in. Woodworking Vertical Band Saw with Closed Stand (1 @ \$1,300) | | | Arts | 2210 | | | | 460 | | \$1,300.00 | | | | |
| E4 | BHS Digital Media - Canon R5 Bundle (10 @ \$5,398) | | | Arts | 2210 | | | | 541 | | \$53,980.00 | | | | |
| E4 | BHS Digital Media - Manfrotto Be Free Tripods (10 @ \$200) | | | Arts | 2210 | | | | 460 | | \$2,000.00 | | | | |
| E4 | AHS Construction - Flashforge Finder 3, 3D Printers (12 @ \$599) | | | Arts | 2210 | | | | 460 | | \$7,188.00 | | | | |
| E4 | AHS Construction - Roland 20" Desktop Inkjet Printer/Cutter - VersaStudio BN-20 (2 @ \$8,215.43) | | | Arts | 2210 | | | | 541 ***Requires ODE Approval*** | | \$16,431.00 | | | | |
| E4 | AHS Construction - Dewalt Cordless Pex Expander (2 @ \$370) | | | Arts | 2210 | | | | 460 | | \$740.00 | | | | |
| E4 | BHS Digital Media - CAMERA/LENS: Sony a7 III Camera Body- QTY 10 | | | Arts | 2210 | | | | 460 | | \$70,497.80 | | | | |
| E4 | SRHS Health Science - Exam table 1 \$2500. AED training machines 4 3B Scientific Anatomical Model A | | | Arts | 2210 | | | | 460 | | \$6,000.00 | | | | |
| E4 | WHS Digital Media - 5 cameras with lenses would be great. Each one costs \$699 at bhphoto.com | | | Arts | 2210 | | | | 460 | | \$3,500.00 | | | | |
| E4 | SHS Engineering - VACUCU3D A3 vacuum former kit | | | Arts | 2210 | | | | 460 | | \$1,500.00 | | | | |
| E4 | BHS Digital Media - Wireless Mic (10 @ \$359) | | | Arts | 2210 | | | | 460 | | \$3,590.00 | | | | |

| Outcome and Strategy | Proposed Activity | Partnership | FTE | FTE Type | Codes/A29 | EIS - Allowable Expenditure Area | Codes/A36 | Codes/A64 | Object Code | CSI/TSI Activity Budget | CTE Activity Budget | EIS Activity Budget | HSS Activity Budget | SIA Activity Budget | Total Activity Budget |
|----------------------|-------------------|-------------|-----|----------|-----------|----------------------------------|-----------|-----------|-------------|-------------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
| | | | | | | | | | | | | | | | |

| Partnerships | Code |
|---|-------------------------------------|
| Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of Indian students , including Tribal Nations supporting Oregon communities | Indian Community-Based Organization |
| Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. <i>Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"</i> | Community-Based Organization |
| Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services | Business/Industry |
| Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. <i>Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"</i> | Career-Connected Learning/Pathways |
| Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.) | Physical/Mental/Social Well-Being |
| Public or private organizations that are affiliated with a religion and/or spiritual faith | Faith-Based Organization |

| FTE Types |
|---|
| Arts (Applied): CTE (Approved Program of Study) |
| Arts (Applied): Career Exploration |
| Arts (Applied): Computer Sciences (programming/ tech/ web design) |
| Arts (Applied): Media Arts |
| Arts: Fine & Performance Arts (art/ music/ theatre/ dance) |
| Core: English Language Arts |
| Core: Math |
| Core: Science (biology/ chemistry/ physics) |
| Core: Social Sciences (civics/ history/ economics/ psychology) |

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|--|
| Core: Health/PE/Athletics |
| Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) |
| General: Elementary Teacher |
| General: Multiple subjects teacher (middle/high school) |
| Health: QMHP/Psychologist/LCSW |
| Health: Nurse |
| Language: English Language Development |
| Language: World Languages (incl. ASL) |
| Library & Media |
| Special Education (all positions) |
| Supports: Behavioral Specialist |
| Supports: Family/Community Engagement (incl. McKinney-Vento) |
| Supports: Intervention Specialist |
| Supports: School Counselor/School Social Worker |
| Supports: Social Emotional Learning (SEL) |
| Supports: Other |
| Other: Electives teacher not listed |
| Other: Other staff position not listed |

| CTE Function Codes | Codes |
|--|--------------|
| Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities | 1131 |
| Curriculum – Standards, Content, Alignment and Articulation | 2210 |
| CTE Professional / Personnel Development | 2240 |
| Scientifically Based Research | 262X |
| Indirect - Support Services - Central Activities | 2600 |
| | |
| HSS Activities Categories | Codes |
| Dropout Prevention Professional Learning | DP PL |
| Dropout Prevention Ongoing Community Engagement & Partnerships | DP OCG |
| Dropout Prevention Equipment, Supplies, and Facilities | DP ESF |
| Dropout Prevention Curriculum | DP CUR |

| | |
|--|---------|
| Dropout Prevention Staff Salaries and Stipends | DP STA |
| Dropout Prevention Middle School- 8th grade only | DP MS8 |
| College Level Opportunities Professional Learning | CLO PL |
| College Level Opportunities Ongoing Community Engagement & Partnerships | CLO OCG |
| College Level Opportunities Equipment, Supplies, and Facilities | CLO ESF |
| College Level Opportunities Curriculum | CLO CUR |
| College Level Opportunities Staff Salaries and Stipends | CLO STA |
| College Level Opportunities Middle School- 8th grade only | CLO MS8 |
| Career & Technical Education Professional Learning | CTE PL |
| Career & Technical Education Ongoing Community Engagement & Partnerships | CTE OCG |
| Career & Technical Education Equipment, Supplies, and Facilities | CTE ESF |
| Career & Technical Education Curriculum | CTE CUR |
| Career & Technical Education Staff Salaries and Stipends | CTE STA |
| Career & Technical Education Middle School- 8th grade only | CTE MS8 |

| EIIS Allowable Expenditure Areas | Codes |
|--|--------------|
| Staffing to maintain the system and facilitate corrective action | STF |
| Training for staff to maintain and use the system with fidelity | TRN |
| System software purchases and subscriptions | SSS |
| Data analysis and research | DAR |
| Tribal government consultation | TGC |
| Student, family, staff, and community engagement | ENG |

| SIA Allowable Use Categories | Code |
|---|-------------|
| Health and Safety | H&S |
| Increased Instructional Time | IIT |
| Ongoing Community Engagement | OCG |
| Reduced Class Size | RCS |
| Well Rounded Education | WRE |

| ALL Object Codes | Code |
|-----------------------------|-------------|
|-----------------------------|-------------|

| | |
|---|---------------------------------|
| 111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit | 111 |
| 112 Classified Salaries for work performed by "Classified Employees" | 112 |
| 11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators" | 11X |
| Administrative Salaries | 113 |
| 2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary | 2XX |
| 12X Substitute Salaries for employees who are hired on a temporary or substitute basis | 12X |
| Additional Salaries | 13X |
| 3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services | 31X |
| 34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.) | 34X |
| 410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds. | 410 |
| 460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins. | 460 |
| 470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here. | 470 |
| 480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here. | 480 |
| Other Supplies and Materials | 4XX |
| Capital Outlay | 5XX |
| 541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and improve CTE | 541 ***Requires ODE Approval*** |
| 690 Grant Indirect Charges/Administrative Indirect | 690 |
| Dues and Fees | 640 |
| Miscellaneous | 8XX |
| Other | Other |

EXAMPLE OUTCOMES

| |
|---|
| Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance. |
| Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students. |
| Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families. |
| An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. |
| Students in each focal group and all students report an increased sense of belonging at school. |
| Students have access to, and equitably participate in work based learning experiences that take place in simulated, virtual, OR in person settings. |
| High schools and colleges work together with industry to transition students smoothly from program entrance through to degree or certificate and into employment in their field. |
| Historically and currently marginalized students earn industry credentials and college credits, or combinations of credentials, at the same rate as all students, and concrete plans are in place to keep rates proportional. |

EXAMPLE STRATEGIES

| |
|---|
| Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining pedagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and student experience. |
| Provide professional learning, coaching and team-planning time for our primary teachers on early literacy instructional practices supporting primary teachers to apply those early literacy instructional practices improving |
| We will plan, staff and implement a Ninth Grade Academy each summer before school starts during which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE programs, college |
| Utilize continuous examination of data to determine which students have access to work based learning or career connected learning experiences. |
| Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignment and quality |
| Support district schools on their journey in becoming Community Schools to provide wrap-around health and well-rounded academic and extra curricular supports for students and families. |

EXAMPLE ACTIVITIES

| |
|--|
| Hire two additional counselors |
| Hire a social worker |
| Purchase SEL curriculum |
| Contract for trauma Informed professional learning |
| Replace primary reading adoption |
| Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district level. |
| Provide professional learning and coaching for high school counselors/career advisors on value of CTE Programs of Study for All Students |
| Hire 3 instructional assistants for the primary literacy program |
| Registration, travel and extra-duty pay for special education staff to attend summer learning early literacy institute |
| Hire an early literacy instructional coach |
| Extra duty pay for 9th grade teachers, counselors and advisors to plan, implement and deliver the Ninth Grade Academy |
| Educators participate in summer externship opportunities to learn current skills needed by students |
| Student tours |
| Supporting extra-curricular and co-curricular clubs |
| Developing individualized learning and connection plans that will be reviewed at each conference period with students and families |
| Convene partners to examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities such as dual credit, CTE, and work-based learning experiences. |
| Explore other classroom personnel, departments, or offices that could provide a simulated WBL on school grounds |
| When in engaging with business, industry, and/or community partners ask if they can either come to the classroom or visit virtually as a mentor on project |

**ITEM FOR ACTION****WORLD LANGUAGE ADOPTION****BACKGROUND**

The State's Instructional Materials Adoption Schedule (excerpted below) details when districts are to have adopted instructional materials aligned to revised state standards in classrooms. Under Oregon Administrative Rule 581-022-1650, districts have the option to postpone instructional material purchases for up to two years beyond the date specified in the schedule. 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 identifying best practices in world language instruction, aligning world language learning targets with the updated world language standards, and recommending instructional materials for adoption, to be completed prior to the end of the 2022–23 school year.

RECOMMENDATION

The World Language Project Team recommends that the board approve the following world language materials for adoption:

- **ASL:** Dawn Sign Press, *Signing Naturally*
- **Japanese:** Cheng & Tsui, *Adventures in Japanese*
- **Mandarin Chinese:** Vista Higher Learning, *Journeys*
- **Spanish:** Vista Higher Learning resources
- **French:** Vista Higher Learning resources

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 or signed 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.

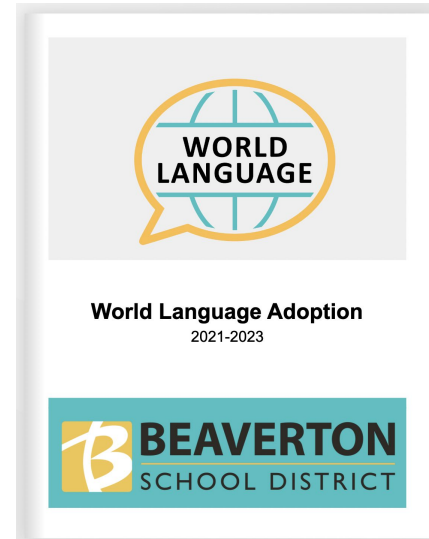
Curricula Review & Pilot

BSD WL Adoption:

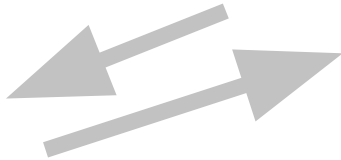
Project Team Landing Page



WL Adoption FlipBook



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). | 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) Score 2.1

| | |
|---|-----|
| The curriculum includes cultures embedded into Language learning. | 2 |
| Students develop intercultural competence by communicating in authentic scenarios. | 2 |
| Lessons include the integration of student voice, experience, and knowledge. | 2.5 |
| Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content. | 2 |

Alignment Score 2.333333333

| | |
|---|-------------|
| The curriculum allows for the co-construction of core concepts to reflect experiences of the classroom community. | 2.333333333 |
| The materials provide relevant examples and connections to students' lives to their current and future selves. | 2.333333333 |
| There is a wide variety of authentic, culturally sensitive, non-stereotypical culture(s). | 1.666666667 |
| Cultural content is accurate, current, and contextually appropriate. | 2.666666667 |

Purposeful & Equitable Assessment Score 2.666666667

| | |
|---|-------------|
| Students will be able to compare and contrast their own culture to target family dynamics, school community, etiquette and manners, gift giving. | 2.666666667 |
| Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds. | 2.666666667 |
| Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance. | 2.666666667 |
| Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options. | 2.666666667 |
| 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) | 2.666666667 |
| Assessment materials use varied modalities of instruction that reflect authentic experiences. | 2.666666667 |
| Students are assessed along a proficiency continuum, as they acquire language | 2.666666667 |
| Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward proficiency | 2.666666667 |

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 |
| Zahidee Montes | Beaverton High School | Spanish | Heritage / AP / Spanish Lit | Wayside - Tejidos |
| Alma Lucinda Philipp | Southridge High School | Spanish | Heritage / Spanish Lit I-II /IB | Wayside - Tejidos |
| Maria-Consuelo Hines | Aloha High School | Spanish | Spanish 3 | Vista - Encuentros 3 |
| Enrique Abad | Aloha High School | Spanish | 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 |

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.

[Link](#) to Form



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://vhlcentral.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



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****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; integrated and recommended by district staff; and 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

Revisions are recommended to ensure compliance with House Bill 2341 (2019) which expanded the definition of 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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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 the proposed revisions to board policies AC, GBA and JGAB.

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, familial status, pregnancy, childbirth or a related medical condition, age, veteran status², service in uniformed service, 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](#)

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.~~

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

[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