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AGENDA

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**I. OPEN MEETING**

Chair

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

**II. RECOGNITIONS**

Board Chair Colett, Dr. Gustavo Balderas

- A. Recognitions:  
2023 Dell Scholarship Winner  
Public Safety Recognition
  
- B. School Spotlight: SRHS - Musical Theater Solo  
Jim Fewer

**III. SUPERINTENDENT'S REPORT**

Dr. Gustavo Balderas

- A. Comments by the Superintendent  
Dr. Gustavo Balderas

**IV. PUBLIC COMMENTS**

- A. Instruction Time Public Hearing
- B. Comments by Employee Groups  
Lindsay Ray - BEA, Kyrsti Sackman - OSEA
- C. Comments by Community Members

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Board Chair Tom Colett, Dr. Gustavo Balderas	
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Board Chair Tom Colett	



## RECOGNITIONS

### BACKGROUND

Beaverton School District recognizes the following individuals for their outstanding contributions to the district and the community: BASE senior Molly Banister and Southridge High School juniors Eitan Minyan and Stone Fowler.

### 2023 Dell Scholarship Winner

Molly Bannister, a senior AVID Scholar at BASE, has been named one of 500 [Dell Scholars](#) nationally. Molly was awarded \$20,000 to the school of her choice, book fees, a laptop and more. The Dell Scholarship prioritizes ambition and determination over GPA, targeting lower-income, highly motivated students who demonstrate the drive to succeed despite obstacles. Molly participates in the biomedical pathway at BASE. She has been an AVID scholar since middle school and has taken several Advanced Placement courses. She plans to attend Central Oregon Community College next fall. In the future, Molly would like to be either a dental hygienist or social worker.

### Public Safety Recognition

Eitan Minyan and Stone Fowler, juniors at Southridge High School, are recognized for their actions to help others in a crisis. After taking a wrong turn on their way to a snowboard club meeting, the students witnessed a collision that left a car overturned with an [infant trapped inside](#). Without hesitation, Eitan squeezed himself through one of the broken windows and carefully freed the baby. Eitan and Stone are appreciate for their quick action and selfless service to our community.

### RECOMMENDATION

The School Board recognizes Molly Banister, Eitan Minyan and Stone Fowler for their outstanding contributions to the district and the community.

## **BSD School Board Meeting**

April 24, 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 want to start tonight by talking about a situation that I've heard about from a number of educators at worksites across the district. We are experiencing disrupted learning environments at every level, caused by dysregulated students who are simply not having their needs met. I've heard so many stories of educators, including our classified colleagues as OSEA President Kyrsti Sackman mentioned at the last school board meeting, being harmed on the job every day. It is demoralizing. I've heard stories about students who should have one-on-one aides for support with their behavior and their learning, but those aides aren't being provided so it's left to classroom teachers to manage the exceptional needs of one or two students in addition to their entire class—as you might guess, this is not humanly possible. Our students are losing out and educators are burning out. I've heard stories of students carrying out normal developmentally-appropriate behaviors and pushing boundaries, as we would expect them to, only to find out that those boundaries are ever-changing or seemingly non-existent. We are often not holding students accountable for their actions, and we're doing our students a disservice as they advance through the school system.

I want to be clear that I'm talking about addressing these disrupted learning environments by increasing support and creating consistent expectations. I'm not talking about harsh disciplinary action here. I know and appreciate that we are working within a system that disproportionately affects students of color and others in historically marginalized populations. I'm talking about recognizing that our students are crying out for support, that they are looking to us to help create school communities that feel safe and affirming—school communities in which they know the expectations and are held to them, in which they have the support they need in the form of staff like one-on-one aides and social workers, effective restorative practices throughout the district that are done to fidelity, and curriculum, including dual language and CTE programs as identified in the strategic plan, that addresses the needs of every student.

We experienced a similar crisis of disrupted learning a few years ago, and educators came together to identify solutions in a report compiled by OEA called a Crisis of Disrupted Learning. While the root causes of this current situation are no doubt different, those solutions are no

doubt informative during this time. I hope that we can work together to support students, staff, and administrators in creating school environments in which every student can thrive.

I also want to remind folks tonight that school board elections are on the horizon. I encourage everyone to consider the candidates running, ask questions, and get involved in the democratic process. It's exciting, and the work of the board makes a difference. Ballots will be mailed out this week, and voters need to return them by Tuesday, May 16th. Please vote!

And finally, I want to take a moment to comment on the draft of the strategic plan. In looking through it, I see an incredibly aspirational document, and I'm excited to see our progress toward the Goals for Student Success. Many of the Vision Statements tie directly into my earlier comments on supporting students in disrupted learning environments, and I hope that as we carry out this plan we hold ourselves and each other accountable, lean into the stated values and work toward the schools our students deserve.

**Good evening, Dr. Balderas, Board Chair Collette & members of the School Board.**

I am Kyrsti Sackman. I am a para II in an elementary Specialized Program and your local OSEA Classified President.

**I would like to take this opportunity to thank all the members of our school board for their continued efforts and work that supports our staff, students and community.**

The 3 School Board Members whose positions are up for election, we as OSEA would like to say THANK YOU for all your time and energy spent over the years! You have done so much for our community and we thank you for your service.

**We would like to echo the words of BEA president Ray- we thank you for what you shared tonight.**

**We are 131 student contact days into our school year, it continues to be a while ride.**

**We continue to invite classified staff to speak up, write workers testimonies, sign up to come down to Salem to share their experiences, so that our legislators can see, hear and understand the realities of what it means to work in a school.**

We also ask that all classified staff, please take the time to do your own research as we continue to see Legislative bills being introduced for Oregon Educators & Support staff. And to all staff who reside in Washington County, please be mindful and diligent about our upcoming School Board vote and local legislative votes.

**We as OSEA would like to remind classified staff to please continue to reach out to your OSEA Board members for support, as we prepare for all the changes coming in the removal of positions, changes in classrooms, buildings & staffing. \*\*\***

We thank our BSD administration for continuing to partner with OSEA to grow support and language for all of our classified employees & inviting us into different meetings and conversations, as to continue to provide Classified staff to have "a voice" at the table.

*\* \*\*\* We do have concerns about the 22% of our students on IEP's & 504's - how will they survive without support of the Health Assistants? How will our office staff expect to keep up. Some things we wonder is what will happen to the money we save on vision screenings & Meeting support without our health Assistants?*



### PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, April 20, 2023, through 12:00 p.m. on Monday, April 24, 2023.

The following 16 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:
Helen	Chandler	Staff Member	I'm concerned about the PD in the 2023-2024 calendar that is after the last day of school and grading day. This will be wasted time and money for any teachers changing positions, retiring, and leaving the district. This day comes after grades are turned in, classrooms have been packed up, and materials have been returned to district. Along with this- these PD and workdays are LIFELINES to allow for great teaching- these are days I set up for new units, assembling materials and resources that require more than a typical plan time to do. PD days let me look through student data with my fellow teachers and make adjustments for my students in that moment- adjustments that make their experience better. We need these days IN the school year. Perhaps attached to the end of the longer breaks, so it's not a "extra" break for parents to adjust for. Please consider changing it.
bill	bailey	Staff Member	Please don't have the last day after grading day be staff development. It's so needed during the year. Teaching is hard. I will not have any bandwidth for staff development then.
Emma	Kimball	Staff Member	The staff development day scheduled for the last day of the school year should be at least moved to before the grading day, if not moved to the beginning of the school year or elsewhere. It doesn't make sense to try and prep for the following year on the last contract day when some people won't even have their teaching assignments yet.

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.

Kristy	Castor	Staff Member	Having a staff development day as the last day of school for teachers is a bad idea. Teachers are not in a frame of mind to be thinking about the next school year right when you've closed out the current year, not to mention teachers are exhausted by then. This day would go better anywhere else. If we need it early in the year then perhaps September or October? It would definitely be a wasted day as the last day of school. Thank you!
Molly	D	Staff Member	I was stunned to see a staff development day scheduled for the day after our final grading day. What could we possibly be covering? We would not even be able to apply the content to our instruction for two months. And, frankly, we'll be emotionally and physically exhausted. Plus, we'll have actually gone through the check-out process at our individual schools. So, why?
Kara	Walker	Staff Member	Staff development at the end of the year is useless for us. We have negotiated for staff development days because we need them during the year to plan, grade, collaborate, etc. Putting it at the end of the year after I have packed my materials and turned in my laptop is equivalent to taking that time away from me. What will a teacher do on that day if they are about to retire, or go on leave the following year, or they don't yet know their assignment. What a waste. Please move this day to a different time of the year where we can actually use it to come up for air, and maybe actually spend the time in a way that will benefit students.
Jennifer	Stroup	Staff Member	I wanted to confirm that the BSD School Board was aware of a new policy happening at Aloha High School. I have recently learned that some students are being given .5 math credit for taking the ACT WorkKeys test. As far as I know, this does not match the BSD Approved Board Policies for Proficiency grading. I believe these tests might be used for Essential Skills, but not for math course credit. As far as I know, math course credit must be Algebra 1 or higher in order to qualify for the 3 required math credits for graduation. The ACT WorkKeys Test are not Algebra 1 or higher. After viewing some of the content, I believe the tests measure Middle School Learning Targets. I'm bringing this up to the board as a teacher who wants to maintain academic standards at the high school level.

Lindsey	Hill	Parent/ guardian	I'd like to see Beaverton School District ban the possession of firearms on school property, regardless of a concealed carry permit.
Ashley	Gannett	Parent/ guardian	I would like to know what you are going to do for schools when the pandemic budget goes away in august ? Schools like Fir Grove are already stretching our teachers thin and lack have a lack of resources. Now they are talking about losing the little resources we have to support our student and teacher. I want to know why our schools don't step in and support students that fall behind until they are two grade levels behind? I think this is adding to our problem and I want to know how you are going to change and fix this to make this better for our students. As a parent I have two children who have struggled from the very beginning and the lack of help and support has effected their mindset and confidence. Not teaching phonics and spelling, is a detriment. Testing them on the algorithm but not teach them that way is wrong. We need to go back to the old roots of how to educate. You are losing kids to home schooling as well and probably many more pretty soon if this continues.
megan	campbell	Parent/ guardian	It has come to my attention that BSD has not yet passed that guns and concealed guns are not allowed on school grounds. I strongly urge you to add this item to your agenda and to please prohibit concealed carry and guns on school grounds. There is no place for guns on school grounds. My husband is a combat vet, we both come from a long line of military. We are firmly and keenly aware of the sacrifices made for our rights and freedoms. We know those sacrifices all to well; I am a believer of the 2nd amendment- a well regulated militia, and am in no way trying to convince anyone not to own a gun or get their concealed carry, I am just begging you to keep them off of school grounds. There is no reason that a gun should be on school grounds. I strongly urge and implore you as the School District board to please keep our kids safer and give us as parents one less thing to worry about. Please please pass this and prohibit guns on school grounds. Thank you for your consideration.

Leah	K	Staff Member	I am a BSD teacher and would like you to reconsider the last day of next school year. It is currently a planning day and that is very unnecessary to plan anything that day. One week before school began I had to move rooms and grade levels, so planning in that last day makes no sense. Us teachers absolutely need the planning day in the middle of the year to benefit us and the students. Please , we are begging you, change that last planning day to somewhere in the middle of the year. Thank you!
Jeff	Crapper	Staff Member	I'm deeply concerned about the school board vote in March to transition funding voters intended to use toward CTE programs from the High School Success grant and use those funds to pay for other projects. Most districts allocate approximately 50% of their HSS funds toward CTE. However, BSD is currently at 23% and there is some indication that amount will be less that what was proposed in the Integrated Guidance narrative. With four of the six CTE-related licensed staff being displaced, I'm not only concerned about the workload of our remaining staff but also concerned about our 80 CTE and Future Labs staff in the district. No other teachers in BSD are expected to maintain their classroom labs, facilitate outside career-related learning opportunities, serve as advisors for a CTSO (academic-related club), facilitate their own advisory boards with community groups and volunteers, administer and fund their own standardized assessments, and develop their curriculum with no DAO staff support
Lauren	Butler	Parent/guardian	BSD board members, I am a parent of an incoming kindergartner at Oak Hills Elementary. I am writing to ask that you please consider adopting policy KGBB - Firearms Prohibited for the district and requesting that it be added to the next meeting's agenda. Schools should be safe havens for our children to learn without the presence of firearms, whether carried legally or not. There is no data or evidence to support that the presence of firearms on school grounds creates a safer environment for our students or staff. Please add this topic to your agenda and strongly consider adopting this policy to keep our schools safe. Thank you for your consideration and commitment to our community.

Leah	Gulick	Student	<p>I am writing to the Board today in support of the students testifying for a plan for climate crisis action in the BSD. The climate crisis will impact each and every one of the students in the district, especially students of color and those from lower-income households.</p> <p>We need district-level action. Sunset High School has been working with students from Westview, district parents in the EcoSchools network, and BSD staff to develop a draft of a climate action policy. Following the work of our neighbors, Portland Public School District, who passed a climate policy last spring, this plan will include community-built and oriented climate action. After getting feedback from a diverse array of community members, we will bring this policy before you in May. I wanted to introduce our work to the Board and ask for your support in our efforts this spring. The Beaverton School District needs expansive, equitable, and immediate climate action to protect its students.</p>
B	D	Parent/guardian	<p>First and foremost, thank you for taking the time to be part of the Beaverton School Board. I understand it is an incredible undertaking.</p> <p>I'm writing in hopes of getting some clarification regarding what appears to be a large cut to our CTE support staff. The CTE Tosas and Admin have played a critical role on many facets, from working with the ODE to gain access to multiple industry approved credentials and grants, to supporting CTE with the mountains of paperwork and constantly moving targets to better support student needs.</p> <p>Thank you for helping me understand the big picture and what our plan is for supporting CTE programs and students moving forward.</p>
Lacey	D.	Parent/guardian	<p>Thank you for your time and the service you give to our community. My question is regarding support for CTE programs in the district.</p> <p>There is data that shows CTE program graduation rates are between 96 to 98 percent. Seeing this data what is your plan to support the CTE programs moving forward? Other districts are being transparent in hiring additional tosa's to support CTE while Beaverton is cutting these positions.</p>



**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—BUSINESS MEETING MARCH 13, 2023**

**Board Members Present:**

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

**Staff Present:**

Dr. Gustavo Balderas	Superintendent
Dr. Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Dr. Josh Fritts	Executive Administrator for Teaching and Learning
Dr. Patrick Meigs	Executive Administrator for Elementary Schools
Ken Bell	Executive Administrator for High Schools and Option Programs
Scarlet Valentine	Principal at West Tualatin Valley Elementary School
Michael Crandall	Principal at Early College School and Terra Nova Program
Craig Beaver	Administrator for Transportation
Aaron Boyle	Administrator for Facilities Development
Dr. Jon Bridges	Administrator for Accountability
Camellia Osterink	General Counsel

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

**I. OPEN MEETING**

Chair Tom Colett called the meeting to order at 6:30 p.m. The board reviewed the agenda and did not request any changes.

**II. RECOGNITIONS**

*A. School Spotlight: Mountainside High School Flute Quintet*

Becky Tymchuk introduced the MHS Quintet; Moises Acosta, Kyra Gail Tovar, Kalina Rencher, Angie Baydala, Shannon Raloff who played two movements from “Three Atmospheric Operatic Pieces” and have been working on this music for just a few weeks. Good luck at the state chamber contest in April.

**III. SUPERINTENDENT’S REPORT**

*A. Comments by the Superintendent*

Superintendent Gustavo Balderas shared thanks to the Board and community for their continued advocacy with our legislators and Governor in Salem and locally to provide appropriate funding for the students. We need 10.3 billion to maintain the current service level. We received ESSR funds to assist our students during and after the pandemic and those funds go away in 2024. The decrease in SIA funds also impacts the district's decisions in how to pay for staffing. We cannot fund positions in one-time dollars or grant funds and will have to look at other funding streams.

Reading initiatives are being discussed in Salem, we are watching these to see where they will go. All students learn differently, we need a curriculum that will best fill the needs of our students. We need them to learn to read and read to learn.

Update: Social Studies curriculum, unit one was introduced to all this year, unit two was initially piloted and now is being used by all and unit three will be available this fall in K-5 classrooms. He congratulated the Boys and Girls Basketball teams and coaches that participated in the conference quarter-finals.

#### **IV. PUBLIC COMMENTS**

*A. Comments by Employee Groups*

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

*B. Comments by Community Members*

The board received 52 written public comments. The board received 9 requests to speak to the board virtually or in person and received public comments from 7, as 2 did not log in virtually.

#### **V. CONSENT AGENDA** Chair Tom Colett

*A. Approve Personnel Actions*

*B. Approve Board Meeting Minutes - February 27, 2023, work session and February 27, 2023 business meeting*

*C. Approve Public Contracts*

*D. Approve Grants*

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

#### **VI. REPORTS**

*A. Bond Accountability Committee Report – Presenters: Tom Quillan, Aaron Boyle*

The BAC chair reported on the meetings and discussions of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters of the 2022-2023 school year. The report is attached in BoardBook.

*B. School Reports - Presenters: Dr. Patrick Meigs, Ken Bell*

*a. West Tualatin View Elementary School – Scarlet Valentine*

*b. Early College and Terra Nova programs – Michael Crandall*

The principals of West Tualatin View Elementary and Early College/Terra Nova Programs 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.

*C. Department Update: Transportation – Presenter: Craig Beaver*

The Administrator for Transportation presented a report about the district's transportation department including areas of concern, successes, and the future for the department. A written report is attached in BoardBook.

*D. Financial Update – Presenter: Mike Schofield*

Associate Superintendent Mike Schofield presented an updated monthly financial update to the Board for review and discussion as the previous months report was initially provided. The updated detailed report is attached in BoardBook.

## VII. ITEMS FOR ACTION AT A FUTURE MEETING

- . Transportation Supplemental Plan – Presenters: Craig Beaver, Dr. Carl Mead  
Craig Beaver shared the report on the Transportation Supplemental Plan for initial consideration. The presented plan includes removing transportation due to the addition of sidewalks in the Sato and Cedar Mill attendance areas. Along with adding transportation; due to a lack of sidewalks in the Bethany attendance area. The proposal for removing transportation in the AHS attendance area has been removed due to the delay by the county of adding a pedestrian activated signal. A detailed report is attached in BoardBook.

The board recessed for a brief break from 8:55 – 9:00

- . Board Policy Revisions – Presenter: Camellia Osterink
  - a. IGBB Talented and Gifted Program and Services
  - b. IGBBA Identification – Talented and Gifted
  - c. EFAA-AR Reimbursable Meals and Milk Programs
  - d. GBN/JBA Sexual Harassment
  - e. GBEA Workplace HarassmentRevisions to policies IGBB, IGBBA, EFAA-AR, GBN/JBA, GBEA are recommended, to align with changes in state law. General Counsel Camellia Osterink shared the recommended revisions to each policy. Detailed information on recommended policy changes is attached in BoardBook.

## VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Hope Chinese Charter School Renewal* – Presenter: Dr. Jon Bridges  
Susan Greenberg moved to approve the Hope Chinese Charter School renewal as submitted and Eric Simson seconded. The motion passed 7:0.
- B. *Aligning for Student Success Plan* – Presenter: Dr. Josh Fritts  
Susan Greenberg moved to approve the Integrated Guidance initiative as the submitted and Eric Simpson seconded. The motion passed 7:0.
- C. *World Language Curriculum Adoption* – Presenter: Toshiko Maurizio  
Susan Greenberg moved to approve the World Language materials for adoption and Eric Simpson seconded. The motion passed 7:0.
- D. *Board Policy Updates* – Presenter: Camellia Osterink
  - a. *AC Nondiscrimination*
  - b. *GBA Equal Employment Opportunity*
  - c. *JGAB Use of Restraint or Seclusion*Susan Greenberg moved to approve the board policy updates as submitted and Eric Simpson seconded. The motion passed 7:0.

## IX. BOARD COMMUNICATION

### *Comments by Individual Board Members*

Brief comments included Track and field at Sunset is off to a great start. Conversations about Race held at SRHS, was amazing and we value student voices being heard. Battle of the Books at Hiteon and Read Across America at Cooper Mountain was wonderful to participate in.

Great loss of a wonderful man, Ron Porterfield.  
Frozen the musical at WHS had a very diverse cast and it was amazing.  
COSA conf on Dual Language programs and the positive impact on our students.  
Social worker ran a Spanish speaking parent group at school focused on self-care for the parents.  
OSBA Color Caucus was a learning opportunity and is a good resource for learning about advocating for our students in Salem.  
10.3 is where we need to go for our students.

#### **X. CLOSE MEETING**

Board Chair Tom Colett adjourned the meeting at 9:24p.m.

*Use the following links to access board meeting information:*

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

**DRAFT MEETING MINUTES – WORK SESSION ONE MARCH 20, 2023****Board Members Present:**

Tom Collet, Chair  
Karen Pérez, Co-Chair  
Sunita Garg (attended virtually)  
Ugonna Enyinnaya (attended virtually)  
Susan Greenberg (attended virtually by phone starting at 5:36, in person starting at 5:46)

**Board Members Absent:**

Eric Simpson (excused)  
Becky Tymchuk (excused)

**Staff Present:**

Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent for Teaching and Learning
Dr. Carl Mead	Deputy Superintendent for Operations
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Susan Rodriguez	Chief Human Resources Officer
Camellia Osterink	General Counsel

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.

**II. STATE OF THE DISTRICT**

A. Overview and Discussion Dr. Gustavo Balderas, Superintendent

Dr. Balderas presented the midyear report to the Board which addressed the creation of the Strategic Plan and passing of the Levy. He highlighted the pockets of excellence in the district. He included information on the following items.

Multilingual language program expansion	Preschool Expansion - needs in our community
Behavior supports	Budget of 9.9 but really needing 10.3 or more
Continuations of curriculum adoptions	
Alignment of programming	K-12 assessment and intervention systems
Budget coming out of ESSR funds	Reductions of 3% in the district office
ERP - Resource planning system that is over 20 yrs old, very ineffective and needs updating	
89.3% of budget in people, we need to get that number down to a lower amount	

*Use the following links to access board meeting information:*

*Video Livestream: [youtube.com/BeavertonSchools](https://youtube.com/BeavertonSchools)*

*Agenda & Meeting Materials: [bit.ly/3f63EDd](https://bit.ly/3f63EDd)*



**DRAFT MEETING MINUTES – WORK SESSION 2 MARCH 20, 2023****Board Members Present:**

Tom Collet, Chair  
Karen Pérez, Co-Chair  
Sunita Garg (attended virtually)  
Ugonna Enyinnaya (attended virtually)  
Susan Greenberg

**Board Members Absent:**

Eric Simpson (Excused)  
Becky Tymchuk (Excused)

**Staff Present:**

Dr. Gustavo Balderas  
Dr. Heather Cordie  
Dr. Carl Mead  
Mike Schofield  
Kerry Delf  
Susan Rodriguez  
Shelly Bailey-Shah  
Camellia Osterink  
Ken Struckmeier  
Dr. Danielle Hudson  
Dr. Patrick Meigs  
Ken Bell  
Dr. Jon Bridges

Superintendent  
Deputy Superintendent  
Deputy Superintendent  
Associate Superintendent  
Chief of Staff  
Chief Human Resources Officer  
Public Communication Officer  
General Counsel  
Executive Administrator for Middle Schools  
Executive Administrator for Student Services  
Executive Administrator for Elementary Schools  
Executive Administrator for High/Options Schools  
Administrator for Accountability

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 6:30 p.m.

**II. DISCIPLINE/BEHAVIOR**

- |                                   |                     |
|-----------------------------------|---------------------|
| A. Foundational Ideas             | Dr. Heather Cordie  |
| B. Behavioral Health and Wellness | Ken Struckmeier     |
| C. Responding to Student Behavior | Dr. Danielle Hudson |
| D. Defining Terms & Key Changes   | Dr. Patrick Meigs   |
|                                   | Ken Bell            |

During the presentation from Dr Cordie and the Teaching and Learning team, they provided opportunities for Board members to ask questions and make comments, including how very encouraged by the changes this year, mental health support for students that are suspended or expelled, referral to outside counseling, acronym for CASE is Collaborative Alternative Solutions

to Suspension and Expulsion, Principals make a recommendation and the Executive Administrator makes the final decision to expel, CASE is another layer to help students during that time, do not think that the Principal can make the decision to expel - there is a statute that states an Administration always has to make the recommendation. Students and parents are provided the Code of Conduct with the student verifications at the beginning of the year and they have to sign off on that. There is also guidance around that at the secondary schools. Students that have questions on how to get questions answered by someone other than a mandatory reporter. We may need some updates to our Erin's Law curriculum, we may be able to work something out with outside agencies. Students wanted additional options for their relationship and mental health, prioritization on what is needed to continue with funding.

E. Semester One Discipline Data      Dr. Jon Bridges

The Teaching and Learning team went over the 5 most frequent behaviors in elementary and secondary levels that may have led to a suspension. Along with going over the expulsions and reasons for Semester 1.

**II. ADJOURN MEETING**

Chair Tom Colett

Adjourned at 8:34 p.m.



## DRAFT MEETING MINUTES – WORK SESSION APRIL 10, 2023

### Board Members Present:

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

### Board Members Absent:

Susan Greenberg (Excused)

### Staff Present:

Dr. Gustavo Balderas  
Dr. Carl Mead  
Mike Schofield  
Kerry Delf  
Camellia Osterink  
Dr. Josh Fritts  
Dr. Jon Bridges  
Kayla Bell  
John Peplinski

Superintendent  
Deputy Superintendent  
Associate Superintendent  
Chief of Staff  
General Counsel  
Executive Administrator for Teaching & Learning  
Administrator for Accountability  
Administrators for Curriculum, Instruction &  
Assessment Administrator

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

## I. OPEN MEETING

Chair Tom Colett

Board Chair Tom Colett called the meeting to order at 6:31 p.m.

## II. ACADEMIC INSTRUCTION, ASSESSMENT & INTERVENTION

Dr. Joshua Fritts

Overview of a Robust Multi-Tiered System of Supports (MTSS)

John Peplinski, Dr. Jon  
Bridges, Dr. Josh Fritts  
Kayla Bell

Current District Assessments

Proposed District Assessment Framework

Current District Intervention Framework

Dr. Jon Bridges

During the presentation from Dr. Fritts and the Teaching and Learning team they shared information about the current statewide assessments and College Board assessments to

determine the success of student academic outcomes including pointing out the use of the Equity Lens in all assessments, they provided opportunities for Board members to ask questions and make comments, questions were asked of how to provide enough time to do the assessments, adding the other classes after the pilot program schools data comes in, the process for selecting the universal screeners that we use, is the goal to create a new system or update the current screeners? How is the assessment system tied to our curriculum currently? They would like to see the data points broken down by students ethnicity? What is the timeline for setting up a team to look at all of the assessments we currently have? How do we address all the students that are assessed to need more assistance? How will the state address the costs involved, worried about costs and implementation.

The team suggested a deep dive into the work that has been done and the assessments that we currently use, getting a committee together to analyze the information. Initial screenings are typically performed at the beginning of the year and repeated at later intervals. This is an ongoing process that we will bring additional updates as needed.

### **III. ADJOURN MEETING**

Chair Tom Colett

Adjourned at 8:03 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	
District Library Book Purchase	John Peplinski, Administrator for K-12 Instruction	Special Procurement Pursuant to DJC-AR (5)	Follet Content Solutions, LLC	\$200,000.00	04/2023	09/2023	Authorization to Award Contract
Fire Alarm Panel Replacement – Group 4 & 5	Aaron Boyle, Administrator for Facilities Development	Sourcewell Cooperative Contract #030421	Johnson Controls Fire Protection LP	\$355,877.61	07/2022	12/2023	Authorization to Award Contract
Water Quality Facilities Maintenance	Ron Umali, Administrator for Maintenance Services	Request for Proposal (RFP) 20-0042	DeSantis Landscapes, Inc.	\$230,991.00	07/2023	06/2024	Authorization to Award Project Work Authorization
Construction Manager/General Contractor (CM/GC) Mountain View Seismic Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	Balfour Beatty Construction, LLC DBA Balfour Beatty Construction, LLC DBA Howard S. Wright	\$50,000.00	04/2023	09/2024	Authorization to Award Project Work Authorization
Nutrition Services Equipment Purchase and Installation	Aaron Boyle, Administrator for Facilities Development	State of Oregon DAS Cooperative Price Agreement #9500	Bargreen Ellingson of Oregon, Inc.	\$167,933.89	04/2023	09/2023	Authorization to Award Contract
Mechanical Contractor for HVAC Upgrades at Southridge	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21--0028	Hydro-Temp Mechanical, Inc.	\$171,349.00	04/2023	09/2023	Authorization to Award Project Work Authorization
Construction Manager/General Contractor (CM/GC) Stoller Gym & Added Classrooms	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	Kirby Nagelhout Construction Co.	\$66,160.00	04/2023	05/2025	Authorization to Award Contract
Sunset Computer Lab Replacement	Carl Mead, Deputy Superintendent for Operations	OETC Cooperative Contract #4064	Apple Inc.	\$170,820.00	04/2023	06/2023	Authorization to Award Contract

Round 1A Purchases for Modernization Tech/AV Project	Aaron Boyle, Administrator for Facilities Development	OETC Cooperative Contract #4064	Apple Inc.	\$174,376.00	04/2023	09/2023	Authorization to Award Contract
Construction Manager/General Contractor for Beaverton High School Rebuild	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0003	Skanska USA Building Inc.	\$772,154.00	09/2022	12/2027	Authorization to Amend Contract
Furniture, Fixtures and Equipment (FF&E) at District Auxiliary Facility (DAF)	Aaron Boyle, Administrator for Facilities Development	Interstate Cooperative Procurement Authority pursuant to ORS279A.220	Newjee, LLC DBA Hyphn	\$325,182.00	04/2023	10/2023	Authorization to Award Contract
Flex Online School Curriculum Licensing	Josh Fritts, Executive Administrator for Instruction	Special Procurement pursuant to DJC-AR (5)	Edmentum, Inc.	\$370,000.00	07/2017	07/2024	Authorization to Award Contract
District Copier Replacement	Michael Schofield, Associate Superintendent of Business Services	OETC Cooperative Contract #22-B	Pacific Office Automation Inc.	\$252,015.00	04/2023	06/2023	Authorization to Award Contract
District Firewall Support	Kevin McMillian, Administrator for Information & Technology	OETC Cooperative Contract #16R-Networking	Organization for Educational Technology and Curriculum DBA OETC	\$467,140.00	04/2023	07/2026	Authorization to Award Contract



**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** K-12 Book Purchase for School Libraries

**PROJECT TIMELINE:** 4/2023 – 9/2023

**PROJECT BUDGET:** \$200,000

**PROJECT SCOPE:** Purchase K-12 library books for District

**CONTRACT NAME:** BSD District Library Book Purchase

**RECOMMENDED BY:** John Peplinski, Administrator K-12 Instruction

**SOLICITATION METHOD:** Special Procurement pursuant to DJC-AR (5)

**CONTRACT TIMELINE:** 4/2023 – 9/2023

**CONTRACT AMOUNT:** \$200,000

**CONTRACT SCOPE:** Purchase K-12 library books for District

**RECOMMENDATION:** Authorization to Award Contract to Follett Content Solutions, LLC.

**FUNDING SOURCE:** Elementary and Secondary School Emergency Relief Fund (ESSER)



**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** District-Wide Fire Alarm Resiliency

**PROJECT TIMELINE:** 4/2021 – 9/2023

**PROJECT BUDGET:** \$2,474,120

**PROJECT SCOPE:** Part 1: Replace unsupported fire alarm panels district-wide. Part 2: Add generators and emergency circuits to schools that do not currently have them. Part 3: Refurbish generators and modify emergency circuits as necessary at schools that current have them. Part 4: Provide main electrical disconnects at schools where they are currently missing.

**CONTRACT NAME:** Fire Alarm Panel Replacement, Groups 4 & 5

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Sourcewell Cooperative Contract #030421

**CONTRACT TIMELINE:** 7/2022 – 7/2023

**CONTRACT AMOUNT:** \$355,877.61

**CONTRACT SCOPE:** Replace unsupported end-of-life fire alarm panels at seven (7) schools with new, fully supported panels

**RECOMMENDATION:** Authorization to Award Contract to Johnson Controls Fire Protection LP

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; District-Wide Fire Alarm Resiliency



**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Annual Water Quality Facility Maintenance

**PROJECT TIMELINE:** 7/2023 – 6/2024

**PROJECT BUDGET:** \$230,991

**PROJECT SCOPE:** At all facilities provide labor, materials, and equipment to improve and maintain facilities as directed by the Beaverton School District. All facilities to be maintained at a Clean Water Services rating of 2 (Good). Maintenance duties to include but not limited to hand weeding of invasive species/non-desirable plantings, removal of built-up sediment, replanting of lost plants up to 15% of total swale area, and removal of debris found on site.

**CONTRACT NAME:** Water Quality Facilities Maintenance for Fiscal Year 2023-2024

**RECOMMENDED BY:** Ron Umali, Administrator for Maintenance Services

**SOLICITATION METHOD:** Request for Proposal (RFP) 20-0042

**CONTRACT TIMELINE:** 7/2023 – 6/2024

**CONTRACT AMOUNT:** \$230,991

**CONTRACT SCOPE:** Provide all labor, materials, and equipment to maintain a Clean Water Services rating of 2 (Good) or better at all Beaverton School District facilities

**RECOMMENDATION:** Authorization to Award a Project Work Authorization to DeSantis Landscapes, Inc. under Master Contract 20-0042

**FUNDING SOURCE:** Maintenance General Fund



**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Mountain View Middle School Seismic Project

**PROJECT TIMELINE:** 4/2023 – 9/2024

**PROJECT BUDGET:** \$9,900,000

**PROJECT SCOPE:** Seismic upgrade of Mountain View Middle School. Includes a variety of deferred maintenance as well, likely replacement of major HVAC and electrical components and replacement of mercury containing gym floors.

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Services for Mountain View Seismic Project

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Request for Proposal (RFP) 22-0020

**CONTRACT TIMELINE:** 4/2023 – 9/2024

**CONTRACT AMOUNT:** \$50,000

**CONTRACT SCOPE:** The initial contract was for a CM/GC to provide pre-construction services. The pre-construction services included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately development of a Guaranteed Maximum Price (GMP) proposal. The GMP proposal has been negotiated by the project team within the project budget (see above). If negotiations are deemed successful by District staff, the negotiated GMP proposal will be brought to the Board for approval. If approved by the board, District staff will execute a GMP amendment to the contract for the CM/GC to provide all materials, services, labor, and other things necessary to construct and deliver the project.

**RECOMMENDATION:** Authorization to Award a contract to Balfour Beatty Construction, LLC DBA Balfour Beatty Construction, LLC dba Howard S. Wright

**FUNDING SOURCE:** 2022 Bond; Seismic; Mountain View Seismic



**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Nutrition Services

**PROJECT TIMELINE:** 2/2023 – 9/2023

**PROJECT BUDGET:** \$250,000

**PROJECT SCOPE:** Equipment purchases and installation for Nutrition Services, to include one (1) kettle and seven (7) double-stack convection ovens

**CONTRACT NAME:** Nutrition Services Equipment Purchases and Installation

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** State of Oregon DAS Cooperative Price Agreement #9500

**CONTRACT TIMELINE:** 4/2023 – 9/2023

**CONTRACT AMOUNT:** \$167,933.89

**CONTRACT SCOPE:** Equipment purchases and installation for Nutrition Services, to include one (1) kettle and seven (7) double-stack convection ovens

**RECOMMENDATION:** Authorization to Award Contract to Bargreen Ellingson of Oregon, Inc.

**FUNDING SOURCE:** 2014 Bond; Nutrition Services



**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Southridge High School - Heating, Ventilation, and Air Conditioning (HVAC) Upgrades

**PROJECT TIMELINE:** 8/2022 – 9/2024

**PROJECT BUDGET:** \$9,000,000

**PROJECT SCOPE:** HVAC upgrades at Southridge High School

**CONTRACT NAME:** Mechanical Contractor for HVAC Upgrades

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Request for Proposal (RFP) 21-0028

**CONTRACT TIMELINE:** 4/2023 – 9/2023

**CONTRACT AMOUNT:** \$171,349

**CONTRACT SCOPE:** Contractor to investigate, furnish, coordinate, manage, and install various roof-top unit (RTU) components at Southridge High School

**RECOMMENDATION:** Authorization to Award a Project Work Authorization under Master Contract #21-0028B to Hydro-Temp Mechanical, Inc.

**FUNDING SOURCE:** 2022 Bond; Deferred Maintenance; Southridge High School HVAC Upgrades



## PUBLIC CONTRACT AUTHORIZATION

**PROJECT NAME:** Stoller Middle School Gym and Added Classrooms

**PROJECT TIMELINE:** 3/2023 – 5/2025

**PROJECT BUDGET:** \$12,000,000

**PROJECT SCOPE:** The scope includes the construction of an ancillary gym, covered play structure, and additional classrooms.

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Services for Stoller Middle School Gym & Added Classrooms

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Request for Proposal (RFP) 22-0020

**CONTRACT TIMELINE:** 4/2023 – 5/2025

**CONTRACT AMOUNT:** \$66,160

**CONTRACT SCOPE:** The initial contract was for a CM/GC to provide pre-construction services. The pre-construction services included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately development of a Guaranteed Maximum Price (GMP) proposal. The GMP proposal has been negotiated by the project team within the project budget (see above). If negotiations are deemed successful by District staff, the negotiated GMP proposal will be brought to the Board for approval. If approved by the board, District staff will execute a GMP amendment to the contract for the CM/GC to provide all materials, services, labor, and other things necessary to construct and deliver the project.

**RECOMMENDATION:** Authorization to Award Contract to Kirby Nagelhout Construction Co.

**FUNDING SOURCE:** 2022 Bond; Additional Classrooms; Stoller Gym and Added Classrooms



**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Sunset High School Computer Lab Replacement

**PROJECT TIMELINE:** 4/2023 – 6/2023

**PROJECT BUDGET:** \$170,820

**PROJECT SCOPE:** Replace aging computers in Sunset High School graphic design lab

**CONTRACT NAME:** Sunset High School Computer Lab Replacement

**RECOMMENDED BY:** Carl Mead, Deputy Superintendent for Operations

**SOLICITATION METHOD:** OETC Cooperative Contract #4064

**CONTRACT TIMELINE:** 4/2023 – 6/2023

**CONTRACT AMOUNT:** \$170,820

**CONTRACT SCOPE:** Replace aging computers in Sunset High School graphic design lab

**RECOMMENDATION:** Authorization to award contract to Apple Inc.

**FUNDING SOURCE:** 2022 Bond; Sunset High School Modernization



### PROJECT CONTRACT AUTHORIZATION

**PROJECT NAME:** Modernization Tech/AV

**PROJECT TIMELINE:** 4/2023 – 4/2024

**PROJECT BUDGET:** \$3,000,000

**PROJECT SCOPE:** As part of the 2022 Bond-funded Modernization Tech/AV project, provide new technology and AV equipment for fifty (50) schools in accordance with new District standards

**CONTRACT NAME:** Round 1A Purchases for Modernization Tech/AV Project

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** OETC Cooperative Contract # 14-R-4064-Apple

**CONTRACT TIMELINE:** 4/2023 – 9/2023

**CONTRACT AMOUNT:** \$174,376

**CONTRACT SCOPE:** Round 1A: Apple order of iPads, Apple TV's and Apple Pencils for nine (9) schools. (Barnes, Cedar Mill, Merlo Station, Fir Grove, Greenway, McKay, Montclair, West TV and Whitford)

**RECOMMENDATION:** Authorization to award contract to Apple Inc.

**FUNDING SOURCE:** 2022 Bond; Modernization Technology/AV



## PROJECT CONTRACT AUTHORIZATION

**PROJECT NAME:** Beaverton High School (BHS) Replacement

**PROJECT TIMELINE:** 5/2021 – 8/2027

**PROJECT BUDGET:** \$253,000,000

**PROJECT SCOPE:** Replacement and renovation of Beaverton High School

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) for Beaverton High School Rebuild

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Request for Proposal (RFP) 22-0023; Early Work Amendment (EWA)

**CONTRACT TIMELINE:** 9/2022 – 12/2027

**CONTRACT AMOUNT:** \$772,154; Previously approved contract amount for Phase 1 Pre-Construction Services \$560,000, Early Work Amendment (EWA) for \$212,154

**CONTRACT SCOPE:** This EWA includes trade-specific preconstruction services to be provided by the CM/GC's Mechanical, Electrical, and Plumbing (MEP) subcontractors, as well as the CM/GC's costs for certain general liability insurance. Authorization of this EWA is important for project due to the valuable trade-specific services that will be provided during the project's pre-construction phase. The addition of these services was contemplated in the CM/GC's Proposal, and the sub-contractors were selected by the CM/GC in a manner consistent with the contract and applicable laws.

**RECOMMENDATION:** Authorization to execute an Early Work Amendment to Contract #2302404 with Skanska USA Building Inc.

**FUNDING SOURCE:** 2022 Bond; Beaverton High School Replacement



**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** DAF Interior Improvements

**PROJECT TIMELINE:** 3/2023 – 12/2023

**PROJECT BUDGET:** \$2,000,000

**PROJECT SCOPE:** Convert existing office space to training, conference, and professional development space

**CONTRACT NAME:** DAF Furniture, Fixtures and Equipment (FF&E)

**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development

**SOLICITATION METHOD:** Interstate Cooperative Procurement Authority (Pursuant to ORS 279A.220)

**CONTRACT TIMELINE:** 4/2023 – 10/2023

**CONTRACT AMOUNT:** Not to exceed \$325,182

**CONTRACT SCOPE:** Furnish and install training tables, chairs, lecterns, and miscellaneous ancillary furniture

**RECOMMENDATION:** Authorization to Award Contracts to Newjee, LLC DBA Hyphn

**FUNDING SOURCE:** Facility Planning and Construction General Fund



**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Flex Online School Curriculum Licensing

**PROJECT TIMELINE:** 6/2017 – 7/2024

**PROJECT BUDGET:** \$370,000

**PROJECT SCOPE:** Licensing purchase for the Flex Online School curriculum

**CONTRACT NAME:** Flex Online School Curriculum Licensing

**RECOMMENDED BY:** Josh Fritts, Executive Administrator for Instruction

**SOLICITATION METHOD:** Special Procurement pursuant to DJC-AR (5)

**CONTRACT TIMELINE:** 6/2017 – 7/2024

**CONTRACT AMOUNT:** \$370,000

**CONTRACT SCOPE:** Licensing purchase for the Flex Online School curriculum

**RECOMMENDATION:** Authorization to Award Contract to Edmentum, Inc.

**FUNDING SOURCE:** High School Success Grant and Middle School General Fund



### PROJECT CONTRACT AUTHORIZATION

**PROJECT NAME:** District Copier Replacement

**PROJECT TIMELINE:** 4/2023 – 6/2028

**PROJECT BUDGET:** \$2,000,000

**PROJECT SCOPE:** Replace forty-six (46) copiers and dispose of two (2) copiers that are older than eight (8) years throughout the District

**CONTRACT NAME:** District Copier Replacement

**RECOMMENDED BY:** Michael Schofield, Associate Superintendent of Business Services

**SOLICITATION METHOD:** OETC Cooperative Contract #22-B-PrintServices

**CONTRACT TIMELINE:** 4/2023 – 8/2023

**CONTRACT AMOUNT:** \$252,015

**CONTRACT SCOPE:** Replace forty-six (46) copiers and dispose of two (2) copiers of the forty-eight (48) aging copiers throughout the District

**RECOMMENDATION:** Authorization to Award Contract to Pacific Office Automation Inc.

**FUNDING SOURCE:** 2022 Bond; Critical Equipment



### PROJECT CONTRACT AUTHORIZATION

**PROJECT NAME:** District Firewall Support

**PROJECT TIMELINE:** 4/2023 – 7/2026

**PROJECT BUDGET:** \$467,140

**PROJECT SCOPE:** Firewall support for Children’s Internet Protection Act (CIPA) compliance with new chromebooks

**CONTRACT NAME:** District Firewall Support

**RECOMMENDED BY:** Kevin McMillian, Administrator for Information & Technology

**SOLICITATION METHOD:** OETC Cooperative Contract #16R-Networking

**CONTRACT TIMELINE:** 4/2023 – 7/2026

**CONTRACT AMOUNT:** \$467,140

**CONTRACT SCOPE:** Provide CIPA compliance for new chromebooks

**RECOMMENDATION:** Authorization to Award Contract to Organization for Educational Technology and Curriculum DBA OETC

**FUNDING SOURCE:** 2022 Bond; Technology

**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](#)

**RECOMMENDATION**

The superintendent recommends the Board approve the proposed grant actions.

**GRANT PROPOSAL:** Title I-C Summer School

**FUNDING AGENCY:** Oregon Department of Education

**AMOUNT REQUESTED:** \$197,396

**SUBMISSION DATE:** April 15, 2023

**SUMMARY:** The migrant summer school program provides help with reading and math for children who move frequently because they, their parents, or guardians work in agriculture, fishing, or forestry.

**ACTION REQUIRED:** Permission to apply

**GRANT PROPOSAL:** Title III Immigrant Grant

**FUNDING AGENCY:** Oregon Department of Education

**AMOUNT REQUESTED:** \$49,133

**SUBMISSION DATE:** April 15, 2023

**SUMMARY:** Immigrant grant funds assist districts experiencing unexpectedly large increases in their student population due to immigration. Funds can be used to provide immigrant children and youth with high-quality instruction and support in transitioning into American society.

**ACTION REQUIRED:** Permission to apply

**GRANT PROPOSAL:** Title VII Indian Education Formula Grant

**FUNDING AGENCY:** U.S. Department of Education

**AMOUNT REQUESTED:** \$40,000 (est.)

**SUBMISSION DATE:** May 12, 2023

**SUMMARY:** Title VII grants address the unique education and culturally related academic needs of American Indian and Alaska Native students so that these students can achieve to the same challenging state performance standards expected of all students. Grant funds supplement the regular school program and help Native American students to improve their academic skills, become proficient in core content areas, provide students an opportunity to participate in enrichment, and build community with our Native families.

**ACTION REQUIRED:** Permission to apply

**GRANT PROPOSAL:** 21st Century Community Learning Center Grant Program

**FUNDING AGENCY:** Oregon Department of Education

**AMOUNT REQUESTED:** \$500,000 (est.)

**SUBMISSION DATE:** May 26, 2023

**SUMMARY:** The 21st CCLC grants support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

**ACTION REQUIRED:** Permission to apply

**GRANT PROPOSAL:** Indigenous Language Course Pilot Project Grant

**FUNDING AGENCY:** Oregon Department of Education

**AMOUNT REQUESTED:** \$140,000

**SUBMISSION DATE:** May 22, 2023

**SUMMARY:** Grant funds support a pilot Tribal Language Restoration program in collaboration with the Confederated Tribes of the Grande Ronde that would add a heritage or world language course in Chinuk Wawa.

**ACTION REQUIRED:** Permission to receive funds

**CONSENT AGENDA – ITEM FOR ACTION****INSTITUTION UPDATES****BACKGROUND**

The Oregon Department of Education requires School Board authorization for opening and closing schools, school name changes and changes in the grade level of students served by a school. The following institution updates are required for the 2023–24 school year.

- 1) If funded through the District’s budget, Elmonica and Kinnaman Elementary Schools will provide instruction to pre-kindergarten students in the 2023–24 school year but are currently designated to serve students in grades K–5 only.
- 2) The pre-kindergarten program at Bonny Slope will be relocated to Hazeldale which is currently designated to serve students in grades K–5 only.
- 3) Raleigh Hills Elementary and Springville K–8 School will only serve students in grades K–5.

**RECOMMENDATION**

The superintendent recommends that the Board:

- 1) Authorize Elmonica Elementary School, Kinnaman Elementary School and Hazeldale Elementary School to offer instruction to pre-kindergarten students.
- 2) Authorize Bonny Slope Elementary, Raleigh Hills Elementary and Springville K–8 School to offer instruction to students in grades K–5.
- 3) Change the name of Springville K–8 School to Springville Elementary School.

**CONSENT AGENDA – ITEM FOR ACTION****INTERDISTRICT TRANSFERS FOR 2023–24****BACKGROUND**

Residents of other districts may request to enroll in Beaverton schools under the “interdistrict transfer” process established in state law. The Board has established standards for such transfers in board policy JECB – Admission of Nonresident Students. State school funding follows the student to the district in which they enroll. Both BSD and the student's home district must consent to the transfer. The Board must annually approve the number of interdistrict transfers that will be granted for the coming school year.

It is proposed that the Board authorize the District to approve the following interdistrict transfers for the 2023–24 school year:

- Approval for all seniors into and out of the Beaverton School District
- Approval of hardship requests into and out of the Beaverton School District as defined by Senate Bill 709 (2015) for student health and/or safety interests
- Unfilled Beaverton School District open enrollment slots will be open for interdistrict transfers at the following schools and/or as authorized by the superintendent:

Fir Grove Elementary School

Grade 1 – 14 open slots for students

Grade 2 – 13 open slots for students

McKay Elementary School

Grade 1 – 8 open slots for students

Five Oaks Middle School

23 open slots for students (no grade levels designated)

Southridge High School

36 open slots for students (no grade levels designated)

FLEX Online School

Grades K–5 – 40 open slots for students

Grades 6–12 – 100 open slots for students

**RECOMMENDATION**

The superintendent recommends that the School Board authorize interdistrict transfers as proposed for the 2023–24 school year.

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

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



**SCHOOL REPORT**

**School:** Fir Grove Elementary

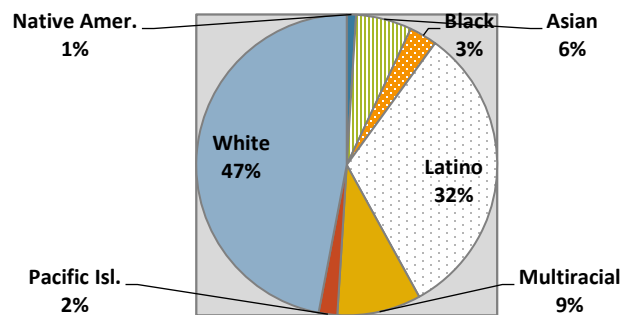
**Principal:** Erin Miles

**Years as School Principal:** 7

**Years in BSD:** 21

**School Demographics 2021–22**

**Enrollment:** 358  
**Economically Disadvantaged:** 48%  
**Students with Disabilities:** 16%  
**Ever English Language Learner:** 27%  
**Different Languages Spoken:** 18



**School Metrics**

**Kindergarten Reading**

At/Above End of KG Reading Level	18-19	20-21	21-22
All Students	70%	44%	24%
English Language Learners			
Students with Disabilities			
Talented and Gifted			
Native American/Alaskan Native			
Asian			
Pacific Islander/Native Hawaiian			
Black			
Hispanic/Latino		35%	
White	87%	48%	30%
Multi-racial			
Male	68%	41%	28%
Female	73%	46%	17%
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

<b>Grade 3 English Language Arts</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>Grade 3 Mathematics</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	38.7%	53.4%	39.4%	All Students	26.2%	54.2%	39.4%
Economically Disadvantaged	38.7%	52.9%	39.2%	Economically Disadvantaged	26.2%	53.7%	39.3%
English Language Learners	<5%	13.2%	7.7%	English Language Learners	<5%	16.2%	10.8%
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless				Homeless			
Migrant				Migrant			
Students with Disabilities	23.1%	29.1%	19.6%	Students with Disabilities	15.4%	34.0%	21.3%
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	<5%	26.8%	21.4%	Hispanic/Latino	<5%	27.1%	22.1%
White	62.1%	57.8%	46.5%	White	46.4%	59.0%	46.3%
Multi-racial				Multi-racial			
Male	40.0%	49.9%	36.3%	Male	22.9%	55.0%	41.0%
Female	37.0%	57.3%	42.5%	Female	30.8%	53.5%	37.7%
Non-binary				Non-binary			

<b>Grade 5 English Language Arts</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>Grade 5 Mathematics</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	52.9%	59.5%	46.8%	All Students	32.0%	46.4%	30.0%
Economically Disadvantaged	52.9%	59.1%	46.7%	Economically Disadvantaged	32.0%	45.8%	29.9%
English Language Learners	10.0%	7.6%	6.0%	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	18.8%	32.7%	28.9%	Hispanic/Latino	13.3%	20.2%	14.5%
White	68.0%	67.6%	54.2%	White	40.0%	50.4%	35.9%
Multi-racial				Multi-racial			
Male	42.9%	55.4%	43.4%	Male	23.8%	49.1%	32.3%
Female	60.0%	64.0%	50.3%	Female	37.9%	43.5%	27.5%
Non-binary				Non-binary			

<b>Grade 5 Science</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	42.3%	44.3%	30.3%
Economically Disadvantaged	42.3%	43.9%	30.2%
English Language Learners	10.0%	<5%	<5%
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	<5%	19.0%	14.0%
White	57.7%	52.0%	37.1%
Multi-racial			
Male	45.5%	45.5%	31.8%
Female	40.0%	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: **96.6%**

Smarter Balanced Math: **94.9%**

Student Survey: **95%**

<b>Absence &amp; Exclusion Measures</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
Students missing fewer than 10 days of school	63%	76%	47%	Students reporting that at least one adult cares about them	94%	NA	90%
Students missing class due to suspensions or expulsion	11	0	0	Parents reporting they feel informed and valued as active partners in their child's education	73%	74%	66%
Number of class days missed due to suspensions or expulsion	41.5	0.0	0.0	Teachers and staff reporting they contribute to school decision making	83%	69%	92%

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

# Fir Grove Elementary

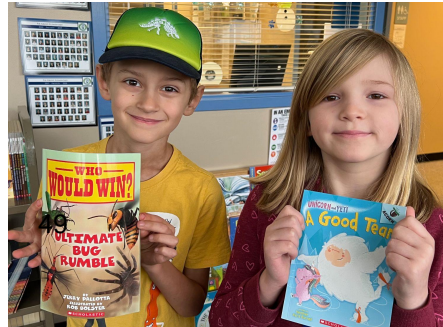
School Board Meeting  
April 24, 2023

Erin Miles, Principal



# Fir Grove: Bright Spots & Celebrations

- PreK
- Behavioral Health & Wellness Team Support
- Academic Interventions, Coaching, & Collaboration
- Joy in Learning



# What We Are Working On

- Attendance
- Strengthening Math and Reading Core Instruction



# Fir Grove: Data

- 366 Students
- 18 Languages Spoken
- 48% Economically Disadvantaged
- 16% of Students With Disabilities
- 27% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

	Fir Grove	BSD	Oregon
ELA	52.9%	59.5%	46.8%
Math	32.0% 51	46.4%	30.0%



# Questions?



**SCHOOL REPORT**

School: Meadow Park Middle School

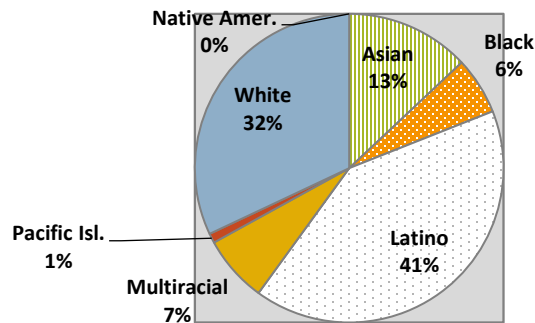
Principal: Johanna Castillo

Years as School Principal: 1

Years in BSD: 1

**School Demographics 2021–22**

Enrollment: 691  
Economically Disadvantaged: 53%  
Students with Disabilities: 15%  
English Language Learner: 40%  
Different Languages Spoken: 36



**School Metrics**

**College Readiness: Oregon State Assessment Results 2021–22**

Grade 8 English Language Arts	School	District	State	Grade 8 Mathematics	School	District	State
All Students	42.3%	53.2%	43.9%	All Students	23.5%	38.8%	25.9%
Economically Disadvantaged	42.3%	53.2%	43.9%	Economically Disadvantaged	23.5%	38.6%	25.9%
English Language Learners	5.0%	<5%	<5%	English Language Learners	<5%	7.0%	<5%
Ever English Language Learners				Ever English Language Learners			
Foster Care				Foster Care			
Homeless	<5%	13.2%	22.6%	Homeless	<5%	<5%	7.2%
Migrant				Migrant			
Students with Disabilities	7.4%	15.0%	11.8%	Students with Disabilities	<5%	10.1%	6.1%
Talented and Gifted	94.3%	93.2%	89.8%	Talented and Gifted	88.6%	87.8%	80.5%
Native American/Alaskan Native				Native American/Alaskan Native			
Asian	76.2%	77.6%	67.1%	Asian	66.7%	74.7%	57.2%
Pacific Islander/Native Hawaiian				Pacific Islander/Native Hawaiian			
Black	10.0%	38.0%	26.5%	Black	9.1%	15.0%	11.9%
Hispanic/Latino	21.7%	27.5%	28.4%	Hispanic/Latino	<5%	15.3%	12.9%
White	57.4%	59.0%	49.8%	White	36.2%	38.4%	30.1%
Multi-racial	66.7%	60.3%	50.5%	Multi-racial	33.3%	49.6%	30.8%
Male	38.6%	48.1%	38.8%	Male	27.6%	40.7%	26.6%
Female	47.1%	58.6%	49.4%	Female	18.2%	36.7%	25.1%
Non-binary				Non-binary			

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<b>Grade 8 Science</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	20.1%	37.3%	27.2%
Economically Disadvantaged	20.1%	37.3%	27.2%
English Language Learners	<5%	<5%	<5%
Ever English Language Learners			
Foster Care			
Homeless	<5%	<5%	12.4%
Migrant			
Students with Disabilities	5.3%	13.3%	8.9%
Talented and Gifted	75.0%	82.7%	75.2%
Native American/Alaskan Native			
Asian	57.1%	63.3%	47.8%
Pacific Islander/Native Hawaiian			
Black	11.1%	15.2%	11.6%
Hispanic/Latino	<5%	13.7%	13.1%
White	29.8%	40.8%	32.7%
Multi-racial	28.6%	46.5%	31.7%
Male	24.5%	38.8%	28.6%
Female	15.0%	35.6%	25.6%
Non-binary			

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

### **2021–22 Participation Rates**

Smarter Balanced ELA: **95.6%**

Smarter Balanced Math: **96.0%**

Student Survey: **89%**

<b>Absence &amp; Exclusion Measures</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>Annual Survey Responses</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
Students missing fewer than 10 days of school	64%	68%	46%	Students reporting that at least one adult cares about them	79%	90%	87%
Students missing class due to suspensions or expulsion	45	1	157	Parents reporting they feel informed and valued as active partners in their child's education	72%	67%	58%
Number of class days missed due to suspensions or expulsion	104.5	1.0	847.5	Teachers and staff reporting they contribute to school decision making	80%	85%	75%

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

# Meadow Park Middle

School Board Meeting  
April 24, 2023

Johanna Castillo, Principal  
Sandy Boe, Assistant Principal



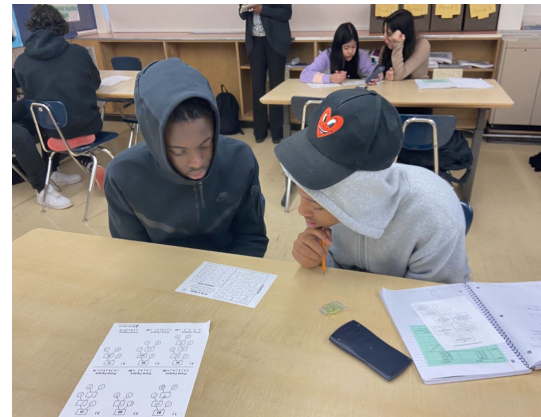
# Meadow Park: Bright Spots & Celebrations

- Our Students
- Our Staff
- Creative Solutions
- Positive Feedback
  - Culture



# What We Are Working On

- Behavioral Health & Wellness (BH&W) Team: Multi-Tiered Support System
- Schoolwide AVID Implementation & Culturally Relevant Practices



# Meadow Park: Data

- 691 Students
- 36 Languages Spoken
- 53% Economically Disadvantaged
- 15% of Students With Disabilities, EGC, ISC programs
- 40% Ever English Language Learners
- Students Proficient on Grade 8 State Tests

	Meadow Park	BSD	Oregon
ELA	42.3%	53.2%	43.9%
Math	23.5% 58	38.8%	25.9%



Questions?

**ITEM FOR INFORMATION****HUMAN RESOURCES  
2022–23 ANNUAL DEPARTMENT REPORT****Overview**

The Human Resources department provides a variety of human resources functions for the Beaverton School District. A total of 35 employees include a team of full-release teacher mentors, an employee benefits and COVID support team, teams providing substitute desk management, applications and hiring support, staff recruitment, employee contract maintenance, position control, compensation setting and review, employee leaves, teacher licensure compliance, hires processing and employee support for contractual provisions.

In addition to these transactional services, the Human Resources leadership team supplies guidance to leaders related to staff supervision, legal compliance, staff conduct challenges and employee performance support. The leadership team manages ongoing labor relations with the Beaverton Education Association and the Oregon School Employees Association.

We strive to provide high-quality customer service to every stakeholder. Employees often turn to HR in times of need, and many of the challenges we help them navigate are high-stakes involving pay, their job, performance, illness or other stressful situations. It is imperative our team approach every interaction with a service-oriented professionalism that honors personal dignity and provides excellent responsiveness.

**Achievements**Recruitment and Hiring

The HR team has hired more than 1,200 regular employees and more than 450 licensed and classified substitutes for the current year. The robust hiring campaign has resulted in much improved fill rates for substitute positions. Certified unfilled substitute positions are averaging the lowest rates we have seen for several years, with the exception of the year we worked remotely. Classified fill rates remain a challenge, particularly for paraprofessional assignments.

Recruitment and hiring for the 2023–24 school year has begun with early hiring for hard-to-fill positions. HR has worked with leadership teams to screen and vet promising candidates. 28 positions have been secured, with 22 additional positions pending. Beaverton recently interviewed more than 140 candidates at the Oregon Professional Educators Fair at the Portland Convention Center. BSD has added video interviews, a revamped and more inviting Careers webpage, and increased participation for BSD leaders in recruitment efforts.

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### Employee Engagement and Learning

The HR team has made professional learning available to leaders through a series of training modules titled "HR University." The HR executive team has trained supervisors on employee contracts, plans of assistance, addressing employee misconduct, documentation and investigations and general HR best practices.

HR provides onboarding for new hires together with other departments and leadership teams. The HR mentor team coordinates the annual week-long August New Staff Academy for licensed hires. HR personnel specialists and hiring support staff provide New Employee Orientations for every new hire. Administrator onboarding leadership training is led by Human Resources with collaborative assists from other departments, school leaders, administrator mentors and the Association of Beaverton School Administrators, supporting administrators in their first or second year in their position.

### Systems and Support

HR has worked with CCI and IT to revamp the HR Careers page and the HR intranet page. Much needed updates have made the jobs interface easier for non-internal stakeholders to navigate.

HR is working with IT to support a document management process to move archived files from paper to digital records.

HR has implemented InterviewStream, a video interview software currently available to supervisors. This streamlines the ability for hiring managers to review and screen applicants.

The benefits team in HR has completed fully electronic benefits registration, moving from paper data entry to a more efficient system where employees can access the process online.

### Contracts and Labor Relations

Three contracts were finalized in May 2022 (BEA), June 2022 (OSEA) and September 2022 (BEA Substitutes). In all cases the negotiations were protracted and presented unusual challenge. Finalizing the contracts was an achievement for all parties.

We are implementing several substantial new contractual provisions this year. A sick leave donation process has been set up and implemented for both BEA and OSEA members. Stipends for specific positions have been implemented. HR has worked with the MLD department to set up the STAMP bilingual assessment to measure language proficiency to identify staff eligible for the new bilingual stipend. This spring the District will implement a new internal Job Expo to create greater transparency and agency for internal candidates who must transfer between schools. HR has worked with Teaching and Learning to support affinity mentors for licensed staff within their first three years in the District. The District is completing a third-party salary review and audit for classified, confidential and administrator positions as a result of agreements made during OSEA bargaining.

The team is currently working with the District Insurance Committee to make plan decisions as insurance open enrollment approaches.

The Human Resources team engages regularly with BEA and OSEA leadership to communicate, proactively address challenges, solve problems, collaborate on contractual processes and maintain professional working relationships. The team has addressed demands to bargain, accomplished successful memoranda of agreement, and supported leaders to successful resolution of grievances brought by the associations this year.

## Upcoming Projects and Goals

The annual district-wide employee staffing process is underway. HR supports leaders as they place staff in positions for the 2023–24 school year. As the organization faces the fiscal reality of grant funds ending, enrollment decreasing, and other factors impacting site staffing allocations, our work together must take account of multiple factors impacting staff placement: enrollment projections, student forecasting, programmatic decisions and budget allocations. This year the first ever internal Job Expo for licensed staff facing involuntary transfer will take place. It will be a complex undertaking as we add in greater agency for teachers in choosing their assignments when facing a forced transfer.

We continue to focus on supporting the District's goal of increasing staff diversity. Efforts to expand the breadth and depth of our applicant pool help hiring managers find staff who represent our changing community demographics. With the Executive Administrator for Talent Acquisition leading the focus on recruitment, we have achieved some good progress shoring up partnership efforts, creating new opportunities and relationships, working to reduce barriers for candidates and continuing to streamline systems. As the District finalizes work on the strategic plan, we look forward to aligning HR goals and processes to create the student outcomes we have agreed matter most.

Human Resources will work closely with IT and the Business Office as we undergo the process for replacing our enterprise resource planning system, currently BusinessPlus. The system is more than 23 years old and updates are necessary in order to create efficiencies and better workflow between the departments that coordinate routine processes for budget, pay, personnel action and other essential transactions.

HR has convened a work group to replace Applicant Tracking, our application interface. The software license expires next year and we want to replace and improve the product so that more manual processes are accomplished automatically. Our goal is to continue to shorten and streamline the hiring process without sacrificing quality or compliance with legal requirements.

Our leaves and benefits teams are working to be ready for Oregon's paid family leave law to go into effect in September 2023. The District will partner with The Standard to handle the new paid family leave provisions.

The Human Resources department, like the larger District, is undergoing some changes in terms of staff turnover. As a number of longtime employees retired within the past three years, and others have come and gone, we have seen shifts and new teams develop within the department. Currently two of our four executives are in their first year in the position. Our Health Resources Supervisor started earlier this month. A number of support staff have begun in their position within the past year or two. As we navigate the onboarding of new team members it provides an opportunity to be intentional about our practices, to reflect and seek improvement in our systems and culture, to increase interdependence, and to hone a shared vision for how we serve our community.

# Human Resources

## ANNUAL DEPARTMENT REPORT

School Board Meeting — April 24, 2023

# Your Human Resources team, here to serve.



# Achievements

- Recruitment and hiring
- Professional support and learning for leaders
- Systems and collaboration
- Contract implementation and compliance
- Labor relations



# What we are working on now into the future

- District-wide staffing
- Recruitment and retention of high quality staff
- Interdepartmental collaboration updating systems
- Onboarding new team members within HR



[https://youtu.be/Psh\\_roRkdPM](https://youtu.be/Psh_roRkdPM)  
<https://youtu.be/jMXt4BUxaRI>  
<https://youtu.be/lGc0uSG4eas>  
<https://youtu.be/6kLA-lfB3OE>

*Thank you!*





## ITEM FOR INFORMATION

### MONTHLY FINANCIAL UPDATE

#### BACKGROUND

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

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2022–23 classroom teacher staffing by school as of March 31, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

#### NOTES:

- General Fund
  - Adjustments to revenue and expenditures based on most recent information and trend data
- 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.

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of March 31, 2023**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 105.8	\$ 105.8	\$ 109.6	\$ -	\$ 109.6	\$ 109.6
State School Fund:						
State School Fund	289.8	289.8	241.5	-	241.5	301.0
Property Taxes	163.0	163.0	157.9	-	157.9	161.5
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	38.7	-	38.7	39.5
Investment Earnings	0.6	0.6	-	-	-	3.5
NWRESD Appointment	11.0	11.0	9.0	-	9.0	12.0
Other	9.1	9.1	3.3	-	3.3	10.4
<b>Total</b>	<b>\$ 622.8</b>	<b>\$ 622.8</b>	<b>\$ 563.3</b>	<b>\$ -</b>	<b>\$ 563.3</b>	<b>\$ 643.7</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 297.3	\$ 297.3	\$ 193.2	\$ -	\$ 193.2	\$ 290.4
Benefits	178.1	178.1	111.5	-	111.5	173.6
Purchased services	32.5	32.5	21.8	8.0	29.8	32.5
Supplies & materials	15.5	15.5	8.3	1.8	10.1	14.0
Capital outlay	0.9	0.9	0.4	0.1	0.5	0.9
Other	3.1	3.1	2.3	0.1	2.4	3.1
Transfers out	5.2	5.2	5.2	-	5.2	5.2
Contingency	90.2	90.2	-	-	-	90.2
<b>Total</b>	<b>\$ 622.8</b>	<b>\$ 622.8</b>	<b>\$ 342.7</b>	<b>\$ 10.0</b>	<b>\$ 352.7</b>	<b>\$ 609.9</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ 14.4</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 124.0</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2023 *	
	<b>19.3%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB
General Operating Fund	\$ 123.9	<b>19.2%</b>
Local Option Levy Fund	0.1	<b>0.1%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 330.4	\$ 330.4	\$ 205.9	\$ 2.3	\$ 208.2	\$ 323.4
Support Services	194.8	194.8	130.1	7.6	137.7	188.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.0	7.0	6.7	0.1	6.8	7.0
Contingencies	90.2	90.2	-	-	-	90.2
<b>Total</b>	<b>\$ 622.8</b>	<b>\$ 622.8</b>	<b>\$ 342.7</b>	<b>\$ 10.0</b>	<b>\$ 352.7</b>	<b>\$ 609.9</b>

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

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 13,569,000	\$ 9,584,994	\$ 3,953,771	\$ 408,868	\$ 4,362,639	32.15%	\$ 5,222,355
Categorical	7,256,000	6,962,386	2,688,975	2,299,075	4,988,050	68.74%	1,974,336
Scholarship Fund	515,000	493,045	56,884	18,000	74,884	14.54%	418,161
Grant Fund	164,670,491	54,014,849	64,090,381	5,433,668	69,524,049	42.22%	(15,509,200)
Sustainability Fund	16,050,000	14,592,267	-	-	-	0.00%	14,592,267
Nutrition Services Fund	19,383,736	13,425,305	8,978,741	3,077,463	12,056,204	62.20%	1,369,101
Debt Service Fund	105,760,013	103,266,675	13,981,701	-	13,981,701	13.22%	89,284,974
Capital Projects Fund	567,095,950	408,261,715	30,365,205	57,206,357	87,571,562	15.44%	320,690,153
Insurance Reserve Fund	8,151,475	9,792,154	3,837,523	670,377	4,507,900	55.30%	5,284,254
Workers' Compensation Fund	5,944,823	5,520,313	1,677,465	57,598	1,735,063	29.19%	3,785,250
<b>Total</b>	<b>\$ 908,396,488</b>	<b>\$ 625,913,703</b>	<b>\$ 129,630,646</b>	<b>\$ 69,171,406</b>	<b>\$ 198,802,052</b>		<b>\$ 427,111,651</b>



**2022-23 Classroom Teacher Staffing By School**  
As of 3/31/23

School				Budgeted APU					Actual APU				
	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	866	892	26	29.0	8.0	2.0	-	39.0	29.0	8.0	2.0	-	39.0
Barnes	506	478	(28)	16.0	5.0	1.0	-	22.0	14.0	5.0	1.0	-	20.0
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	12.6	4.0	1.0	-	17.6
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	17.4	5.0	2.0	-	24.4
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	21.9	7.0	3.0	-	31.9
Terra Linda	292	278	(14)	9.0	2.0	1.0	-	12.0	7.7	3.0	1.0	-	11.7
Vose	718	707	(11)	23.0	7.0	2.0	-	32.0	21.8	7.0	2.0	-	30.8
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
<b>Elementary School Total</b>	<b>16,893</b>	<b>16,561</b>	<b>(332)</b>	<b>496.0</b>	<b>151.0</b>	<b>54.0</b>	<b>-</b>	<b>701.0</b>	<b>485.4</b>	<b>158.0</b>	<b>54.0</b>	<b>-</b>	<b>697.4</b>
<b>Average Elementary School Staffing Ratio</b>				<b>34.1</b>	<b>26.1</b>	<b>24.1</b>			<b>34.1</b>	<b>25.7</b>	<b>23.7</b>		



**2022-23 Classroom Teacher Staffing By School**  
As of 3/31/23

School	Budgeted Enrollment	9/30/2022 Enrollment	Enrollment Change	Budgeted APU					Actual APU				
				General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	650	641	(9)	23.0	4.4	1.0	0.6	29.0	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	27.1	5.4	1.2	0.8	34.5
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
<b>Middle School Total</b>	<b>7,153</b>	<b>7,121</b>	<b>(32)</b>	<b>247.0</b>	<b>48.0</b>	<b>11.4</b>	<b>7.4</b>	<b>313.8</b>	<b>241.2</b>	<b>49.0</b>	<b>11.4</b>	<b>7.4</b>	<b>309.0</b>
<b>Average Middle School Staffing Ratio</b>				<b>29.0</b>	<b>24.2</b>	<b>23.3</b>	<b>22.8</b>		<b>29.5</b>	<b>24.5</b>	<b>23.6</b>	<b>23.0</b>	
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	53.4	10.2	2.4	-	66.0
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
<b>High School Total</b>	<b>10,436</b>	<b>10,644</b>	<b>208</b>	<b>356.0</b>	<b>68.0</b>	<b>17.4</b>	<b>-</b>	<b>441.4</b>	<b>347.7</b>	<b>70.0</b>	<b>17.4</b>	<b>-</b>	<b>435.1</b>
<b>Average High School Staffing Ratio</b>				<b>29.3</b>	<b>24.6</b>	<b>23.6</b>			<b>30.6</b>	<b>25.5</b>	<b>24.5</b>	<b>-</b>	
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
<b>Options Schools Total</b>	<b>3,219</b>	<b>2,961</b>	<b>(258)</b>	<b>119.6</b>	<b>19.2</b>	<b>5.8</b>	<b>-</b>	<b>144.6</b>	<b>114.2</b>	<b>19.2</b>	<b>5.8</b>	<b>-</b>	<b>139.2</b>
<b>Average Options Staffing Ratio</b>				<b>26.9</b>	<b>23.2</b>	<b>22.3</b>			<b>25.9</b>	<b>22.2</b>	<b>21.3</b>	<b>-</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>35.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>35.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>37,701</b>	<b>37,287</b>	<b>(414)</b>	<b>1,253.6</b>	<b>286.2</b>	<b>88.6</b>	<b>7.4</b>	<b>1,635.8</b>	<b>1,188.5</b>	<b>296.2</b>	<b>88.6</b>	<b>7.4</b>	<b>1,580.7</b>

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**  
**March 31, 2023**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Commercial Paper Disc. -At Cost	10,000,000.00	9,840,800.00	9,739,134.72	1.44	58	5.046
Federal Agency Coupon Securities	50,900,000.00	50,432,070.00	50,934,300.00	7.51	421	4.062
Federal Agency Disc. -At Cost	213,500,000.00	209,249,375.00	208,249,933.32	30.71	93	4.639
Treasury Coupon Securities	344,800,000.00	331,077,242.00	331,654,923.01	48.91	338	3.234
Treasury Discounts -At Cost	40,000,000.00	39,343,400.00	39,106,407.78	5.77	72	4.532
LGIP	38,405,380.45	38,405,380.45	38,405,380.45	5.66	1	1.900
<b>Investments</b>	<b>697,605,380.45</b>	<b>678,348,267.45</b>	<b>678,090,079.28</b>	<b>100.00%</b>	<b>231</b>	<b>3.753</b>

<b>Total Earnings</b>	<b>March 31 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	1,464,468.43	8,316,370.00
<b>Average Daily Balance</b>	<b>680,431,327.72</b>	<b>575,895,529.88</b>
<b>Effective Rate of Return</b>	<b>2.53%</b>	<b>1.92%</b>

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

Beaverton School District, Prepared By Business Office

**Beaverton School District**  
**Investments by Sector and Group**  
**Index: Investment Policy**  
**Limitation based on Market Value**  
**March 31, 2023**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Agricultural Mortgage</b>								
31315KEP1	11272	Federal Agricultural Mortgage	04/20/2023	5,000,000.00	4,890,722.22	4,949,600.00		0.72
31315KFZ8	11273	Federal Agricultural Mortgage	05/24/2023	5,000,000.00	4,876,625.00	4,927,200.00		0.72
31315KLT5	11317	Federal Agricultural Mortgage	09/15/2023	20,000,000.00	19,303,850.00	19,415,200.00		2.86
31315KKL3	11319	Federal Agricultural Mortgage	08/15/2023	20,000,000.00	19,389,222.22	19,492,400.00		2.87
		<b>Subtotal</b>		<b>50,000,000.00</b>	<b>48,460,419.44</b>	<b>48,784,400.00</b>	<b>35.00</b>	<b>7.19</b>
<b>Federal Farm Credit Bank</b>								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,523,250.00		3.61
		<b>Subtotal</b>		<b>25,000,000.00</b>	<b>25,034,300.00</b>	<b>24,523,250.00</b>	<b>35.00</b>	<b>3.61</b>
<b>Federal Home Loan Bank</b>								
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	5,004,100.00		0.73
3130AUJ62	11323	Federal Home Loan Bank	01/26/2024	5,900,000.00	5,900,000.00	5,904,720.00		0.87
3130AVFX5	11328	Federal Home Loan Bank	03/30/2024	15,000,000.00	15,000,000.00	15,000,000.00		2.21
313384GX1	11305	Federal Home Loan Bank	06/15/2023	20,000,000.00	19,498,197.22	19,649,600.00		2.89
313384FQ7	11306	Federal Home Loan Bank	05/15/2023	10,000,000.00	9,790,425.00	9,866,100.00		1.45
313384FQ7	11307	Federal Home Loan Bank	05/15/2023	25,000,000.00	24,491,625.00	24,665,250.00		3.63
313384FM6	11315	Federal Home Loan Bank	05/12/2023	25,000,000.00	24,505,458.33	24,674,750.00		3.63
313384LW7	11320	Federal Home Loan Bank	09/18/2023	20,000,000.00	19,302,333.33	19,407,800.00		2.85
313384FBO	11321	Federal Home Loan Bank	05/02/2023	16,000,000.00	15,787,377.78	15,936,622.22		2.34
313384JC4	11324	Federal Home Loan Bank	07/14/2023	20,000,000.00	19,574,388.89	19,728,444.45		2.90
313384KL2	11325	Federal Home Loan Bank	08/15/2023	20,000,000.00	19,490,833.33	19,644,888.89		2.89
313384JG5	11327	Federal Home Loan Bank	07/18/2023	7,500,000.00	7,348,875.00	7,394,700.00		1.08
		<b>Subtotal</b>		<b>189,400,000.00</b>	<b>185,689,513.88</b>	<b>186,876,975.56</b>	<b>35.00</b>	<b>27.53</b>
		<b>Total</b>		<b>264,400,000.00</b>	<b>259,184,233.32</b>	<b>260,184,625.56</b>	<b>100.00</b>	<b>38.33</b>
<b>Corporate Indebtedness</b>								
<b>Toyota Cap Corp</b>								
89233HTC8	11301	Toyota Cap Corp	06/12/2023	5,000,000.00	4,851,415.28	4,910,300.00		0.72
89233HSF2	11310	Toyota Cap Corp	05/15/2023	5,000,000.00	4,887,719.44	4,930,500.00		0.72
		<b>Subtotal</b>		<b>10,000,000.00</b>	<b>9,739,134.72</b>	<b>9,840,800.00</b>	<b>5.00</b>	<b>1.45</b>
		<b>Total</b>		<b>10,000,000.00</b>	<b>9,739,134.72</b>	<b>9,840,800.00</b>	<b>35.00</b>	<b>1.45</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %	
<b>OR Treas Local Govt Inv Pool</b>									
LGIP 4010	FUND 000	LGIP		28,231,244.93	28,231,244.93	28,231,244.93		4.15	
LGIP 5173	FUND 300	LGIP		2,909,752.43	2,909,752.43	2,909,752.43		0.42	
LGIP 4966	FUND 416	LGIP		4,625,812.00	4,625,812.00	4,625,812.00		0.68	
LGIP 4972	FUND 417	LGIP		2,487,680.86	2,487,680.86	2,487,680.86		0.36	
LGIP 6440	FUND 418	LGIP		150,890.23	150,890.23	150,890.23		0.02	
				<b>Subtotal</b>	<b>38,405,380.45</b>	<b>38,405,380.45</b>	<b>100.00</b>	<b>5.66</b>	
				<b>Total</b>	<b>38,405,380.45</b>	<b>38,405,380.45</b>	<b>100.00</b>	<b>5.66</b>	
<b>US Treasuries</b>									
<b>US Treasuries</b>									
91282CCK5	11274	U.S. Treasury	06/30/2023	55,000,000.00	53,517,578.13	53,968,750.00		7.95	
91282CAP6	11275	U.S. Treasury	10/15/2023	50,000,000.00	48,253,900.00	48,400,500.00		7.13	
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	46,890,500.00		6.90	
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	51,828,700.00		7.63	
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,487,300.00		2.13	
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,307,800.00		2.69	
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		1.56	
91282CCD1	11297	U.S. Treasury	05/31/2023	9,000,000.00	8,781,120.00	8,866,440.00		1.30	
91282CCD1	11299	U.S. Treasury	05/31/2023	15,000,000.00	14,635,200.00	14,777,400.00		2.17	
912828ZU7	11313	U.S. Treasury	06/15/2023	10,000,000.00	9,787,109.38	9,835,900.00		1.44	
91282CAF8	11316	U.S. Treasury	08/15/2023	20,000,000.00	19,428,400.00	19,508,600.00		2.87	
91282CAK7	11326	U.S. Treasury	09/15/2023	20,000,000.00	19,463,200.00	19,463,200.00		2.86	
912796ZP7	11314	U.S. Treasury	06/08/2023	20,000,000.00	19,550,662.22	19,678,200.00		2.89	
912796X53	11318	U.S. Treasury	06/15/2023	20,000,000.00	19,555,745.56	19,665,200.00		2.89	
				<b>Subtotal</b>	<b>384,800,000.00</b>	<b>370,761,330.79</b>	<b>370,420,642.00</b>	<b>100.00</b>	<b>54.57</b>
				<b>Total</b>	<b>384,800,000.00</b>	<b>370,761,330.79</b>	<b>370,420,642.00</b>	<b>100.00</b>	<b>54.57</b>
				<b>Grand Total</b>	<b>697,605,380.45</b>	<b>678,090,079.28</b>	<b>678,851,448.01</b>		

**Beaverton School District**  
**Summary by Issuer**  
**March 31, 2023**  
**Grouped by Fund**

Issuer		Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash</b>							
	Subtotal	17	269,131,244.93	263,004,746.80	38.79	4.475	114
<b>Fund: 300 Debt Service</b>							
	Subtotal	4	68,909,752.43	67,694,213.54	9.98	4.545	38
<b>Fund: 416 Capital Projects Non-Tax</b>							
	Subtotal	1	4,625,812.00	4,625,812.00	0.68	1.900	1
<b>Fund: 417 Capital Projects Taxable</b>							
	Subtotal	2	17,487,680.86	17,122,880.86	2.53	4.165	51
<b>Fund: 418 Bond Issue Fund</b>							
	Subtotal	15	337,450,890.23	325,642,426.08	48.02	3.060	378
	<b>Total and Average</b>	<b>39</b>	<b>697,605,380.45</b>	<b>678,090,079.28</b>	<b>100.00</b>	<b>3.777</b>	<b>231</b>



## ITEM FOR ACTION AT A FUTURE MEETING

### APPROVE BEAVERTON SCHOOL DISTRICT STRATEGIC PLAN

#### BACKGROUND

Beaverton School District this year embarked on a community-engaged process to develop a strategic plan that will guide the district's work for the next several years. The goal of the process was to develop a shared vision and plan for the future of our schools and the future success of every student. The strategic plan will articulate Beaverton School District's mission, goals and focus areas in our efforts to support all of our students to succeed. Implementing the plan will help the District appropriately direct its resources, improve equitable outcomes for students, and provide accountability to the community.

The strategic plan framework has been co-developed starting with student voice, community input and the work of several stakeholder committees, using an approach that is inclusive and intentional and values all voices. The community was invited to engage and provide input in various ways over many months, including committees, focus groups and surveys. More than 7,000 responded, providing critical feedback that shaped the vision, the promise and the goals outlined in the plan.

The draft mission was developed from the Board's input responsive to the community-developed vision, with the aim of reflecting the voice of every board member. The Board engaged in work sessions to receive updates and provide feedback on Oct. 3, Dec. 12 and Feb. 27, and received regular updates from the superintendent throughout the community engagement and plan development process.

The plan's essence is captured in a community-endorsed promise that the District is making to our families: *Belong. Believe. Achieve.* The plan identifies four main goal areas to support student success — Safe & Thriving, Foundations of Success, Progress on Standards, and College & Career Ready — and foundations for the district's efforts — Engaging and Effective Teaching and Learning Systems, Authentic Engagement with Students, Families and Community, Facilities and Programs for World-Class Learning, and Effective Systems and Structures for Student Success, with Equity and Excellence underpinning the foundations and goals across all areas. Target outcomes and broad actions are identified in the framework, and more detailed strategies to achieve them will be implemented, including work developed by a team of 130 BSD educators.

Following approval by the Board, the strategic plan developed through this community-engaged process will guide the district's work for the next five years.

#### RECOMMENDATION

The draft strategic plan is presented for initial consideration and will come before the Board for approval at its next meeting on May 22. The superintendent recommends the Board approve the BSD Strategic Plan.

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.

Belong. Believe. Achieve.



# Strategic Plan

2023







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# Letter from the Superintendent

April 24, 2023

Dear BSD Community,

This year, we embarked on a community-wide process to develop a strategic plan that will guide the district's work for the next five years. This process provided an opportunity for students, families, staff and community members to unite around our values, identify our priorities and collaborate on the best strategies to achieve the outcomes that we desire for our students. The strategic plan will help us appropriately direct our resources, improve outcomes for our students and hold us accountable to our community.

This work was not done in isolation. Dedicated students, parents/guardians, staff and community stakeholders served on committees, providing invaluable feedback at every step in the process. Stakeholders participated in focus groups, sharing insights about what we do well as a district and where we have room for improvement. Others attended superintendent coffee chats and listening sessions to voice their opinions on a wide array of topics. And thousands of people participated in a number of surveys, providing critical data that informed our decision-making. In all, 7,866 people were involved in the creation of Beaverton's future road map.

The essence of the plan is captured in a community-endorsed promise that the district is making to our families: **Belong. Believe. Achieve.** We believe that when students feel a deep sense of belonging and recognize that those around them believe in their capacity for learning, then they begin to believe in themselves and their ability to achieve their goals — regardless of their race, color, national or ethnic origin, religion, mental or physical disability, sex, sexual orientation, gender identity, gender expression or economic status. We also believe it is our moral imperative to educate every student and provide them with the opportunities and support they need to define and achieve their own successful futures. We are a student-centered, equity-driven, high-achieving school district committed to the long-term success of all our students.

I want to acknowledge Dr. Tammy Campbell and The Scholar First team who guided our work and helped us engage our community in the development of this plan. We appreciate them sharing their experience and expertise.

Now the real work begins. It is time to implement proven strategies to achieve desired outcomes for our students. This is a community effort. We all have a role to play to ensure that Beaverton children receive a world-class education. Our students deserve our best effort.

Sincerely,



Dr. Gustavo Balderas  
Superintendent



# Strategic Plan



## Our Promise

### Belong. Believe. Achieve.

We are committed to creating an environment in which our students feel a deep sense of belonging to their school communities — where they are accepted, supported and encouraged to be their authentic selves.

We believe in our students' capacity to learn, grow and thrive, and we want our students to believe in themselves and their limitless potential.

We hold our students to high academic standards and provide them with the support to achieve their own personal goals — now and in the future.



## Our Vision

In Beaverton School District, we envision every student saying:

- I belong, and I matter.
- I believe in myself, and my community believes in me.
- I am an informed and engaged member of my community.
- I am challenged, supported and successful in my learning.
- I feel connected to my learning, to my peers and to the adults in my school.
- I see a future I want, and I know how to achieve it.



## Our Mission

Beaverton School District promotes a deep sense of belonging while challenging, supporting and inspiring all students to explore their passions, achieve their goals and graduate ready to thrive in college, careers and life.



## Our Values

### Academic Excellence

We challenge each student with rigorous, relevant and standards-based learning experiences. We provide quality feedback to each student that cultivates critical thinking, curiosity, engagement and growth. Together, we help students envision and prepare for their future success.

### Belonging and Dignity

We center equity in our relationships, actions, systems and outcomes. We honor the dignity and voices of our students, families, staff and community members. Individual identities are visible, valued, nurtured and celebrated.

### Community Connections

We build on the experiences and strengths of our students, families, staff and community members to connect with our local and global communities. We show care for and commitment to our community through gratitude and service.



# Goals for Student Success

To achieve these **outcomes**



Safe & Thriving	Foundations of Success
<p>Every student feels <b>safe</b>.</p> <p>Every student thrives <b>socially and emotionally</b>.</p> <p>All identities are <b>valued</b>, and every student is <b>included</b>.</p>	<p>Every student demonstrates consistent <b>habits of mind</b>.</p> <p>Every student demonstrates proficiency in <b>literacy and language targets</b> by the end of third grade.</p> <p>Every student demonstrates proficiency in <b>math numeracy learning targets</b> by the end of third grade.</p>

We will perform these **actions**



Safe & Thriving	Foundations of Success
<p>Create school and district systems, structures and practices that build <b>safe and inclusive learning environments</b>.</p> <p>Implement strong <b>multi-tiered systems of support</b> for students' social-emotional, behavioral and academic needs.</p> <p>Provide robust, relevant, meaningful and differentiated <b>professional development</b> for all staff.</p>	<p>Teach and nurture <b>habits of mind</b>.</p> <p>Apply evidence-based strategies to <b>strengthen core instruction</b>, including research-based systematic literacy instruction with phonics and phonemic awareness.</p> <p>Implement <b>evidence-based interventions</b> for literacy and math.</p> <p>Ensure <b>rich learning environments</b> with diverse and inclusive classroom materials and activities.</p>

Goals

# Goals for Student Success

## To achieve these **outcomes**



Progress on Standards	College & Career Ready
<p>Every student demonstrates <b>progress</b> toward and <b>achievement</b> of the standards.</p> <p>Every student demonstrates <b>agency</b> in their learning.</p> <p>Opportunity and outcome <b>gaps are reduced or eliminated.</b></p>	<p>All students are <b>passing</b> language arts and math classes in sixth grade.</p> <p>Every ninth grader is <b>on track</b> for graduation.</p> <p>All students leave each level with <b>a plan and a purpose.</b></p> <p>All students <b>graduate</b> and successfully complete dual language, dual credit, Advanced Placement, International Baccalaureate and/or Career Technical Education courses.</p>

## We will perform these **actions**



Progress on Standards	College & Career Ready
<p>Equitably implement <b>high-quality, culturally relevant curriculum</b> that directs all instruction.</p> <p>Consistently use <b>high-leverage teaching strategies</b> in all content and courses across all grade levels.</p> <p>Provide consistent, systematic <b>teacher collaboration time</b> to assess student data and improve practice.</p> <p>Differentiate instruction with <b>core academic intervention and extension</b> for students identified through assessment data.</p>	<p>Provide students with a <b>supported transition and strong start</b> to each school level.</p> <p>Engage students at all school levels to develop and implement <b>personalized learning plans.</b></p> <p><b>Expand program options and provide multiple pathways</b> to engage and prepare all students for post-graduate success.</p> <p>Increase access and support success in <b>post-secondary preparation courses</b> including dual language, dual credit, Advanced Placement, International Baccalaureate and Career Technical Education.</p>

Goals

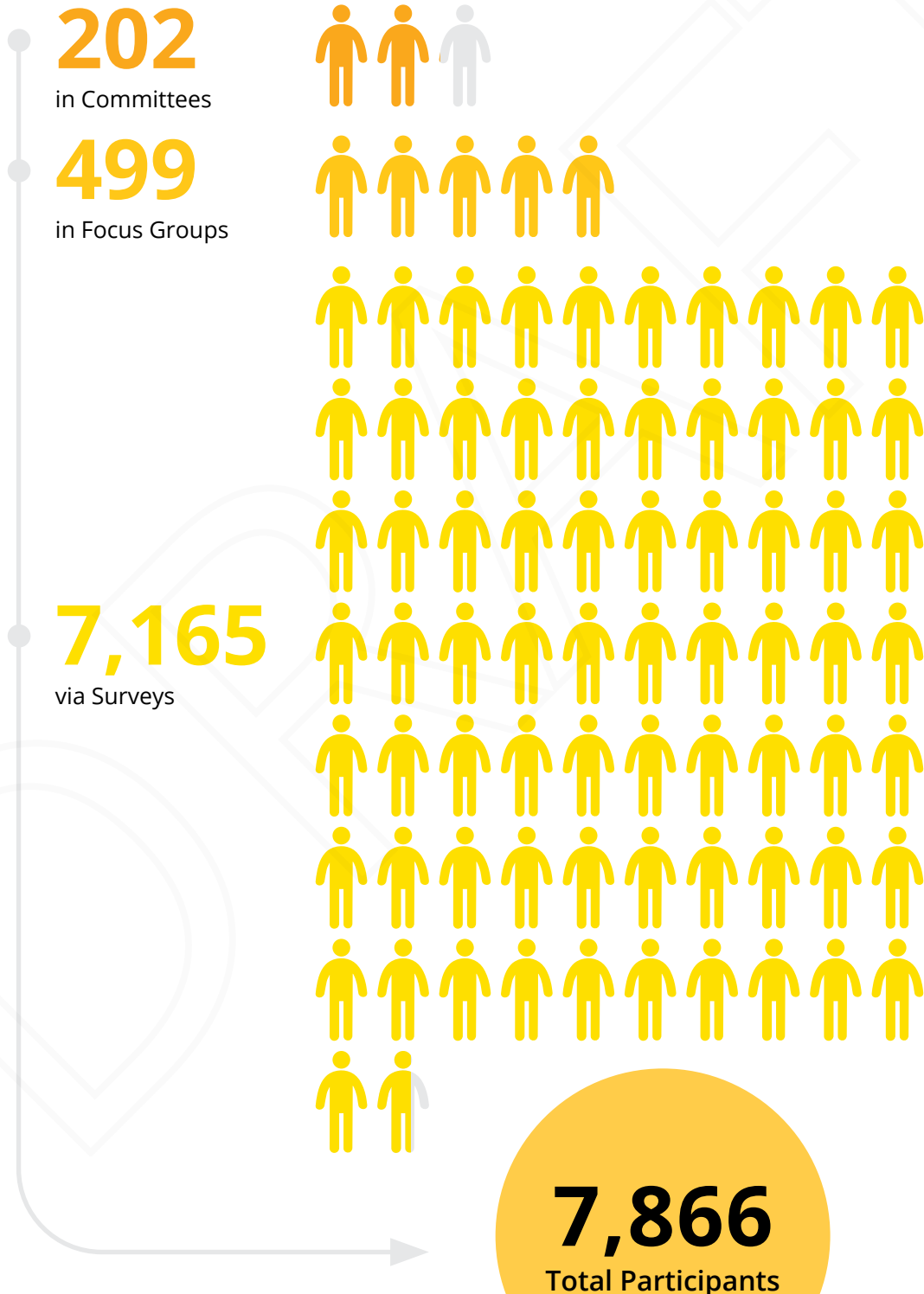
# Foundations

Engaging & Effective Teaching & Learning Systems	Authentic Engagement with Students, Families & Community	Facilities & Programs for World-Class Learning	Effective Systems & Structures for Student Success
<p>Establish balanced system of <b>formative, interim and summative assessments</b> aligned to standards at all school levels.</p> <p>Implement comprehensive <b>intervention system</b> for academic, behavioral and social-emotional learning needs.</p> <p>Ensure <b>high-quality curriculum</b> aligned to state standards.</p> <p>Expand offerings and equitable access to <b>dual language, Career Technical Education and pre-K programs</b>.</p> <p>Utilize data to inform and support <b>equitable opportunities, access and inclusion</b> for our diverse student body.</p>	<p>Provide timely, accessible and clear <b>communication</b> throughout the district.</p> <p>Expand authentic, two-way <b>engagement and targeted outreach</b> to all groups.</p> <p>Engage and partner with <b>families and community groups</b> to support student learning and well-being.</p> <p>Establish actively engaged <b>student advisory teams</b> in secondary schools and district.</p>	<p>Optimize <b>program offerings and school facilities</b>, considering community voice.</p> <p>Modernize classrooms to ensure an <b>equal technology experience</b> for students and staff.</p> <p>Target completion of <b>bond construction projects</b> on time and on budget.</p> <p>Prioritize <b>environmentally responsible materials and practices</b>.</p>	<p>Attract, support and retain a <b>high-quality and diverse workforce</b>.</p> <p>Optimize <b>school schedules and systems</b> to support student success.</p> <p>Implement <b>efficient and effective systems</b> to streamline and support district operations.</p> <p>Identify and <b>eliminate systemic barriers to equitable access and outcomes</b>.</p>

**Equity, Engagement & Excellence**

Foundations

# How many people participated in the strategic planning process?





**BEAVERTON**  
SCHOOL DISTRICT

Belong. Believe. Achieve.

**Beaverton School District**  
1260 NW Waterhouse Ave.  
Beaverton, OR 97006  
503-356-4500  
[www.beaverton.k12.or.us](http://www.beaverton.k12.or.us)



**ITEM FOR ACTION AT A FUTURE MEETING****INSTRUCTIONAL TIME****BACKGROUND**

Each year by November 1, the superintendent must present an annual report to the community on the District’s compliance with the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22, including all new and revised rules, for the prior school year. Among the requirements is that the school district must ensure students receive the annually required amount of instructional time. The regulations permit school districts to count certain instructionally related activities in calculating the required instructional hours, with board approval.

**State Instructional Time Requirements**

Oregon Administrative Rule [581-022-2320](#) requires school district instructional programs to provide, at a minimum, the following number of hours of instruction annually to at least 92% of all students and at least 80% of students at each school:

Grades K through 8	900 hours
Grades 9 through 11	990 hours
Grade 12	966 hours

**Calculation of Instructional Time**

“Instructional time” means time during which students are engaged in regularly scheduled instruction, learning activities or learning assessments, and are working under the direction and supervision of a teacher or instructional assistant who is assigned instructionally related activities working under the supervision of a teacher. Lunch, recess, passing time and non-academic assemblies are not counted as instructional time.

Upon approval by the local school board, a district may include in its calculation of instructional time:

- (a) For grades K–3, up to 60 hours of recess;
- (b) Up to 30 hours for staff professional development;
- (c) Up to 30 hours for parent teacher conferences.

**2022–23 Compliance Status**

The table below shows the range of scheduled instructional hours by level for the 2022–23 calendar with 174 student contact days and two days closure and a 2-hour late start due to inclement weather:

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.

Level	Hours of Instruction	Notes
Elementary*	K: 916–919 1–8: 933-936	Assumes 20 minutes for lunch, recesses of 20 min and 15 min. 6 days of parent conferences grade K and 4 days of parent conferences at all other grades.
Middle*	6: 940–946 7–8: 934–940	4 days of parent conferences.
High	9–11: 977–1004 12: 942–967	Early release for final opportunity days and ACT day. 9 days early release for seniors.
Options	6–8: 940–956 9–11: 962–973 12: 927–935	Early release for final opportunity days and ACT day. 9 days early release for seniors.

\*Lower hours reported are for schools with emergency closures.

## High School Exemptions

### *Alternative Education Program Exemption*

The Oregon Department of Education (ODE) has granted the district permission to exempt alternative education programs from the instructional time requirement. Programs housed at the Merlo Campus (Community School, Passages, GED Prep, Home Instruction) use flexible time options and systematically assess students prior to placement in the program. 236 students are included under this exemption.

### *On Track to Graduate/Advanced Coursework Exemptions*

With the annual approval of the local school board after a public hearing, the following students may be exempted from the instructional time requirement and not included in the district’s calculation of instructional time:

- (A) Students who have fulfilled all state requirements for graduation (i.e., students enrolled in the Community Transition Program)
- (B) Students who at the start of their senior year are on track to exceed all state requirements for graduation as determined by the number and type of credits earned by the student (i.e., students with 18 credits, including 3 Language Arts credits and 2 credits in math, science, and social studies)
- (C) Students who are earning credits toward a diploma through accelerated learning classes (i.e., Advanced Placement, International Baccalaureate, weighted dual credit) or are enrolled at Early College

Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this exemption. The number of students in 2022–23 not included in the calculation of the instructional time requirement, if approved by the Board, are:

All students	5677		
Female	2857	Native American/Alaskan Native	18
Male	2782	Asian	1181
Non-binary gender	38	Black	143
English Language Learner	148	Hispanic/Latino	1176
Students with Disabilities	403	Multi-racial	487
Talented and Gifted	1523	Native Hawaiian/Pacific Islander	45
Migrant	49	White	2627

While all students reported above are exempted from the instructional time requirements, only students on early release, late arrival, or release to religious instruction (1,689 students or 30% of exempted students) do not meet the instructional time requirement.

## **2022–23 Compliance Status**

For the 2022–23 school year, only 83% of students in the district meet the instructional time requirement under Division 22. The following do not meet the 80% requirement for schools:

- Aloha High (0%)
- ACMA (47%)
- BASE (45%)
- ISB (52%)
- Sunset High (71%)
- Westview High (0%)

After including 27.75 hours of staff professional development in the calculation of instructional time, a total of 1,993 students in non-alternative education programs do not meet instructional time requirements. Of these students, 307 do not qualify for an exemption by the Board. With the adoption of the recommendations below, 99% of students in the district and at least 80% of students in all district schools meet state instructional time requirements.

### **RECOMMENDATION**

The superintendent recommends the Board approve:

- (1) excluding from the district’s calculation of instructional time requirements high school students who have earned diplomas, seniors on track for graduation, and students in accelerated learning courses, and
- (2) including 27.75 hours of staff professional development in the calculation of instructional time.

This is presented for initial consideration and will come before the Board for approval at its next meeting on May 22, 2023.

# Instructional Time

School Board Meeting — April 24, 2022

# Compliance Status Without Board Action

## Requirement

- 90% of students meet instructional time requirement
- 80% of students in each school meet instructional time requirement

## Status

- 83% of students meet instructional time requirement
- Fewer than 80% of students in six schools meet instructional time requirement

# Instructional Hours 2022-23

Level	Hours of Instruction	Required Hours
Elementary	K: 916 – 919	900
	1-8: 933 - 936	
Middle	6: 940 – 946	900
	7-8: 934 - 940	
High	9-11: 977 - 1004	9-11: 990
	12: 942 - 967	12: 966
Options	6-8: 940 -956	6-8: 900
	9-11: 962 - 973 <sub>95</sub>	9-11: 990
	12: 927 - 935	12: 966

# Factors in BSD Not Meeting Time Requirements

- Last Day for Seniors
- Options Transportation/schedules
- HS Bell Schedules/passing time
- Emergency Closures
- Students on Early Release/Late Arrival/Release for Religious Instruction

Upon approval by the local school board, a district may include in its calculation of instructional time:

(a) For grades K-3, up to 60 hours of recess;

**(b) Up to 30 hours for staff professional development;**

(c) Up to 30 hours for parent teacher conferences.

## ***On Track to Graduate/Advanced Coursework Exemptions***

With the annual approval of the local school board after a public hearing, the following students may be exempted from the instructional time requirement and not included in the district's calculation of instructional time:

(A) Students who have fulfilled all state requirements for graduation (i.e., students enrolled in the Community Transition Program);

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation as determined by the number and type of credits earned by the student (i.e., students with 18 credits, including 3 Language Arts credits and 2 credits in math, science, and social studies); and

(C) Students who are earning credits toward a diploma through accelerated learning classes (i.e., Advanced Placement, International Baccalaureate, weighted dual credit) or are enrolled at Early College.

# Compliance Status With Board Action

## Requirement

- 90% of students meet instructional time requirement
- 80% of students in each school meet instructional time requirement

## Status

- 99% of students meet instructional time requirement
- 80% of students in each school meet instructional time requirement

# Questions & Discussion

100

**ITEM FOR ACTION AT A FUTURE MEETING****INSTRUCTIONAL MATERIALS ADOPTION FOR FLEX ONLINE SCHOOL****BACKGROUND**

FLEX Online School opened in the 2020–21 school year and serves students in grades K–12. FLEX Online School uses the same learning objectives and standards as the other BSD schools. Teachers of grades K–5 deliver curriculum provided through [FlexPoint Education Cloud](#) while [Apex Learning](#), [FlexPoint](#) and [eDynamic Learning](#) provide foundation curriculum for courses for grades 6–12. District-created and curated materials are incorporated into courses when appropriate.

Under Division 22, districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. If a district did not complete an independent adoption of the digital instructional materials during the 2020–21 school year, the district needed to indicate this in their 2020–21 Division 22 report in November 2021 and complete the process to resolve this non-compliance prior to the start of the 2022–23 school year. To allow more time for FLEX Online staff to complete the required criteria checklists, the District requested and received a one-year extension of the corrective action plan in August. Districts must provide their local school board with the information in sections 1 through 7 of [OAR 581-022-2350](#) to inform the local school board’s review and independent adoption of instructional materials.

FLEX Online School staff have provided the attached information to inform the Board’s adoption of digital instructional materials used by the school.

**RECOMMENDATION**

The instructional materials adoption is presented for initial consideration and will come before the Board for approval at its next meeting on May 22, 2023. The Superintendent recommends the Board adopt the identified instructional materials for FLEX Online School.

Independent Adoption of Digital Curriculum  
 FLEX Online School

We welcome and appreciate the increased scrutiny of online learning materials by the Oregon Department of Education as it will help ensure materials are high quality, accessible and culturally responsive for all learners.

Information for the School Board Required by an Independent Adoption

(1) The **subject, category, and grade level(s)** in which the instructional materials will be used

Table 1: Subject, Category and Grade Level(s)

Subject	Category	Grade Level(s)
Language Arts	K-2 Category 3-5 Category 6-8 Category 9-12 Category	K - 2nd grades 3rd - 5th grades 6th - 8th grades 9th - 12th grades
Mathematics	K-12 Mathematics	K - 12th grades
Science	K-12 Science	K - 12th grades
Social Science	Category 1 - K-5 Social Sciences Criteria Category 2 - 6-8 Social Sciences Criteria Category 3 - Social Sciences 9-12 Civics and Government Criteria Category 4 - Social Sciences 9-12 Economics and Financial Literacy Criteria Category 5 - Social Sciences 9-12 Geography Criteria Category 6 - 9-12 Social Sciences History Criteria	K - 5th grades 6th - 8th grades 9th - 12th grades 9th - 12th grades 9th - 12th grades 9th - 12th grades
World Language	Level 1-2 World Languages Adoption Criteria Level 3-4 World Languages Adoption Criteria Level 5+ World Languages Adoption Criteria	K - 6th grades 6th - 12th grades 6th - 12th grades

(2) The **title** of the instructional materials

- (a) Apex Learning Courses
- (b) eDynamic Career and Elective Courses
- (c) FlexPoint Cloud Digital Courses

(3) The **publisher** of the instructional materials

- (a) Edmentum (Apex Learning)
- (b) eDynamic Learning
- (c) Florida Virtual (FlexPoint Cloud)

(4) The **copyright date** of the instructional materials

All materials are copyright 2022 unless otherwise stated. All publishers update and maintain their courses continuously.

(5) The **date on which the district intends to install the instructional materials for use** in the school system

For school year 2022/23, we will put these materials to use on 9/6/2022

(6) A **statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education** is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

Staff at our school from each corresponding grade level (elementary) and subject endorsement completed the state-provided criteria rubrics and checklists and evaluated the course(s) we use. These are on file with the district office.

(7) A statement of assurance that the independently adopted instructional **materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications** regarding accessible instructional materials.

See “Table 2: Digital Instructional Materials and Recommendations” in the subsequent section for specific information for each provider

*“The Notice of Interpretation states that if digital instructional materials meet WCAG 2.0 AA accessibility standard, they do not have to be submitted to the NIMAC in NIMAS format.”*

<https://www.nimac.us/nimac-digital-materials-faq/>

Digital Instructional Materials: Requirements and Recommendations

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Digital%20Instructional%20Materials%20Requirements%20and%20Recommendations.pdf>

Table 2: Digital Materials Requirements and Recommendations

Requirements	
Student Data Privacy	<p>All vendors we use at FLEX Online, including the ones referenced in this Independent Adoption, have active agreements on file with the <a href="#">Oregon Student Privacy Alliance</a>. These meet or exceed all <a href="#">COPPA</a>, <a href="#">OSIPA</a> and <a href="#">FERPA</a> requirements.</p> <ul style="list-style-type: none"> <li>• Oregon Student Privacy Alliance</li> </ul> <p><a href="https://sdpc.a4l.org/district_search.php?districtID=4074&amp;state=OR">https://sdpc.a4l.org/district_search.php?districtID=4074&amp;state=OR</a></p>

<p>Accessibility</p>	<p>Vendors have provided the assurances below that all learners have equitable access to their materials by ensuring that they meet <a href="#">Web Content Accessibility Guidelines</a> (WCAG) 2.0 AA or higher standards.</p> <p>Apex Learning (Edmentum)</p> <ul style="list-style-type: none"> <li>● While not fully conformant, issues that pose a significant barrier for users with disabilities have been addressed in the sample evaluated. <ul style="list-style-type: none"> <li>○ <a href="#">Voluntary Product Accessibility Template (VPAT) report for Apex Learning</a></li> <li>○ <a href="https://www.edmentum.com/accessibility">https://www.edmentum.com/accessibility</a></li> </ul> </li> </ul> <p>eDynamic Learning</p> <ul style="list-style-type: none"> <li>● All courses meet WCAG 2.0 AA accessibility standard <ul style="list-style-type: none"> <li>○ <a href="https://edynamiclearning.com/equity-access-for-all-learners/">https://edynamiclearning.com/equity-access-for-all-learners/</a></li> </ul> </li> </ul> <p>FlexPoint Cloud (Florida Virtual)</p> <ul style="list-style-type: none"> <li>● <i>“To meet this commitment, we are continuously taking steps to enhance our website to meet the standards of the World Wide Web Consortium's (W3C's), Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content. We strive to deliver the most up-to-date content online, please understand that our efforts to improve online accessibility are ongoing.”</i> <ul style="list-style-type: none"> <li>○ <a href="https://www.flvsglobal.net/accessibility/">https://www.flvsglobal.net/accessibility/</a></li> </ul> </li> </ul> <p>Canvas (Instructure)</p> <ul style="list-style-type: none"> <li>● The Canvas Learning Management system we use to deliver vendor materials that are part of this adoption meets the WCAG 2.0 AA accessibility standard: <ul style="list-style-type: none"> <li>○ <a href="https://www.instructure.com/products/canvas/accessibility">https://www.instructure.com/products/canvas/accessibility</a></li> </ul> </li> </ul>
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<b>Recommendations</b>	
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<p>Digital Learning Design Elements</p>	<ul style="list-style-type: none"> <li>● Resources from the vendors in this adoption are easy to understand and use for teachers and learners. We ask for continuous feedback from staff, students and families for times when this isn't the case. We also use a consistent template in Canvas so students and families know what to expect and how to navigate.</li> <li>● Multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</li> <li>● We implement these curricular resources using <a href="#">Common Cartridge and</a></li> </ul>
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	<p><a href="#">Thin Common Cartridge formats</a> within Canvas which allows teachers to adjust, adapt, replace and supplement materials to meet student needs.</p>
<p>Technology Integration and Interoperability Elements</p>	<ul style="list-style-type: none"> <li>● As mature platforms, all of these curriculum use technology features (e.g., interactivity, animation, automated feedback, etc.) which purposefully enhance content and instruction.</li> <li>● We continuously test district Chromebooks and teacher laptops to ensure they meet the minimum requirements to support use of all included software components.</li> <li>● For students who need access to Internet broadband at a speed adequate to support any components that require connectivity, we work with IT to provide hotspot devices. We are also working on installing a network hotspot in our FLEX van so that when we go to locations to support families, we can offer connectivity.</li> <li>● Test technology features to ensure reliable functioning in the environment (e.g., devices, wireless connectivity, etc.) where the resource will be used.</li> </ul>
<p>Algorithms or Adaptive Learning</p>	<ul style="list-style-type: none"> <li>● These providers offer pretests as a way to determine what students know already and where they may need practice and prerequisites. These are not prescriptive in that teachers still choose what content and assignments students are exposed to during the course. Most teachers do not use these pretests.</li> <li>● All providers mentioned provide glossaries, pronunciation and other scaffolds to provide context for content and questions when students may not be familiar with the terminology and/or situations presented in a question or task.</li> <li>● Teachers can adapt a student’s learning path by adding or removing content.</li> <li>● None of the providers in this adoption exclude rigorous grade-level content from students through adaptive or artificial intelligence-based tools.</li> <li>● There are no algorithms that require evaluation for bias present in these curricular resources.</li> </ul>

## eDynamic Learning

- Courses come with read-aloud, translation, masking, picture dictionary and podcast versions of each unit

## Apex Learning (Edmentum)

- While not fully conformant, issues that pose a significant barrier for users with disabilities have been addressed in the sample evaluated. - [VPAT report for Apex Learning](#);  
<https://www.edmentum.com/accessibility>
- Cultural Responsiveness - <https://www.apexlearning.com/culturally-responsive-curriculum>
- EdGate standards correlation tool (access only granted to account holders)

## FlexPoint Cloud (Florida Virtual)

- <https://www.flvsglobal.net/accessibility/>
- EdGate standards correlation tool: <https://www.flvsglobal.net/educators-districts/correlations-tool/>

**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER REVISIONS TO BOARD POLICIES JB, JFCF, JFCM****BACKGROUND**

Revisions are recommended to update school board policies JB, JFCF and JFCM. The changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices; integrated and recommended by staff; and reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

**JB – Equal Educational Opportunity**

The proposed revisions align language and designation of legally protected groups with other policies and OSBA model policy language. Language is added to comply with House Bill 2935 (2021), the CROWN Act, which expanded the definition of discrimination based on race to include physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles such as braids, locs and twists. Footnotes defining sexual orientation and gender identity and expression for the purpose of this policy are deleted, being no longer needed as these definitions are now addressed in state law.

**JFCM – Threats of Violence**

Revisions to this policy are recommended to better align policy language with the verbiage used in the applicable statutes and OSBA model policy language, including clarifying notification requirements, addressing parents and guardians, and incorporating more gender neutral language.

**JFCF – Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student**

The recommended changes are to better align the policy with statutory language, incorporate gender neutral language, address complaint procedures, and address conduct by staff and third parties such as contractors, volunteers and visitors.

**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**

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

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

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

# Beaverton School District 48J

Code: **JB**  
Adopted: 1/11/11  
Readopted: 5/14/18  
Orig. Code(s): JB

## Equal Educational Opportunity **[\*\*]**

Every student of the district will be given equal educational opportunities regardless of race<sup>1</sup>, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. ~~actual or perceived age, gender, sexual orientation<sup>2</sup>, gender identity<sup>3</sup>, gender expression<sup>4</sup>, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, or geographic location.~~ Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of gender as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

The superintendent or designee will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number will be provided to all students and employees.

The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051](#)

[ORS 329.025](#)

[ORS 332.107](#)

~~[ORS 342.123](#)~~

~~[ORS 336.067](#)~~

~~[ORS 336.082](#)~~

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<sup>1</sup> 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)).

<sup>2</sup> ~~“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.~~

<sup>3</sup> ~~“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.~~

<sup>4</sup> ~~“Gender expression” refers to a persons external manifestation of gender identity and how it is presented to others, such as dress, grooming, mannerisms, behavior, voice, and social interactions.~~

[ORS 336.086](#)  
[ORS 659.850](#)  
[ORS 659.852](#)  
[ORS 659A.001](#)  
~~[ORS Chapter 659](#)~~  
~~[ORS Chapter 659A](#)~~  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.103 – 659A.145](#)  
[ORS 659A.400](#)  
[ORS 659A.403](#)  
[ORS 659A.406](#)  
~~[ORS 659A.030](#)~~  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~ [2018](#)); [28 C.F.R. §§ 42.101-42.106 \(2019\)](#).

~~Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).~~

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~ [2018](#)); [34 C.F.R. Part 104 \(2019\)](#).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (~~2012~~, [2018](#));

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2017~~, [2020](#)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~ [2018](#)); 29 C.F.R. Part 1630 (~~2017~~ [2019](#)); 28 C.F.R. Part 35 (~~2017~~ [2019](#)).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12333 \(2018\)](#).

**Cross Reference(s):**

AC - Nondiscrimination

ACA - Americans with Disabilities Act

### Threats of Violence\*\*

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence ~~he/she~~ the staff member has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The building principal shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The building principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage district property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

The building principal shall attempt to notify ~~ensure notification is provided to:~~

1. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list or when threats of violence or harm to the student are made by another student at school;
2. Any ~~school~~ district employee whose name appears on a targeted list at school threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others at school.

Notification to the above shall be attempted by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, a written follow-up notification shall be sent within 24 hours of discovery of a targeted list or learning of a threat.

The building principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~he/she~~ the principal may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district and any person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.015](#)

[ORS 166.210](#) to [-166.370](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.327](#)

~~[ORS 809.135](#)~~

~~[ORS 809.260](#)~~

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

[OAR 581-053-0010](#)(5)

[OAR 581-053-0230](#)(9)(k)

[OAR 581-053-0330](#)(1)(r)

[OAR 581-053-0430](#)(17)

[OAR 581-053-0531](#)(16)

[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (~~2012~~ 2018).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~ 2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~ 2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2019).

**Cross Reference(s):**

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JFCF - Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence – Student

JFCJ - Weapons in the Schools

# Beaverton School District 48J

Code: JFCF  
Adopted: 3/18/13  
Revised/Readopted: 5/20/19,  
5/14/18  
Orig. Code(s): JFCF

## Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student\*\*

The Board is committed to providing a safe, positive and productive learning environment [for all students](#). Hazing, harassment, intimidation menacing, bullying and cyberbullying by students, [staff, or third parties towards students](#) is strictly prohibited ~~and shall not be tolerated in the district~~. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of [hazing](#), harassment, intimidation or bullying, [menacing](#), an act of cyberbullying, teen dating violence, or otherwise participates in an investigation or inquiry is prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate ~~sanctions~~ [remedial action](#).

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

[Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties 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 designee.](#)

Students [staff, or third parties](#) may also be referred to law enforcement officials.

The superintendent is directed to develop administrative regulations to implement this policy.

### Definitions

“District” includes district facilities, district premises, areas adjacent to district grounds, on district-provided transportation, official district bus stops and non-district property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the ~~control~~ [jurisdiction](#) of the district.

[“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other school events.](#)

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep

deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assigns pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to be consenting to the hazing ~~regardless of the person's willingness to participate.~~

"Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, or district-approved transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

"Protected class," for the purposes of this policy, means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, gender, sexual orientation<sup>4</sup>, gender identity<sup>2</sup>, gender expression<sup>3</sup>, national origin, ~~citizenship~~, marital status, ~~age~~, disability, familial status, ~~appearance~~, or source of income.

"Teen dating violence" means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Domestic violence" means abuse between family and or household members, as those terms are described in ORS 107.705.

"Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully ~~convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.~~

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<sup>4</sup>"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, or bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

<sup>2</sup>"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.

<sup>3</sup>"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.

~~Students will refrain from using personal electronic devices or district property to harass or stalk another.~~

“Retaliation” means any acts of, including but not limited to, [hazing](#), harassment, intimidation or bullying, [menacing](#) or cyberbullying toward the victim, a person in response to an actual or apparent reporting or, or participation in the investigation of [hazing](#), harassment, intimidation, bullying [or menacing](#), teen dating violence, acts of cyberbullying or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

## Reporting

The building principal will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, menacing, bullying, teen dating violence or cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ concerns to the building principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or district vehicle used for [district-provided transportation](#) ~~transporting students to a district activity~~ shall immediately report the incident to the building principal. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, [menacing, or teen dating violence or](#) acts of cyberbullying to the building principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been [subjected to an act of](#) hazing, harassment, intimidation, menacing, bullying [or cyberbullying or feel they have been a victim of](#) teen dating violence in violation of this policy is encouraged to immediately report ~~his/her~~ concerns to the building principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concern to the building principal who has overall responsibility for all investigations. This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the building principal.

~~Complaints Reports~~ against the principal shall be filed with the superintendent [or designee](#). ~~Complaints Reports~~ against the superintendent shall be filed with the Board chair.

The ~~complainant~~ [person who makes the report](#) shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The ~~complainant~~ [person who made the report](#) may request that the superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations accompanying this policy.

## [Training and Education](#)

The district shall incorporate into existing training programs for students [and staff](#) information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying [and this policy](#).

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence and acts of cyberbullying and this policy.

### Notice

The superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in the student or staff handbook (either printed or electronic), school and district's website and the school and district office. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

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### **Legal Reference(s):**

[ORS 163.190](#)

[ORS 163.197](#)

[ORS 107.705](#)

[ORS 166.065](#)

[ORS 166.155](#) to -166.165

[ORS 174.100](#)(7)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.254](#)

[ORS 339.351](#) to -339.[368](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

### **Cross Reference(s):**

GBN/JBA - Sexual Harassment

JBA/GBN - Sexual Harassment

JFCM - Threats of Violence



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**ITEM FOR ACTION****TRANSPORTATION SUPPLEMENTAL PLAN FOR 2023–24****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.

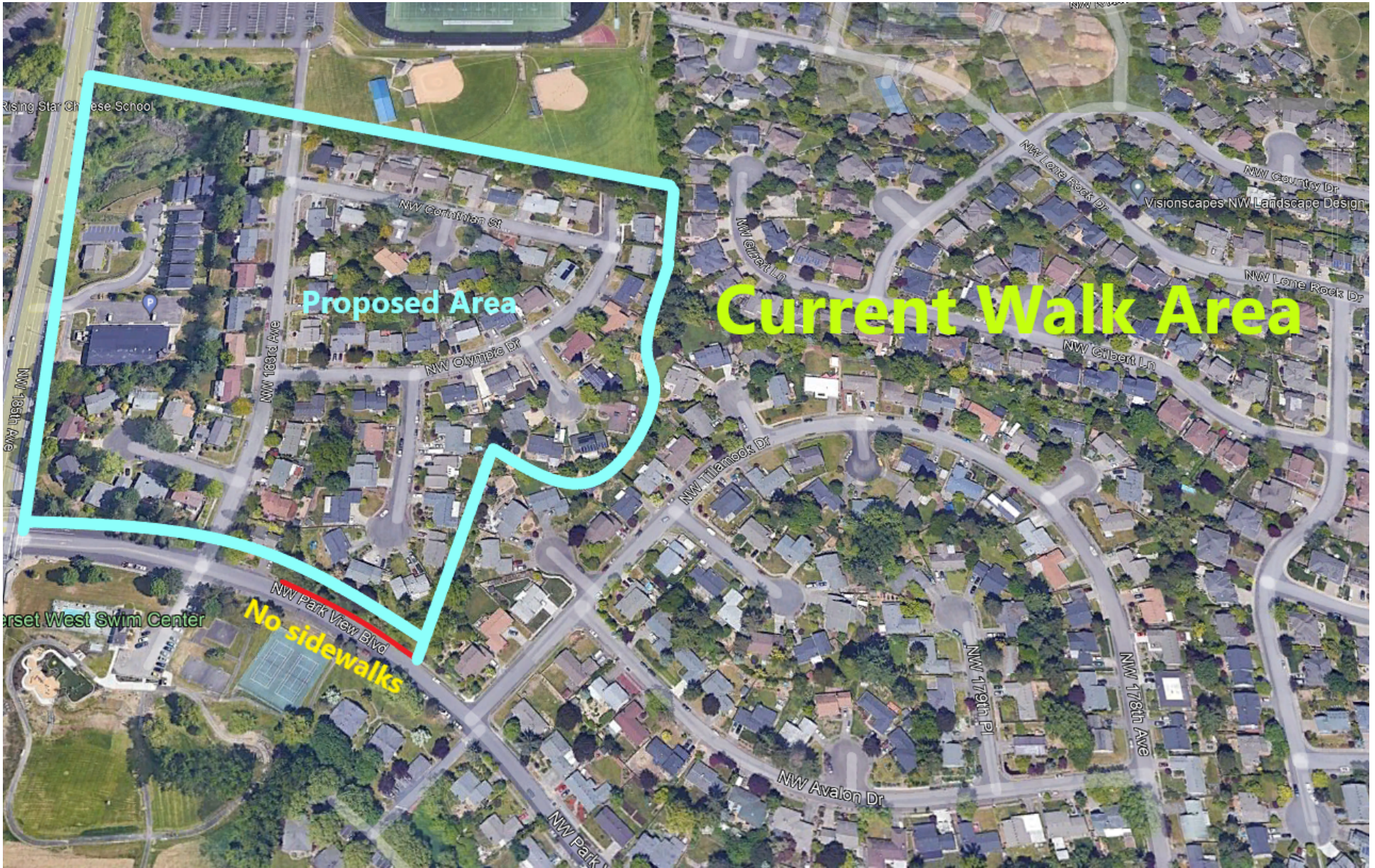
Due to street, road, and pedestrian path improvements by Washington County and/or the City of Beaverton within our district boundary, there are several affected areas which require addition or deletion from authorized non-transportation zones.

**RECOMMENDATION**

It is recommended that the School Board approve the proposed Transportation Supplemental Plan for the 2023–24 school year.

Schools	Area Name and link	Area Description	Students	Stops	Buses	Specific Hazard	What Changed	Action
<b><u>Bethany Elementary</u></b>	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
<b><u>Cedar Mill Elementary</u></b>	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
<b><u>Sato Elementary</u></b>	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	Additional 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

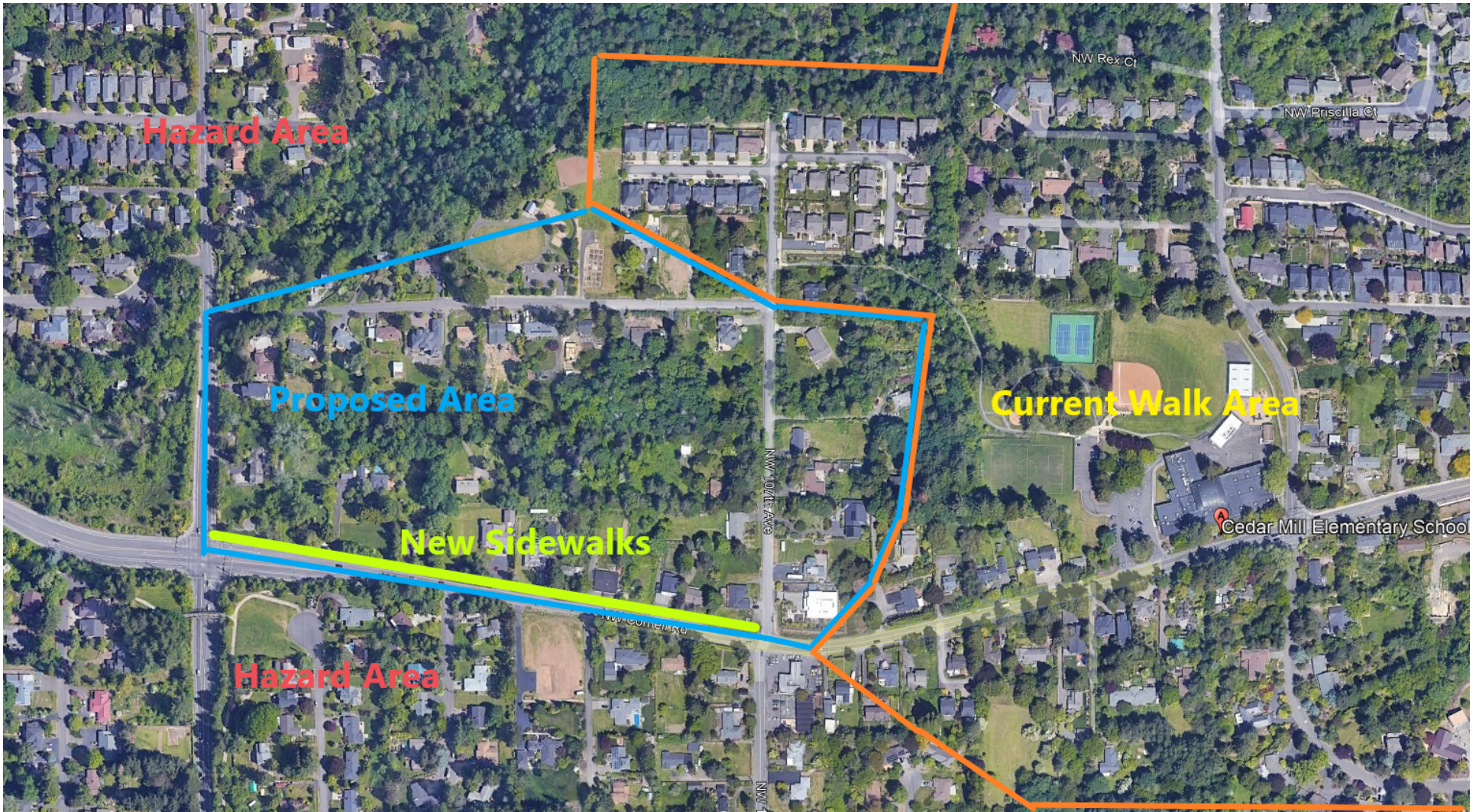






# NW Park View Blvd near NW Tillamook

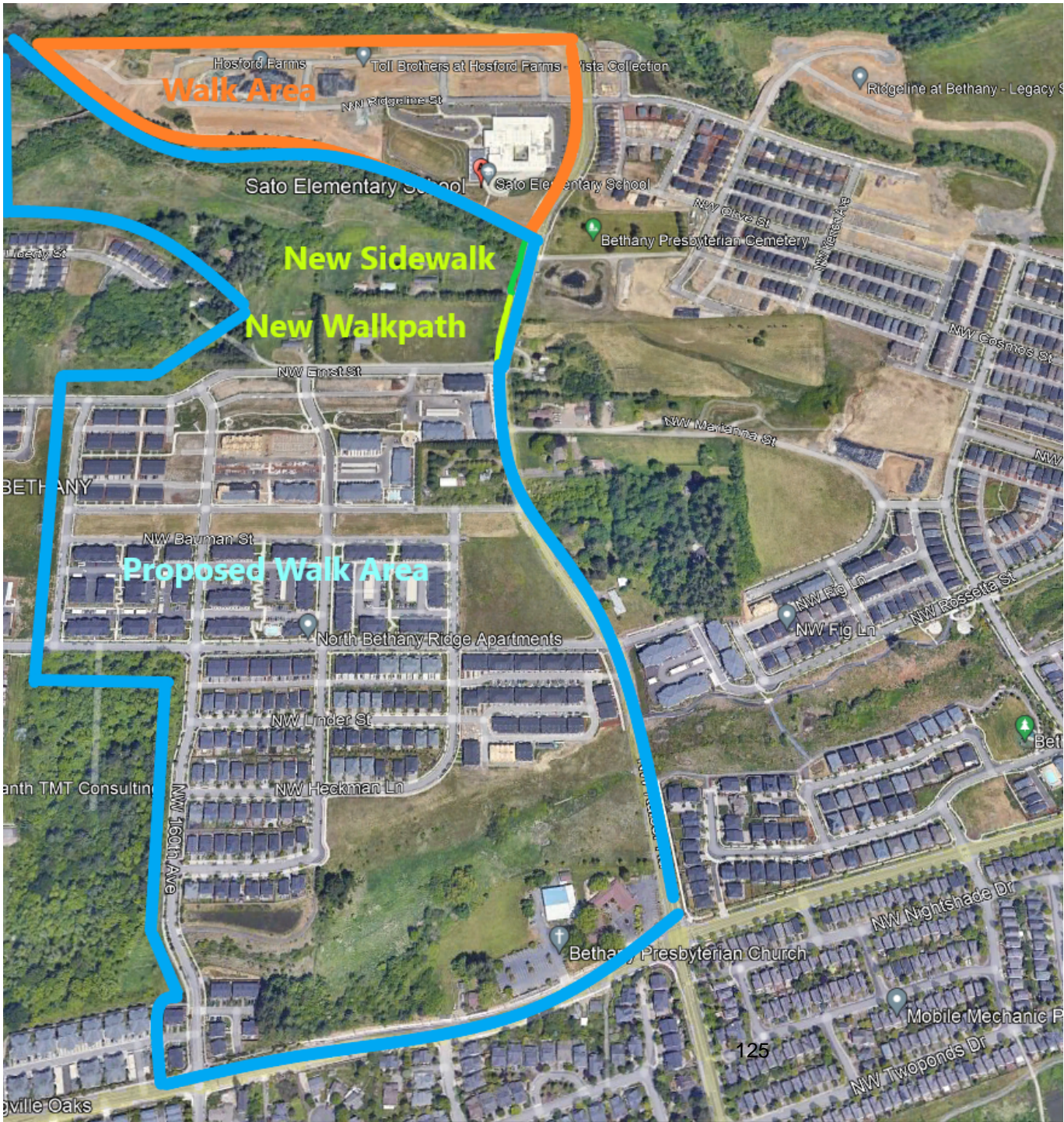






NW Cornell Rd. @ 107th Ave  
12-15-22 (West)





**Walk Area**

**New Sidewalk**  
**New Walkpath**

**Proposed Walk Area**

125

**New Sidewalks - NW Kaiser, south of Sato Elementary**



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





## Sidewalks - NW Kaiser south of NW Ernst

# NW 160th near NW Ernst

7176 NW 160th Ave



Exit Street View



**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES  
IGBB, IGGBA, GBN/JBA, GBEA & EFAA-AR****BACKGROUND**

Revisions are recommended to update school board policies GBB, IGGBA, 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/or regulations and best practices; integrated and recommended by staff; and reviewed by the Board Policy Committee. Most of the proposed changes are necessary to align district policy to changes in the law.

**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 IGGBA to the updated regulations.

**EFAA-AR – Reimbursable Meals and Milk Programs**

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.

**POLICY DRAFT KEY**

**Blue Font, Highlighted & Underlined**

**Blue Font, Not Highlighted**

**Red Strikethrough**

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

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

The District prohibits discrimination and harassment based on any basis protected by ORS 659A.030, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**RECOMMENDATION**

It is recommended that the board approve the proposed policy changes:

- Revisions to board policies IGBB and IGBBA
- Revisions to administrative regulation EFAA-AR
- Deletion of existing board policy GBN/JBA and adoption of new policy GBN/JBA
- Adoption of new board policy GBEA

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.<sup>1</sup>

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.

<sup>1</sup> 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

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**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 \(2021\)](#)

**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

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**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](#)

### 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.<sup>1</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.

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<sup>1</sup> 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 disability<sup>2</sup> 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 requirements<sup>3</sup> 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.

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<sup>2</sup> 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.

<sup>3</sup> 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 parties<sup>1</sup> 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.<sup>2</sup>

<sup>1</sup>

<sup>2</sup> {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 person<sup>3</sup> 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 include<sup>4</sup>:

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;

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<sup>3</sup> 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.

<sup>4</sup> 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 activity<sup>5</sup>;
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**

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<sup>5</sup> "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 filed<sup>6</sup>. The district shall treat complainants and respondents equitably by providing supportive measures<sup>7</sup> to the complainant and by following a grievance procedure<sup>8</sup> 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.<sup>9</sup>

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.<sup>10</sup> 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.

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<sup>6</sup> (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.

<sup>7</sup> (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))

<sup>8</sup> 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).

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

<sup>10</sup> 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 retaliate<sup>11</sup> 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

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### 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).

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<sup>11</sup> 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 assault<sup>1</sup> 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 nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

<sup>1</sup> “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.

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

<sup>3</sup> 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

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#### 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, 2015).