



AGENDA

**I. OPEN MEETING**

- Board Chair Colett
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Board Chair Colett
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Board Chair Colett
  - C. Land Acknowledgement  
Board Chair Colett
  - D. Agenda Review  
Board Chair Colett

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Dedication to Education Retiree Award  
Outgoing Board Member Appreciation

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

### BACKGROUND

Beaverton School District recognizes the following individuals for their outstanding contributions to the district and the community: Mary Sall, Ava Carr, Neha Gopalswamy, Jaden Morataya Garci, Elizabeth Guzman, Rishab Jain, Oswaldo Covarrubias and Randall Renfro.

### Dual Language Student International Baccalaureate Bilingual Diploma Candidate

Southridge senior Oswaldo Covarrubias is recognized as the district's first dual language student to be an eligible International Baccalaureate Bilingual Diploma Candidate. Oswaldo also will be the district's first student with migrant status to earn an International Baccalaureate Diploma. Achieving the full IB Diploma is a challenging undertaking even in one language. Students must successfully complete six IB classes over the course of two years in various subject groups, from studies in language and literature to science and math, and pass the rigorous IB exams in those subject areas. Students also spend two years working on Creativity, Activity and Service (CAS) projects and complete a 4000-word extended essay. The IB Bilingual Diploma is a special distinction awarded to candidates who demonstrate a high level of proficiency in two different languages in completing the rigorous requirements of the International Baccalaureate Degree Programme. Oswaldo studied both language and literature in Spanish and literature in English – both of which require that students have an expert level of language proficiency. While a small number of other BSD students have earned the credential, Oswaldo is the first to do so through a dual language program.

### 2023 Verna Bailey Be the Change Award

The 2023 Verna Bailey Be the Change Award is given to 6th or 7th grade students of color who believe that building empathy for others, increasing racial awareness and promoting social justice are crucial elements in fostering a just and supportive community. The winning students will create projects that seek to build awareness of these issues. This year's five winners are Ava Carr, Whitford Middle School; Jaden Morataya Garcia, FLEX Online School; Neha Gopalswamy, Tumwater Middle School; Elizabeth Guzman, Five Oaks Middle School; and Mary Sall, Stoller Middle School.

### U.S. Presidential Scholar

Rishab Jain, a senior at Westview High School, has been named one of 161 U.S. Presidential Scholars across the country. The [White House Commission on Presidential Scholars](#) selects scholars annually based on their academic success, artistic and technical excellence, essays, school evaluations and transcripts, as well as a demonstrated commitment to community service and leadership.

### Dedication to Education Award

PE teacher Randall Renfro is this year's recipient of the Dedication to Education Award, in recognition of his 37 years of service to Beaverton School District students. Randall has taught physical education at the elementary, middle and high school level since 1986, most recently for the past 14 years at Scholls Heights Elementary School. This honor is annually awarded to the staff member retiring that year with the longest service to the district. Randall's tremendous commitment and contribution is appreciated.

### RECOMMENDATION

The Board recognizes Oswaldo Covarrubias, Ava Carr, Jaden Morataya Garcia, Neha Gopalswamy, Elizabeth Guzman, Mary Sall, Rishab Jain and Randall Renfro for their outstanding contributions to the district and the community.

## **BSD School Board Meeting**

June 20, 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.

We made it to the end of the school year! This has been a rollercoaster of a year to say the least. We started out feeling fresh and finally out from under the constant pressure of mandatory pandemic precautions, and both staff and students were excited to be back in buildings that felt “normal.” As the year has progressed, we started to experience regular reminders of the impact of the pandemic - we had to reestablish norms in classrooms and school buildings and rebuild our shared culture in those spaces, students showed up with new and increased needs, families continued to experience economic uncertainty, and educators continue to be tasked with performing small miracles everyday by providing opportunities for every child to learn while simultaneously working to keep them safe, supported, and uplifted within our system.

I want to recognize and thank all of our staff for the those tiny miracles—classroom teachers who spark a joy of learning and help students feel that they belong, social workers who connect families in need with all sorts of resources, TOSAs who provide invaluable support to schools and students, substitute educators who keep our buildings running, special educators, SLPs, and school psychs who support many of our most vulnerable students day in and day out, nurses who have unimaginable caseloads and manage to keep so many students healthy, counselors who hold space for students in crisis, and every educator who shows up for our students. Thank you. Thank you for the work you do with our students and our communities each and every day.

I also want to recognize staff who are working to create and hold spaces for students' interests and identities—from school athletics to D&D clubs to Black Student Unions to Gay Straight Alliances to math clubs and more. The grown ups in BSD schools help students to feel seen and celebrated, and I continue to be in awe of their steadfast dedication to our school communities

And, especially since my counterpart Kyrsti Sackman isn't able to be here this evening, I'd like to thank our classified colleagues who make our district run and support students day in and day out. We see you and the work you do, and we are grateful to work alongside you.

Thank you to all of you, certified and classified alike, for showing up and for being the educators that our students need and can rely on.

Thank you also to outgoing board members Becky Tymchuk, Tom Colett, and Eric Simpson. Your leadership on this board matters, and I know that you have given huge amounts of time and energy to this board. Thank you for keeping open lines of communication with us, and for your efforts on behalf of Beaverton staff and students. Your work in helping to get the Student Success Act passed, giving an additional \$1 billion per year to public education, your tireless efforts in passing numerous bonds and levies in BSD, and your lobbying efforts in Salem have helped to push us closer to having almost adequate funding for Beaverton students. Thank you for your years of service.

To the incoming board members and those of you who will be returning, we are very excited to work with you to continually improve our school district.

Looking ahead to next year, there are a few things I'd like to bring to your attention.

First, we are bargaining the certified contract next spring! I'm hopeful that we can all come to the table remembering that educators' working conditions are our

students' learning conditions, and that we are able to come to agreements that will benefit our students, staff, and communities.

Also, since the IGA with the City of Beaverton around Youth Services Officers is being voted on at the Beaverton City Council meeting tonight, I want to re-emphasize the need to lean in to the recommendations from the SeeChange report around this program (should it pass the Council vote) and to routinely solicit the input of our school communities around the impact of the presence of police in schools. We've heard from CFO Mike Schofield about the probable hard budget decisions on the horizon, and I would hope that the cost of the YSO program (which by fiscal year 2027 will be almost \$550,000) is considered alongside the voices of students, families, and staff—especially if there is a possibility of reducing social workers, counselors, or other mental health specialists in the budget.

And finally, I want to set an expectation for next year for starting early in building school cultures that are truly restorative, for creating systems of support for students with increased needs who are showing us that those needs aren't being adequately met, for explicitly assuming each one of our students can be successful and finding ways for them to be successful, for proactively addressing incidents of bullying, especially those based on race, gender, or sexual orientation as the students here spoke about earlier, and for inviting our communities to be a part of our schools. This year has taught us many hard lessons, and I hope that we have all learned from them.

Thank you again, and I hope you all have a restful summer.





### PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, June 15, 2023, through 12:00 p.m. on Monday, June 19, 2023.

The following 17 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:
Jennifer	Knight	Parent/ guardian	I would like to propose changes to policy JFCEB on Personal Electronic Devices being allowed during the school day. This policy was adopted way back in 2015. Since then, study after study has proven the detrimental impact of personal devices and social media to learning outcomes and mental well-being. I would like the district to consider an “away for the day” policy for personal internet-ready devices (examples available) - at the middle school level at a minimum. I believe policy updates would offer us a practical win in the areas mental health, cyberbullying, protection from inappropriate content, academic success, and more. I would welcome the opportunity to share peer-reviewed research, address common pushbacks, and share a long list of positive outcomes that directly support our BSD Promise Statement to Belong. Believe. Achieve. Thank you for your consideration. ~Jen (Conestoga & Scholls Heights parent)

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.

Kacy	Paterson	Staff Member	I am shocked and saddened that Merlo Station Campus, home to multiple programs that support some of the most impacted students in this district, is partially closing the library for the 2023-4 school year. Two of the most important factors to reading progress are time and access, and Merlo Station will be the only school site without a full time library. Students will be limited to 1.5 hours a day. Libraries are also more than books- they provide a safe space, a space to be seen, a space to be oneself. This is all more important when hate speech is part of campus life, as it has been at Merlo lately. The library, the books, and our wonderful LMA have only enriched our community. Please fully fund Merlo Station Campus library, which supports six programs for our students. Thank you.
Merika	Goldstein	Parent/ guardian	My children go to Oak Hills School, we don't live in the community but we support the district taking time with the fence proposal and reviewing the legal process of historic district. No need to rush. We know that the fence is not the only way to keep children safe. Oak Hills is a unique community, with lots of open spaces and the school is a hub for the community. The path ways by the school are central to the feel of the community and the fence would have a significant impact on how children and adults moved through the community. Please listen to the concerns of the homeowners.
Desiree	Baldocchi	Other Community Member	Oak Hills is a unique community with wide open spaces throughout the neighborhood. While I'm all for safety of all children, I believe there are others much less cost effective ways to increase safety far beyond what the proposed chain link fence will do.
Tom	Invie	Other Community Member	I recently moved to Oak Hills as I love to walk and enjoy the wide open spaces. Student safety is paramount but I believe there are far better ways than a fence to keep the students safe that are also less costly.

Stephanie	Dahlman	Staff Member	<p>My comments refer to the vote on the 19-21 age rule for enrolling at a BSD school. I want to specifically address students who are newly arrived to the country and have so many barriers to obtaining a high school diploma. I am teaching in the newcomer program at Southridge High School, and I have seen how eager my students are to learn and graduate from high school. They have come to the U.S. for a safer life and more opportunities for work. They have survived horrible journeys to get here and face continuing hardships with housing, finding a job, accessing medical care and food security issues. Along with being in my English literacy class daily, as well as having support with content classes, they work with a social worker to get what they and their families may need. Many of my students have received the necessary medical and dental care that they have not had in years, if ever. The staff at Southridge has been very welcoming to these students, no matter their age.</p>
Melody Chen	Oak Hills HOA President	Other Community Member	<p>Oak Hills Elementary School sits in the middle of a 650 home community. Steve Sparks from the BSD gave a presentation at Oak Hills ES and explained that the BSD has updated security measures to follow national standards. The BSD concluded perimeter fences are an important layer of school physical security for every BSD elementary school. The Oak Hills Homeowners Association (OHHA) board will not slow down the BSD process, nor use the site security fence or OHHA owned property as negotiation tactics. All Oak Hills ES students deserve the same level of safety and security as other students in the BSD. We will trust the BSD to protect the Oak Hills ES children and adults. We will not interfere with the construction timeline and will respect the BSD's ultimate decision on the site security fence. The OHHA board and homeowners may have suggestions to improve safe access and accommodation. I will provide any suggestions to the BSD next week and will submit them to the school board also.</p>

Karen	Bos	Parent/ guardian	<p>Part 1 of 2</p> <p>I am writing on behalf of the Oak Hills Historic Mitigation Committee to document unresolved legal concerns. Oak Hills Elementary School and the fields around it are an eligible and contributing property to the Oak Hills Historic District (see the Oregon Historic Sites Database). The school building and "playground with equipment behind building, along with large sports area" are all eligible resources contributing to the Oak Hills Historic District. In addition, all of the surrounding individual properties (including those that BSD has told homeowners that they need to take down property/move fences) are covered by Historic District protections.</p> <p>As such, there are state laws that must be followed prior to this type of fencing project. There is a clear legal process outlined by the state on the State Historic Preservation Office (SHPO) website regarding the required review by SHPO directly of projects that may affect a historic district or any of the eligible (cont)</p>
Rebecca	Sauer	Parent/ guardian	<p>Part 2 of 2</p> <p>and contributing resources, prior to any proposed construction.</p> <p>Jessica Gabriel (Built Environment Compliance Specialist, Oregon State Historic Preservation Office) informed our Committee on 6/2/23 that Beaverton School District has been informed of their legal responsibility under ORS 358.653 (Protection of Publicly Owned Historic Properties), including that this fence project as proposed does fall into the category that the district legally must by state law engage in the SHPO formal consultation process prior to beginning any construction on the project. The Oak Hills Historic Mitigation Committee is identifying ourselves as an interested party (per ORS 358.563) who must be included in this consultation process.</p> <p>We are documenting that Beaverton School District has refused to acknowledge this legal requirement and stated that they are proceeding with the fence as planned, therefore knowingly and publicly breaking state law regarding the historic district requirements.</p>

Barbara	Laney	Other Community Member	<p>I am writing to ask the BSD to follow the law - working with the community homeowner's association and Historic District of the Oak Hills neighborhood before installing the security fence. First, I would like to say that I am very aware of the need for better security at all schools, in light of the violence in our country. However, the currently proposed fence would never be allowed by a home owner in the neighborhood, so it will look out of place. There is no need to put the fence as far as it is to the West side of the school property. It should be place just beyond the portable classrooms. I feel that the school district has done preparation on this project without any consideration or communication with the neighboring community. Please take time to reconsider</p> <p>1. fence placement, 2. Fence height, and 3. Fence materials. Thank you</p>
Katheryn	Ostler	Parent/ guardian	<p>In regards to the fence around Oak Hills elementary, I ask that the district slow down the building of the fence to listen to community feedback, follow state law, and come up with solutions that support our children, homeowners, our community, and our school.</p>
Amelia	Barton	Other Community Member	<p>I write on behalf of Oak Hills Historic Mitigation Committee (OHHMC), representing over 180 households in the Oak Hills neighborhood who are opposed to the current fencing project at Oak Hills Elementary. We also collected a petition with over 300 signatures of residents throughout Beaverton. Comments collected here: <a href="https://tinyurl.com/5bevxa4">https://tinyurl.com/5bevxa4</a></p> <p>We are an interested party (per ORS 358.563) who must be included in this consultation process with BSD &amp; SHPO. BSD was notified 6/2/23 of their legal responsibility under ORS 358.653. Please note * the BSD's failure to follow appropriate Oregon State Law and historic protection process is the only cause of delay on this proposed fence project, at this point. *</p> <p>One comment: "While I do support school safety and understand the desire to limit school campus access, I also strongly believe that it can and should be done in a way that does not make it feel like a prison yard for the children and faculty or detract from the property ... "</p>

Chris	Merideth	Other Community Member	<p>My name is Chris and my family and I moved into the Oak Hills neighborhood in July of 2020. While living here, our two young children have greatly enjoyed being able to use the walking path located close to the perimeter of the Oak Hills elementary school field. We have mainly used this path outside of school hours, though there have been a few times when we have walked on the path during school hours if students are not outside. I am writing to communicate our family's sentiments regarding the proposed Beaverton School District (BSD) fence to be installed on the perimeter of the elementary school field. We understand the need for a fence to be built to comply with the BSD safety plans. However, it would seem as though this fence could be constructed in a way that increased the safety of the students attending the school, while simultaneously providing access to the existing pedestrian path. I am contacting to inform that the current proposed plans of the BSD is an issue of concern.</p>
Russell	Okamoto	Other Community Member	<p>Dear BSD Please consider: *100 comments opposing the Oak Hills fence <a href="https://bit.ly/3NhgckL">https://bit.ly/3NhgckL</a> *Higher stakes—the hidden risks of school security fences for children's learning environments <a href="https://bit.ly/3XIPS7a">https://bit.ly/3XIPS7a</a> *Evaluating the Relationship Between Law Enforcement and School Security Measures and Violent Crime in Schools <a href="https://bit.ly/3pbqdkU">https://bit.ly/3pbqdkU</a> I plan to testify to: *Washington County notifying them of my intent to file a petition for enforcement as per 660-045-0030 for the County to comply with Statewide Planning Goal 5 for an area that is both historic and open space, viz., the school playground at Oak Hills ES. As a consequence of flouting Goal 5, the County is not only failing to protect open space and a historic district on the National Register but is also abetting in the creation of a public nuisance. *Metro as per 3.07.860 notifying Metro that County is not complying with Title 12 of the Urban Growth Management Functional Plan, Protection of Residential Neighborhoods. Thanks</p>

Jo	S	Parent/ guardian	Oak Hills Elementary was included in the original design of our community as part of the planned open spaces central to our village concept. This differs from most schools in our district, if not all. BSD's current fence proposal does not take this unique and decades old relationship into account. The Oak Hills community understands that the world has changed and centers student safety in our requests for alteration of the current proposal. We ask BSD to follow the proper legal process required by our inclusion on the National Register of Historic Places (ORS 358.653) and to engage with us as good neighbors toward a collaborative solution.
stephane	yelder-stovall	Staff Member	This year I continue to witness students be terrorized based on race, identity, culture by other students. I also, have been racially terrorized by students. There are records to prove that these incidents occur often. Furthermore BIPOC (staff, and students) continue to contend with microaggressions each day. Where is the equity training, anti bias, antiracism learning and professional developments? Reach out to Black Student Union parents and students if you need more evidence that the harassment is on the rise. Review the data on suspensions and referrals if there is any question that BSD needs to move with expediency on all things regarding equity, anti bias and antiracism. Our community is deserving of bold and transparent leadership. Young learners are watching how the adults in positions of authority are responding to their needs, advocacy, and unfortunately their trauma.
Todd	Harvey	Parent/ guardian	I have concerns about the plans to fence the entire perimeter of the Oak Hills Elem Sch yard. project plans violate 2 of the 4 characteristics of the Oak Hills community, which qualifies it for Registration on the Nat Historic Register of Places. These characteristics are Open Space and Circulation Patterns. The school is a named contributing member of the Historic District. Installing the fence, as planned, bifurcates pedestrian pathways spanning our community and limits access to open space defined by our Community Plan. Please follow state law by coming to the table with SPHO and the Oak Hills Historic Mitigation Committee to find new solutions which will keep our children safe & preserve our historic neighborhood. The two goals are not antithetical or

			<p>adversarial. Only by working together may we support our children, homeowners, our community, and our school.</p> <p><a href="https://www.oakhillsoregon.com/uploads/2/9/8/1/29817837/_or_washingtoncounty_oakhillshistdist_sachpdraft_nomination_5.pdf">https://www.oakhillsoregon.com/uploads/2/9/8/1/29817837/_or_washingtoncounty_oakhillshistdist_sachpdraft_nomination_5.pdf</a></p>
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**PERSONNEL****BACKGROUND:**

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

**RECOMMENDATION:**

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



Zone	School Board Members Present	Budget Committee Members Present
1	Susan Greenberg	Jason Hohnbaum, Budget Committee Vice Chair (Absent)
2	Karen Pérez, School Board Vice Chair	Farah Mahamoud (Virtual)
3	Eric Simpson	Diane McCartney
4	Sunita Garg	Alok Mehrotra (Virtual)
5	Ugonna Enyinnaya (Virtual)	Christa Billings
6	Becky Tymchuk	Heidi Edwards, Budget Committee Chair
7	Tom Colett, School Board Chair	Dr. Lisa Shultz
<b>District Staff Present</b>		
Dr. Gustavo Balderas, Superintendent Dr. Carl Mead, Deputy Superintendent for Operations & Support Services Dr. Heather Cordie, Deputy Superintendent for Teaching & Learning Michael Schofield, Associate Superintendent for Business Services		Kerry Delf, Chief of Staff Susan Rodriguez, Chief Human Resource Officer Shellie Bailey-Shah, Public Communications Officer Jessica Jones, Budget Manager Marcie Davis, Assistant to Associate Superintendent for Business Services Kristie Starr, Budget Analyst

Livestream was made available on <https://www.youtube.com/c/BeavertonSchools>  
[www.beaverton.k12.or.us/annual-budget](http://www.beaverton.k12.or.us/annual-budget)

**I. Welcome and Opening Remarks – Budget Chair Heidi Edwards 6:33 PM**

Budget Committee Chair Heidi Edwards called the meeting to order at 6:33 PM and completed roll call. Budget Committee Members Alok Mehrotra, Farah Mahamoud and School Board Member Ugonna Enyinnaya attended virtually, and Budget Committee Vice Chair Jason Hohnbaum was absent. All other School Board and Budget Committee members were present.

Superintendent Gustavo Balderas commented on the good news from the May 17, 2023 State Economic Forecast. There are still concerns if the State School Funding (SSF) will increase. There will be tough decisions in 2024-25 school year. Supt. Balderas encouraged everyone to advocate for appropriate funding level in Salem.

Associate Superintendent for Business Services Michael Schofield shared the State Economic Forecast increased \$2 billion for the next biennium. Part of the funds will be given back to Oregon residents with the kicker. Corporate Excise Tax (CET) is also up \$300 million; these dollars go to education and have typically funded the Education Stability Fund but advocates are saying the \$300 million should go directly to the SSF. Corporate Activities Tax (CAT) will also increase, which will fund the Student Investment Account (SIA). It's possible there is a path with the legislature to get to \$10.3 billion.

**II. Approval of Minutes from May 8, 2023 Budget Committee Meeting – Heidi Edwards: YouTube: 5:17**

School Board member Susan Greenberg (Greenberg) moved to approve the minutes and School Board Member Eric

**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.

Simpson seconded the motion. The May 8, 2023 Budget Committee Meeting minutes were unanimously approved.

### **III. Review Public Comment – Heidi Edwards: YouTube: 5:57**

One public comment was concerned around staffing reductions in counseling and Counselor on Special Assignment positions. [This is due to enrollment adjustments between schools.](#)

No additional public comments were submitted.

### **IV. Adjustments to Proposed Budget – Jessica Jones: YouTube: 7:13**

Budget Manager Jessica Jones described there were no adjustments in appropriation levels from the proposed budget for 2023-24.

### **V. Budget Committee Final Comments – Heidi Edwards: YouTube: 7:50**

Comments from the Budget Committee included questions regarding the increase in state revenue and if it would potentially change how much the District would have available for next year. [A little over \\$30 million was budgeted in SIA, based on guidance from Oregon Department of Education \(ODE\). Administration believes the numbers will increase based on the additional CAT revenue. It's currently funded to schools on an Average Daily Membership \(ADM\) basis.](#)

There was discussion around the potential of funding more social workers through SIA. [If there is more information before the June budget hearing and School Board meeting on June 20th, recommendations could be presented to the Board at that time.](#)

The importance of the decisions around the impact of staffing in the future years was reiterated, as well as the priority of mental health support. Despite the positive economic report, there are still concerns around using reserves. [If budgeting at the same service level, the use of reserves would increase each year. Administration will be setting a process for making those decisions. It will be important to have these conversations with the School Board, including onboarding of new board members.](#)

Comments acknowledging the cuts were outside the classroom this year and hopeful the increased dollars will help with decreased funding of programs, including Talented and Gifted (TAG), down by 26%. The concern around an \$8 million deficit has been difficult to accept but feel confident with the decisions to keep some programs and social workers. Sustainability down the road may be an issue.

There are many reports across the country addressing the importance of student engagement to close learning gaps. It has been suggested that some students may need an additional year of instruction.

This will be the last budget meeting for three long-term school board members. Expressed appreciation for their time and service.

### **VI. Approval of Budget and Tax Levies – Heidi Edwards: YouTube: 19:40**

Budget Committee Member Dr. Lisa Shultz moved to approve the 2023-24 Budget and it was seconded by Simpson:

I move that the Beaverton School District budget in the amount of one billion five hundred forty four million three hundred twenty one thousand seven hundred fifty seven dollars (\$1,544,321,757) for all funds for 2023-24 be

approved, the permanent tax rate of four dollars point six nine three cents (\$4.6930) per \$1,000 of assessed value be assessed in support of the General Fund, a local option tax rate of \$1.25 per \$1,000 of assessed value be assessed in support of the General Fund, and a tax of eighty two million three hundred ninety nine thousand seventy nine dollars (\$82,399,079) be approved for the service of bonded debt obligations of the School District.

No further discussion on the motion. The motion was voted on and passed unanimously.

**VII. Closing Remarks – Dr. Gustavo Balderas: YouTube: 22:08**

Supt. Balderas thanked the School Board and Budget Committee for moving this budget forward to the School Board for adoption. There is a structural deficit and a need to look toward a sustainable solution in the future but we are hopeful for increased funding based on the revenue forecast. Students are still struggling from the effects from COVID and many cases of dysregulation. We are thankful to the phenomenal school staff for managing these challenging times.

Budget Chair Edwards reminded to advocate for the \$10.3 billion budget.

**Budget Chair Edwards adjourned the Budget Meeting at 6:56 PM.**

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Heidi Edwards, Budget Committee Chair

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Submitted by Marcie Davis



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**DRAFT MEETING MINUTES – WORK SESSION #2, JUNE 5, 2023****Board Members Present:**

Tom Colett, Chair  
Dr. Karen Pérez, Vice Chair  
Susan Greenberg  
Eric Simpson  
Sunita Garg  
Ugonna Enyinnaya  
Becky Tymchuk

**Board Members Absent:****Staff Present:**

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

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

Board Chair Tom Colett called the work session to order at 6:20 p.m.

**II. SCHOOL BOARD SELF-EVALUATION**

Chair Tom Colett

Chair Tom Colett spoke of the beginning of the school year when the Board selected goals, committees, and measures of success. He next led a round robin discussion to discuss the work that the Board did to meet those goals and what was learned as they worked towards accomplishing each goal.

Goal 1: Develop a new strategic plan – Using a consultant, work with students, parents, staff, and community to identify the key areas of focus for the strategic plan.

Measure of Success: Finish and commence implementation of a fully realized strategic plan by the end of the school year.

Goal 2: Pass a successful local option levy – Refer a local option levy to voters.

Measure of Success: Pass a local option levy in the November election.

Goal 3: Realign board election zones – Redraw zones to comply with state laws, school district policy, and additional board-identified criteria.

Measure of Success: Ratify through a vote of the board a realignment of board member zones fully compliant with all laws and policies ahead of the May 2023 election.

With each goal, the Chair Colett asked if any member believed that the board had not met that measure of success, and if not, what was left to be accomplished. Board members agreed the board had met the measure of success for each of the three goals.

Board members also shared comments on the goals and the work to achieve them, including appreciation to the two board members who took on the heavy lift of passing the renewal of the district's local option levy, and to the board members who had led work in previous campaigns and passed on their experience; comments that all board members could take on more of this work on bonds and levies, and appreciation to staff for their information support; the finetuning of the board zone redistricting using demographic data; the development of the strategic plan, including community engagement, metrics and monitoring for transparency and accountability; appreciation for having regularly scheduled work sessions to provide more time on specific topics; a desire to have more information sharing to and discussion by the whole board and not only board leadership; and interest in having information about complex topics early to give time to process it in advance.

The chair expressed being truly grateful to be chair of a great board and to all of the board members for the work they had done this year, accomplishing many substantial things.

### **III. ADJOURN MEETING**

Chair Tom Colett

Chair Tom Colett adjourned the work session at 6:51 p.m.



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**DRAFT MEETING MINUTES – WORK SESSION #1, JUNE 5, 2023****Board Members Present:**

Tom Colett, Chair  
Dr. Karen Pérez, Vice Chair  
Susan Greenberg  
Eric Simpson  
Sunita Garg  
Ugonna Enyinnaya  
Becky Tymchuk

**Board Members Absent:****Staff Present:**

Dr. Gustavo Balderas  
Dr. Carl Mead  
Dr. Heather Cordie  
Mike Schofield  
Kerry Delf  
Susan Rodriguez  
Shellie Bailey-Shah  
Camellia Osterink  
Pat McCreery  
Dr. Tatiana Cevallos

Superintendent  
Deputy Superintendent for Operations & Support Svcs  
Deputy Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Chief of Staff  
Chief Human Resources Officer  
Public Communications Officer  
General Counsel  
Administrator for Equity and Inclusion  
Administrator for Equity and Inclusion

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 work session to order at 5:32 p.m.

**II. INTRODUCTIONS**

Dr. Gustavo Balderas

**III. STUDENT ADVISORY COUNCIL**

Pat McCreery, Dr. Tatiana Cevallos, Christina Schultz

Administrator for Equity & Inclusion Pat McCreery introduced several students from the Student Advisory Committee, including Priya Gadhe, a junior at BASE; Grace Morinishi, a senior at AMCA; Piper Castillo, a senior at ACMA; and Rut Ramirez Pineda, a senior from Aloha High School.

The students spoke to the board about their experiences and thoughts on topics including racism, inclusion, a desire to have more teachers of color, proportion of students of color attending option schools, AP English requirements, grading practices and concern about a lack of clear rubrics, Wellness Center staffing, and language of instruction and fluency of instructors in sheltered classes.

Pat McCreery stated that additional students provided information for slides but were unable to attend the work session. The three themes that the Student Advisory Committee had selected to focus on were inclusion, mental health, and grading. He shared that the committee wanted to look at increasing student capacity in leadership, to look at how to address those challenges and opportunities next year, and would begin earlier in the year.

Board members asked questions and shared comments including regarding student diversity in option schools, language in sheltered classes, consistency of grading throughout the district, appreciation for the presentation, and wanting to hear more from students.

#### **IV. ADJOURN MEETING**

Chair Tom Colett

Chair Tom Colett adjourned the work session at 6:19 p.m.



**DRAFT MEETING MINUTES—BUSINESS MEETING MAY 22, 2023**

**Board Members Present:**

Tom Colett, Chair  
Dr. Karen Pérez, Vice Chair  
Susan Greenberg  
Eric Simpson  
Sunita Garg  
Ugonna Enyinnaya (virtual)  
Becky Tymchuk

**Staff Present:**

Dr. Gustavo Balderas	Superintendent
Dr. Carl Mead	Deputy Superintendent for Operations & Support Services
Heather Cordie	Deputy Superintendent for Teaching & Learning
Mike Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Susan Rodriguez	Chief Human Resources Officer
Shellie Bailey-Shah	Public Communications Officer
Camellia Osterink	General Counsel
Dr. Josh Fritts	Executive Administrator for Teaching & Learning
Kathleen Skidmore	Executive Administrator for Elementary Schools
Ken Bell	Executive Administrator for High Schools & Option Programs
Dr. Jon Bridges	Administrator for Accountability
Aaron Boyle	Administrator for Facilities Development
Ron Umali	Administrator for Maintenance Services
Matt Lichtenfels	Energy and Resources Program Specialist III
Monica Arbow	Principal at Nancy Ryles Elementary School
Matt Pedersen	Principal at Westview High School

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

**I. OPEN MEETING**

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

**II. RECOGNITIONS**

A. *Beaverton Minority Administrators Community Scholarship Winner*

Yisel Rodriguez Luna, a senior from Beaverton High School, was recognized for being the recipient of the BMAC Scholarship. Yisel will be attending Portland State University in the fall as a first-generation college student. She would like to teach elementary school when she graduates.

**B. 2023 Oregon School Nurse of the Year**

Kim Bartholomew was recognized as the Oregon School Nurse of the Year for 2023. She has been a school nurse for more than 18 years and served as director of the National Association of School nurses for seven years.

**C. Oregon SkillsUSA Competition Winners**

The board recognized nine students in the BSD Automotive Technology Program who competed in the State of Oregon SkillsUSA Competition and were first-place winners in various categories: Jair Aguayo Lobatos, Juan Caracheo Dominguez, Braden McClintok and Dominic Schultz of Aloha High School; Aric Arneson of Beaverton High School; Presley Mitchell and Maria McKenzie of Mountainside High School; Sean Welch of Southridge High School; and Griffin James of Sunset High School. The first-place winners will continue on to the National SkillsUSA Competition in Atlanta in June.

**III. SUPERINTENDENT’S REPORT**

**A. Comments by the Superintendent**

Superintendent Gustavo Balderas spoke of the recent School Board elections and welcomed the three newly elected Board members, Tammy Carpenter, Justice Rajee and Melissa Potter. He also thanked the three outgoing members, Tom Colett, Becky Tymchuk and Eric Simpson. The superintendent noted current budget numbers coming out of Salem are not enough for schools to continue at our current service level. He expressed he was excited to see the students from the CTE program recognized this evening, and that it showed how much these programs are needed for our students.

**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 heard public comments from 10 speakers. The board also received 21 written public comments.

**V. CONSENT AGENDA Chair Tom Colett**

**A. Approve Personnel Actions**

**B. Approve Board Meeting Minutes –**

April 24, 2023 work session

April 24, 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. School Reports - Presenters: Dr. Heather Cordie, Kathleen Skidmore, Ken Bell**

a. *Nancy Ryles Elementary School* – Monica Arbow

b. *Westview High School* – Matt Pedersen

The principals of Nancy Ryles Elementary and Westview High School shared reports about their schools, including some highlights and what they are currently working on, and answered questions from the board. Presentation slides and school data are attached in BoardBook.

The board recessed for a brief break from 8:10–8:18 p.m.

- B. *Department Update: Facilities/Maintenance* – Presenters: Dr. Carl Mead, Aaron Boyle, Ron Umali, Matt Lichtenfels  
Staff presented reports about the Facilities Development, Maintenance Services, Custodial Services, Maintenance Projects and Energy Conservation departments including areas of concern, successes, and the future for the departments. Written reports are attached in BoardBook.
- C. *Financial Update* – Presenter: Mike Schofield  
Associate Superintendent Mike Schofield presented an updated monthly financial update to the Board for review and discussion. The detailed report is attached in BoardBook.

#### **VII. ITEMS FOR ACTION AT A FUTURE MEETING**

- A. *Budget Calendar for the 2024–25 Budget* – Presenter: Mike Schofield  
The proposed calendar for the 2024–25 budget was presented for consideration. The proposed calendar and more detailed information are attached in BoardBook.
- B. *School Board Meeting Calendar for 2023–24* – Presenter: Kerry Delf  
The proposed calendar of School Board meetings for the 2023–24 school year was presented for consideration. The proposed calendar and more detailed information are attached in BoardBook.
- C. *Board Policies* – Presenters: Camellia Osterink, Kerry Delf
  - i. KGBB Firearms Prohibited
  - ii. JFCJ Weapons in SchoolsNew policy KGBB and revisions to policy JFCJ were presented for consideration. The General Counsel and Chief of Staff shared information about changes in state law and the proposed policy changes. The proposed policy changes and more information are attached in BoardBook.
- D. *Youth Services Contract Budget Authorization* – Presenter: Dr. Carl Mead  
Information about budget authorization for the district’s contract with the City of Beaverton for the Youth Services Program was presented for consideration. The cost of the contract is projected to be above the threshold for Board approval to obligate district funds in 2023–24. Detailed information is attached in BoardBook.
- E. *Capital Construction Bond Program Goals* – Presenters: Dr. Carl Mead, Aaron Boyle  
Proposed program goals for the 2022 capital construction bond program, revised from the goals approved for the previous bond, were presented and discussed. The proposed bond program goals and more detailed information are attached in BoardBook.
- F. *Board Zone Focus School Assignments* – Presenter: Kerry Delf  
The board assigns schools to each board zone for board members to focus on and serve as the community contact point. The board considered proposed revisions to these focus school assignments following the board’s November 2022 adjustment of electoral zone areas to

rebalance the zone populations based on the most recent national census data. The proposed focus school assignments and more detailed information are attached in BoardBook.

- G. *Board Policy Revisions* – Presenter: Camellia Osterink
  - i. DH Bonded Employees and Officers
  - ii. IKF Graduation Requirements
  - iii. JECA Admission of Resident Students (18-21)
  - iv. JECB Admission of Non-Resident Students
  - v. JHFDA Suspension of Driving Privileges (delete)
  - vi. KL Public Complaints
  - vii. LBE Public Charter Schools

Revisions to policies DH, IKF, JECA, JECB, JHFDA, KL and LBE are recommended, primarily to align with changes in state law. General Counsel shared the recommended revisions to each policy. The proposed policy changes and more detailed information are attached in BoardBook.

## VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Strategic Plan* – Presenters: Dr. Gustavo Balderas, Kerry Delf  
Susan Greenberg moved to approve the Strategic Plan as submitted and Eric Simpson seconded. The motion passed 7:0.
- B. *Instructional Time Allowances* – Presenter: Dr. Jon Bridges  
Susan Greenberg moved to approve the Instructional Time Allowances as submitted and Eric Simpson seconded. The motion passed 5:1, with Tom Colett, Karen Pérez, Susan Greenberg, Eric Simpson and Sunita Garg voting yes, Becky Tymchuk voting no, and Ugonna Enyinnaya abstaining.
- C. *Instructional Materials for FLEX Online* – Presenters: Dr. Jon Bridges  
Susan Greenberg moved to approve the Instructional Materials for FLEX as submitted and Eric Simpson seconded. The motion passed 7:0.
- D. *Alternative Education Provider Graduation Alliance* – Presenter: Dr. Heather Cordie, Dr. Josh Fritts  
Staff presented information about the proposal to approve Graduation Alliance as an alternative education provider. Susan Greenberg moved to approve Alternative Education Provider Graduation Alliance as submitted, and Eric Simpson seconded. Following some board discussion, Becky Tymchuk made a motion to table the motion this evening, Susan Greenberg seconded, and the motion to table failed 4:3, with Karen Pérez, Eric Simpson and Becky Tymchuk voting yes, and Susan Greenberg, Sunita Garg, Ugonna Enyinnaya and Tom Colett voting no on the motion to table. Discussion resumed until Susan Greenberg made a motion to table the motion this evening, Eric Simpson seconded, and the motion to table passed 7:0.
- E. *Appoint Bond Accountability Committee Members* – Presenters: Dr. Carl Mead  
Susan Greenberg moved to approve the Bond Accountability Committee members as submitted and Eric Simpson seconded. The motion passed 6:0 with Eric Simpson abstaining.
- F. *NWRESD Zone 5 Board of Directors Election* – Presenter: Kerry Delf  
Susan Greenberg moved to approve endorsing candidate Becky Tymchuk to fill the vacant Zone 5 position on the NWRESD Board of Directors for a full term to begin July 1, 2023, and Eric Simpson seconded. The motion passed 7:0.

G. *Board Policy Revisions* – Presenter: Camellia Osterink

JB Equal Educational Opportunity

JCFM Threats of Violence

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

Susan Greenberg moved to approve the policies JB, JCFM and JFCF as submitted and Eric Simpson seconded. The motion passed 7:0.

**IX. BOARD COMMUNICATION**

*Comments by Individual Board Members*

Board members shared individual comments, including shoutouts to bus drivers and the transportation department, and an update on the Bond Accountability Committee.

**X. CLOSE MEETING**

Board Chair Tom Colett adjourned the meeting at 11:05 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	
e-Builder	Aaron Boyle, Administrator for Facilities Development	Special Procurement pursuant to ORS 279B.085, OAR 137.47.285 and DJC-AR(2)	e-Builder, Inc.	\$165,796.62	07/2023	06/2024	Authorization to Award Contract
Instructure Canvas Agreement	Steven Langford, Chief Information Officer for Information & Technology	DAS Master Price Agreement #5756 – Oregon Virtual School District Learning Management System	Instructure, Inc.	\$193,484.00	07/2023	06/2024	Authorization to Award Contract
Providence Children's Development Institute	Kelly Raf, Administrator for Special Education	Sole Source Contract Extension pursuant to DJCA-AR(2)(e)	Providence Health & Services – Oregon	\$834,412.22	07/2023	12/2023	Authorization to Award Contract
Early College High School, Opportunity Knocks, and Career Encounters	Michael Crandall, Administrator for Early College	Intergovernmental Agreement pursuant to ORS 190.110, OAR 125-246-0360	Portland Community College	\$2,481,920.00	07/2023	06/2024	Authorization to Award Contract
Design Services for the Westview High School Plaza and Stadium Turf Project	Aaron Boyle, Administrator for Facilities Development	RFP (Request for Proposal) 21-0029	IBI Group Architects (USA) Inc.	\$605,747.00	06/2023	10/2024	Authorization to Award Project Work Authorization
Contractor Services for Security Upgrades – Phase 1 Group 2 – Site Fencing	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 22-0033	R. A. Gray Construction, LLC.	\$539,865.00	06/2023	12/2023	Authorization to Award Contract
District Administrative Office Bathrooms/Dais	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 22-0034	Ross Builders Northwest, LLC	\$289,500.00	06/2023	08/2023	Authorization to Award Contract
USDA Foods Processing – Peanuts	Charity Ralls, Administrator for Nutrition Services	Request for Proposal (RFP) 19-0032	Smucker Food Service, Inc.	\$219,000.00	07/2023	06/2024	Authorization to Award Contract
USDA Foods Processing – Chicken	Charity Ralls, Administrator for Nutrition Services	Request for Proposal (RFP) 19-0034	Tyson Foods, Inc.	\$350,000.00	07/2023	06/2024	Authorization to Award Contract

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.

USDA Foods Processing – Pizza	Charity Ralls, Administrator for Nutrition Services	Oregon Department of Education Contract #12907	Roadrunner Home Bake, Inc.	\$294,000.00	07/2023	06/2024	Authorization to Award Contract
Bread Products	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) 19-0044	Goody Man Distributing, Inc.	\$160,000.00	07/2023	06/2024	Authorization to Award Contract
Produce Contract	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) 19-0015	Gatto & Sons, Inc.	\$840,000.00	07/2023	06/2024	Authorization to Award Contract
Milk, Juice, and Dairy Products	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) 19-0021	Spring Valley Dairy, Inc.	\$1,200,000.00	07/2023	06/2024	Authorization to Award Contract
Broadline Grocery and USDA Foods	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) 19-0006	Sysco Food Services of Portland, Inc.	\$2,750,000.00	07/2023	06/2024	Authorization to Award Contract
Virtual Infrastructure Upgrade	Kevin McMillian, Administrator for Information & Technology	Midwestern Higher Education Cooperative Contract #MHEC-04152022	Dell Marketing L.P.	\$505,907.71	07/2023	06/2024	Authorization to Award Contract
Synergy Student Information System	Steven Langford, Chief Information Officer for Information & Technology	Salem-Keizer School District Master Price Agreement #G-2012-100	Edupoint Educational Systems, LLC.	\$361,189.35	07/2023	06/2024	Authorization to Award Contract
5-Year School Bus Replacement	Craig Beaver, Administrator for Transportation Services	Request for Proposal (RFP) 22-0011 and Salem-Keizer School District Master Price Agreement #2021-274	Peterson Trucks, Inc. and Western Bus Sales, Inc.	\$18,000,000.00	07/2023	06/2027	Authorization to Award Contracts and Project Work Authorizations
Miller Nash Graham & Dunn Legal Expenses	Karl Granlund, Administrator for Risk Management	Exempt Services pursuant to DJCA-AR 2(c)	Miller Nash Graham & Dunn, LLP.	\$325,000.00	07/2023	06/2024	Authorization to Award Contract
Fire Alarm Panel Replacement – Group 6	Aaron Boyle, Administrator for Facilities Development	Sourcewell Cooperative Contract #030421	Johnson Controls Fire Protection, LP.	\$148,000.00	06/2023	12/2023	Authorization to Award Contract

JAMF Licensing	Kevin McMillian, Administrator for Information & Technology	OETC Cooperative Contract #OETC-17R-Device Management	JAMF Software, LLC.	\$169,194.00	07/2023	06/2024	Authorization to Award Contract
Taxicab Services	Craig Beaver, Administrator for Transportation Services	Sole Source Pursuant to DJCA-AR(2)(e)	Flat Transportation LLC DBA Flat Cab	\$500,000.00	07/2023	06/2024	Authorization to Award Contract
District-Wide Re-Keying Project	Ron Umali, Administrator for Maintenance Services	Invitation to Bid (ITB) 22-0035	Chown Inc.	\$2,923,920.00	06/2023	03/2024	Authorization to Award Contract

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Year Two (2) – 2023/2024 Bond Program Management

**PROJECT TIMELINE:** 07/2023 – 06/2024

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

**PROJECT SCOPE:** Bond Overhead Expenses

**CONTRACT NAME:** e-Builder

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

**SOLICITATION METHOD:** Special Procurement per ORS 279B.085, OAR 137.07.285, and DJC-AR (2)

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$165,796.62

**CONTRACT SCOPE:** Project management software

**RECOMMENDATION:** Authorization to Award Contract to e-Builder, INC.

**FUNDING SOURCE:** 2022 Bond; Management and Overhead

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Instructure Canvas Agreement

**PROJECT TIMELINE:** 07/2023 -06/2024

**PROJECT BUDGET:** \$193,484

**PROJECT SCOPE:** Provide Canvas Learning Management System for student use.

**CONTRACT NAME:** Instructure Canvas Agreement

**RECOMMENDED BY:** Steven Langford, Chief Information Officer for Information & Technology

**SOLICITATION METHOD:** DAS Master Price Agreement #5756 – Oregon Virtual School District Learning Management System

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$193,484

**CONTRACT SCOPE:** Provide Canvas Learning Management System for student use.

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

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Providence Children’s Development Institute

**PROJECT TIMELINE:** 07/2023 – 12/2023

**PROJECT BUDGET:** \$834,412.22

**PROJECT SCOPE:** Providence Children’s Development Institute (Provider) to provide Beaverton School District (District) with Occupational Therapists, Physical Therapists, Occupational Therapy Assistants and Physical Therapy Assistants to work with students that require these services as indicated in their Individualized Education Plan. Providence will also provide training, staff development, management time and attend meetings as required.

**CONTRACT NAME:** Providence Children’s Development Institute

**RECOMMENDED BY:** Kelly Raf, Administrator for Special Education, Special Education/AP Annex

**SOLICITATION METHOD:** Sole Source Contract Extension Pursuant to DJCA-AR(2)(e)

**CONTRACT TIMELINE:** 07/2023 – 12/2023

**CONTRACT AMOUNT:** \$843,412.22

**CONTRACT SCOPE:** Providence Children’s Development Institute (Provider) to provide Beaverton School District (District) with Occupational Therapists, Physical Therapists, Occupational Therapy Assistants and Physical Therapy Assistants to work with students that require these services as indicated in their Individualized Education Plan. Providence will also provide training, staff development, management time and attend meetings as required.

**RECOMMENDATION:** Authorization to Award Contract to Providence Health & Services – Oregon

**FUNDING SOURCE:** General Fund and IDEA Grant

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Early College High School, Opportunity Knocks and Career Encounters

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$2,481,920

**PROJECT SCOPE:** Provide tuition for District students attending Early College High School, Opportunity Knocks, and Career Encounters

**CONTRACT NAME:** Early College High School, Opportunity Knocks and Career Encounters

**RECOMMENDED BY:** Michael Crandall, Administrator for Early College

**SOLICITATION METHOD:** Intergovernmental Agreement pursuant to ORS 190.110, OAR 125-246-0360

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$2,481,920

**CONTRACT SCOPE:** Provide tuition for District students attending Early College High School, Opportunity Knocks, and Career Encounters

**RECOMMENDATION:** Authorization to Award Contract to Portland Community College Foundation

**FUNDING SOURCE:** General Fund

**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Athletic Facilities: Westview High School (WHS) Plaza and Stadium Turf

**PROJECT TIMELINE:** 6/2022 – 12/2024

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

**PROJECT SCOPE:** Design and construct a new plaza containing concession stand, restroom, and ticket booths along with replacing the stadium turf field.

**CONTRACT NAME:** Design Services for Westview High School (WHS) Plaza and Stadium Turf project

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

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

**CONTRACT TIMELINE:** 6/2023 – 10/2024

**CONTRACT AMOUNT:** \$605,747

**CONTRACT SCOPE:** Design and construct a new plaza containing concession stand, restroom, and ticket booths along with replacing the stadium turf field.

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

**FUNDING SOURCE:** 2022 Bond; Athletic Facilities: Westview High School (WHS) Pride Plaza/Stadium Turf

**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** Security Upgrades: Site Fencing

**PROJECT TIMELINE:** 7/2021 – 12/2024

**PROJECT BUDGET:** \$1,700,000

**PROJECT SCOPE:** Site fencing at locations district-wide

**CONTRACT NAME:** Contractor Services for the Security Upgrades – Phase 1 Group 2 – Site Fencing project

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

**SOLICITATION METHOD:** Invitation to Bid (ITB) 22-0033

**CONTRACT TIMELINE:** 6/2023 – 12/2023

**CONTRACT AMOUNT:** \$539,865

**CONTRACT SCOPE:** The general scope of this project is to furnish, install, manage, and coordinate all the work for site fencing at Oak Hills Elementary, Rock Creek Elementary and Hiteon Elementary schools to provide fully enclosed play areas.

**RECOMMENDATION:** Authorization to Award Contract to R. A. Gray Construction, LLC.

**FUNDING SOURCE:** 2022 Bond; Security Upgrades; Security Upgrades: Site Fencing

**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** District Administrative Office Tenant Improvements

**PROJECT TIMELINE:** 6/2023 – 8/2023

**PROJECT BUDGET:** \$500,000

**PROJECT SCOPE:** District Administrative Office Tenant Improvements

**CONTRACT NAME:** District Administrative Office Bathrooms/Dais Renovation

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

**SOLICITATION METHOD:** Invitation to Bid (ITB) 22-0034

**CONTRACT TIMELINE:** 6/2023 – 8/2023

**CONTRACT AMOUNT:** \$289,500

**CONTRACT SCOPE:** The general scope of this project includes tenant improvements to the Beaverton School District's District Administration Office. The improvements will include adding two ADA accessible restrooms, updated casework and sink fixture, and a new door into the east office suite on the first floor. The second floor will have two new doors added to the Team Room. This includes adding a dais for board members in the boardroom.

**RECOMMENDATION:** Authorization to Award Contract to Ross Builders Northwest, LLC

**FUNDING SOURCE:** General Fund/Construction Excise Tax (CET)

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Further Commodity Processing – Peanuts

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$219,000

**PROJECT SCOPE:** Contractor to provide Beaverton School District Nutrition Services with further processed peanut products in the form of peanut butter and jelly sandwiches for a one (1) year contract with options to renew for four (4) additional years.

**CONTRACT NAME:** USDA Foods Processing – Peanuts

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Request for Proposal (RFP) 19-0032

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$219,000

**CONTRACT SCOPE:** Provision of further processed peanuts in peanut butter and jelly sandwiches as requested by Beaverton School District Nutrition Services

**RECOMMENDATION:** Authorization to Award Contract to Smucker Food Service, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Further Commodity Processing – Chicken

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$350,000

**PROJECT SCOPE:** Contractor to provide Beaverton School District Nutrition Services with further processed chicken products for one (1) year contract with options to renew for four (4) additional years.

**CONTRACT NAME:** USDA Foods Processing – Chicken

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Request for Proposal (RFP) 19-0034

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$350,000

**CONTRACT SCOPE:** Provision of further processed chicken as requested by Beaverton School District Nutrition Services

**RECOMMENDATION:** Authorization to Award Contract to Tyson Foods, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** USDA Foods Processing – Pizza

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$294,000

**PROJECT SCOPE:** Processing of cheese into finished pizza products.

**CONTRACT NAME:** USDA Foods Processing – Pizza

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Oregon Department of Education Contract #12907

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$294,000

**CONTRACT SCOPE:** Processing of cheese into finished pizza products.

**RECOMMENDATION:** Authorization to Award Contract to Roadrunner Home Bake, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Bread Products

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$160,000

**PROJECT SCOPE:** Contractor to provide Beaverton School District Nutrition Services with bread products delivered to all school sites.

**CONTRACT NAME:** Bread Products

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Invitation to Bid (ITB) 19-0044

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$160,000

**CONTRACT SCOPE:** Provision of bread products for Beaverton School District Nutrition Services.

**RECOMMENDATION:** Authorization to Award Contract to Goody Man Distributing, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Produce Contract

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$840,000

**PROJECT SCOPE:** Contractor to provide Beaverton School District Nutrition Services with produce delivered to all school sites.

**CONTRACT NAME:** Produce Contract

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Invitation to Bid (ITB) 19-0015

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$840,000

**CONTRACT SCOPE:** Provision of produce for Beaverton School District Nutrition Services

**RECOMMENDATION:** Authorization to Award Contract to Gatto & Sons, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Milk, Juice, and Dairy Products

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$1,200,000

**PROJECT SCOPE:** Provision of milk, juice, and dairy products for all District schools.

**CONTRACT NAME:** Milk, Juice, and Dairy Products

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Invitation to Bid (ITB) 19-0021

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$1,200,000

**CONTRACT SCOPE:** Provision of milk, juice, and dairy products for all District schools.

**RECOMMENDATION:** Authorization to Award Contract to Spring Valley Dairy, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Broadline Grocery and USDA Foods

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$2,750,000

**PROJECT SCOPE:** Provision of broadline grocery products to all District schools and receipt, storage, and delivery of USDA Foods for all District schools for school year 2023-2024.

**CONTRACT NAME:** Broadline Grocery and USDA Foods

**RECOMMENDED BY:** Charity Ralls, Administrator for Nutrition Services

**SOLICITATION METHOD:** Request for Proposal (RFP) 19-0006

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$2,750,000

**CONTRACT SCOPE:** Provision of broadline grocery products and receipt, storage, and delivery of USDA Foods for Beaverton School District Nutrition Services

**RECOMMENDATION:** Authorization to Award Contract to Sysco Food Services of Portland, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Virtual Infrastructure Upgrade

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$505,907.71

**PROJECT SCOPE:** Replace/upgrade virtual infrastructure.

**CONTRACT NAME:** Virtual Infrastructure Upgrade

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

**SOLICITATION METHOD:** Midwestern Higher Education Cooperative Contract #MHEC-04152022

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$505,907.71

**CONTRACT SCOPE:** Replace/upgrade virtual infrastructure.

**RECOMMENDATION:** Authorization to Award Contract to Dell Marketing L.P.

**FUNDING SOURCE:** 2022 Bond; Infrastructure Funds

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Synergy Student Information System

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$361,189.35

**PROJECT SCOPE:** Edupoint provides the Synergy Student Information System software. Included in this maintenance renewal is the annual support and maintenance for Synergy Student Information System, Gradebook, Master Schedule Builder, ParentVue/StudentVue web portals, Online Registration, Multi-Tiered Systems of Support (MTSS), Video Conference Integration, Synergy Tech Tool Maintenance and Synergy Connect Plan.

**CONTRACT NAME:** Synergy Student Information System

**RECOMMENDED BY:** Steven Langford, Chief Information Officer for Information & Technology

**SOLICITATION METHOD:** Salem-Keizer School District Master Price Agreement #G-2012-100

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$361,189.35

**CONTRACT SCOPE:** Edupoint provides the Synergy Student Information System software. Included in this maintenance renewal is the annual support and maintenance for Synergy Student Information System, Gradebook, Master Schedule Builder, ParentVue/StudentVue web portals, Online Registration, Multi-Tiered Systems of Support (MTSS), Video Conference Integration, Synergy Tech Tool Maintenance and Synergy Connect Plan.

**RECOMMENDATION:** Authorization to Award Contract to Edupoint Educational Systems, LLC.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** 5-Year School Bus Replacement Plan

**PROJECT TIMELINE:** 07/2023 – 06/2028

**PROJECT BUDGET:** \$18,000,000

**PROJECT SCOPE:** Purchase of electric, propane, and/or diesel school buses as scheduled in Fleet Replacement Program for the purpose of transporting pupils home and to school per ORS 327.043 and Individualized Education Plan (IEP) requirements.

**CONTRACT NAME:** 5-Year School Bus Replacement

**RECOMMENDED BY:** Craig Beaver, Administrator of Transportation Services

**SOLICITATION METHOD:** Request for Proposal (RFP) 22-0011 and Salem-Keizer School District Master Price Agreement #PA-2021-274

**CONTRACT TIMELINE:** 07/2023 – 06/2027

**CONTRACT AMOUNT:** Not to Exceed \$18,000,000

**CONTRACT SCOPE:** Purchase of electric, propane, and/or diesel school buses as scheduled in Fleet Replacement Program for the purpose of transporting pupils home and to school per ORS 327.043 and Individualized Education Plan (IEP) requirements.

**RECOMMENDATION:** Authorization to Award Contracts and Project Work Authorizations to Peterson Trucks, Inc. and Western Bus Sales, Inc.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Miller Nash Graham & Dunn, LLP Legal Expenses

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$325,000

**PROJECT SCOPE:** Ongoing claims and HR/Superintendent related legal expenses.

**CONTRACT NAME:** Miller Nash Graham & Dunn, LLP Legal Expenses

**RECOMMENDED BY:** Karl Granlund, Administrator for Risk Management

**SOLICITATION METHOD:** Exempt Services pursuant to DJCA-AR (2)(c)

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$325,000

**CONTRACT SCOPE:** Ongoing claims and HR/Superintendent related legal expenses.

**RECOMMENDATION:** Authorization to Award Contract to Miller Nash Graham & Dunn, LLP.

**FUNDING SOURCE:** \$250,000 – Risk Management Liability Insurance Fund \$75,000 – General Fund

**PUBLIC CONTRACT AUTHORIZATION**

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

**PROJECT TIMELINE:** 4/2021 – 12/2023

**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 currently have them. Part 4: Provide main electrical disconnects at schools where they are currently missing.

**CONTRACT NAME:** Fire Alarm Panel Replacement, Group 6

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

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

**CONTRACT TIMELINE:** 6/2023 – 12/2023

**CONTRACT AMOUNT:** \$148,000

**CONTRACT SCOPE:** Replace unsupported end-of-life fire alarm panels at five (5) locations with new, fully supported panels: Terra Nova High School, Transportation 5<sup>th</sup> Street Station North, Transportation 5<sup>th</sup> Street Station South, Maintenance Services Center, and the District Auxiliary Facility (DAF)

**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

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** JAMF Support

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$169,194

**PROJECT SCOPE:** Support Agreement for all District Apple devices to include iPads, Apple TV's, iMacs and Macbooks.

**CONTRACT NAME:** JAMF Licensing

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

**SOLICITATION METHOD:** OETC Cooperative Contract #OETC-17-R-Device Management

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$169,194

**CONTRACT SCOPE:** Support Agreement for all District Apple devices to include iPads, Apple TV's, iMacs and Macbooks.

**RECOMMENDATION:** Authorization to Award Contract to JAMF Software, LLC.

**FUNDING SOURCE:** General Fund

**PROJECT CONTRACT AUTHORIZATION**

**PROJECT NAME:** Taxicab Services

**PROJECT TIMELINE:** 07/2023 – 06/2024

**PROJECT BUDGET:** \$500,000

**PROJECT SCOPE:** Taxicab services for the purpose of transporting pupils to and from school as required by Individualized Education Plan (IEP) or operational need.

**CONTRACT NAME:** Taxicab Services

**RECOMMENDED BY:** Craig Beaver, Administrator for Transportation Services

**SOLICITATION METHOD:** Sole Source pursuant to DJCA-AR(2)(e)

**CONTRACT TIMELINE:** 07/2023 – 06/2024

**CONTRACT AMOUNT:** \$500,000

**CONTRACT SCOPE:** Taxicab services for the purpose of transporting pupils to and from school as required by Individualized Education Plan (IEP) or operational need.

**RECOMMENDATION:** Authorization to Award Contract to Flat Transportation LLC DBA Flat Cab

**FUNDING SOURCE:** General Fund

**PUBLIC CONTRACT AUTHORIZATION**

**PROJECT NAME:** District-Wide Re-Keying

**PROJECT TIMELINE:** 6/2023 – 3/2024

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

**PROJECT SCOPE:** Furnish, manage, and coordinate all work to rekey 63 Beaverton School District facilities.

**CONTRACT NAME:** Design-Bid-Build for District-Wide Re-Keying project

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

**SOLICITATION METHOD:** Invitation to Bid (ITB) 22-0035

**CONTRACT TIMELINE:** 6/2023 – 3/2024

**CONTRACT AMOUNT:** \$2,923,920

**CONTRACT SCOPE:** The general scope of this project includes completing district-wide re-keying of 63 facilities.

**RECOMMENDATION:** Authorization to Award Contract to Chown Inc.

**FUNDING SOURCE:** 2014 Bond Deferred Maintenance

**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF BUDGET OFFICER****BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate a person to serve as the Budget Officer.

ORS 294.331 requires the School Board to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document. The Budget Officer acts under the direction of the Superintendent of the school district.

**RECOMMENDATION**

It is recommended that the School Board approve the following:

BE IT RESOLVED that Michael Schofield, Associate Superintendent for Business Services, is hereby designated the Budget Officer for Beaverton School District for the fiscal year 2023–24.

**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF CLERK AND DEPUTY CLERKS****BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a School District Clerk and Deputy Clerks for the 2023–24 fiscal year.

ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed within this statute.

**RECOMMENDATION**

It is recommended that the School Board approve the following:

Dr. Gustavo Balderas as Superintendent is hereby appointed to serve as Clerk of Beaverton School District for the fiscal year 2023–24.

Deputy Superintendent for Operations & Support Services Dr. Carl Mead, Deputy Superintendent for Teaching & Learning Dr. Heather Cordie, and Associate Superintendent for Business Services Michael Schofield are hereby appointed to serve as Deputy Clerks of Beaverton School District for the fiscal year 2023–24.

**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS****BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate custodians of school funds.

ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

**RECOMMENDATION**

It is recommended that the School Board approve the following:

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Gustavo Balderas, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Sarah Sevey as Custodians of School Funds for the 2023-24 fiscal year.

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

**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF FINANCIAL AUDITOR****BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a financial auditor for the 2023–24 fiscal year.

ORS 328.465, 327.137, 297.405 require the appointment of a financial auditor for the school district.

**RECOMMENDATION**

It is recommended that the School Board approve the following:

BE IT RESOLVED that Grove, Mueller & Swank, P.C., is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2023–24.

**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF LEGAL COUNSEL****BACKGROUND**

The Beaverton School District both employs in-house counsel and contracts with outside legal counsel to advise and represent the District. It is recommended that the School Board review legal counsel services annually.

**RECOMMENDATION**

It is recommended that the School Board approve the following:

BE IT RESOLVED the following attorneys are hereby designated as legal counsel for Beaverton School District for the 2023-24 fiscal year:

<u>Firm</u>	<u>Attorney</u>	<u>Services</u>
Miller Nash LLP	Michael Porter Naomi Levelle-Haslitt Erin Burris Ivan Resendiz Gutierrez Cody Elliott Trevor Caldwell	Charter Schools, Education, Employment & Tort Liability
Dunn Carney LLP	Christopher Walters Ty Wyman	Real Estate & Contracts
Smith Foster King LLP	Anne Foster	Tort Liability Labor & Employment
Reinisch Wilson Weier, PC	Rebecca Fey Katerina Wolfe	Workers' Compensation
Hawkins Delafield & Wood LLP	Gulgun Ugur	Bond Counsel
The Hungerford Law Firm	Brian Hungerford	Labor & Employment
Cummins, Goodman, Denley & Vickers, P.C.	George Goodman	OSHA Litigation

**CONSENT AGENDA — ITEM FOR ACTION****DESIGNATION OF DEPOSITORIES****BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate the banks which will serve as depositories for school district funds.

ORS 328.441(2) requires that the School Board “shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds.”

**RECOMMENDATION**

It is recommended that the School Board approve the following:

BE IT RESOLVED that US Bank, Wells Fargo Bank, and State of Oregon Local Government Investment Pool, be and hereby are designated as depositories for Beaverton School District for the fiscal year 2023–24.

**CONSENT AGENDA — ITEM FOR ACTION**

**CONSTRUCTION EXCISE TAX INCREASE**

**BACKGROUND**

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with the Department of Education which receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. DCBS is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax rate limits for the two years as follows:

	<b>2022-23</b>	<b>2023-24</b>	
Residential	\$1.45	\$1.56	
Non-Residential	\$0.72	\$0.78	*(not to exceed per building permit
*Non-Residential Max	\$36,100	\$39,100	or per structure, whichever is less)

Beaverton School District’s jurisdiction includes properties located within the cities of Beaverton, Tigard, Hillsboro and Portland, as well as properties within unincorporated portions of Washington and Multnomah counties.

**RECOMMENDATION**

It is recommended that the School Board approve increasing the Construction Excise Tax to the tax rate limit as updated by DOR, and amending the Intergovernmental Agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect the increased tax rates.

\_\_\_\_\_  
 Beaverton School District School Board Chair

\_\_\_\_\_  
 Date

**ITEM FOR INFORMATION****BOND ACCOUNTABILITY COMMITTEE REPORT**

TO: Board of Directors, Beaverton School District

FROM: Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC)

RE: 2014 Bond Closeout Report

DATE: June 2023

**Purpose and Background**

This document represents the consensus findings of the Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) for the 2014 Bond Program on the overall performance of the Bond Program against the program's Board-established goals.<sup>1</sup> Although this closeout report is not specifically required by the BAC charter, the BAC and staff and Board representatives decided to offer this report to support the BAC's transition from the 2014 Bond Program to the 2022 Bond Program.

**Bond Overview and BAC Goals**

In May 2014, the voters approved a \$680 million Capital Construction Bond Measure allowing the Beaverton School District (BSD) to build and renovate schools to meet the district's educational needs. The BSD Facilities Department staff managed and executed the bond program scope's design, construction, and installation. The Beaverton School Board and Superintendent established a Bond Accountability Committee (BAC) to monitor, report, and make recommendations to the School Board on the progress of executing the bond program. In addition, the Board adopted Education Specifications<sup>2</sup> to guide the design and programming of each facility. For the past nine years, the BAC has provided oversight of the execution of the 2014 Bond scope, which is now complete. The major projects covered by this bond were seven new schools and two major renovations to improve the education facilities in the district substantially. Other improvements and maintenance projects were included for most of the school buildings in the district. This closure report summarizes the execution of the bond program by the facilities staff and the BAC oversight activities.

**BAC Structure and Operations**

The BAC consisted of volunteer community members appointed by the School Board. One or more School Board members participated in each meeting. The BAC established its processes, governance, and meeting format to achieve its bond oversight mandate. A Charter was developed and approved. The BAC members elected a chair to serve a one-year term to coordinate the BAC activities. The BSD facility staff supported the BAC by developing progress reports, setting up meetings, answering

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<sup>1</sup> See Beaverton School District Board Goals for the 2014 bond measure, <https://www.beaverton.k12.or.us/departments/facilities-development/capital-construction-bond-program-goals-2014>

<sup>2</sup> See <https://www.beaverton.k12.or.us/departments/facilities-development/educational-specifications>

questions, coordinating School Board reporting, conducting tours, and making presentations on specific topics of interest.

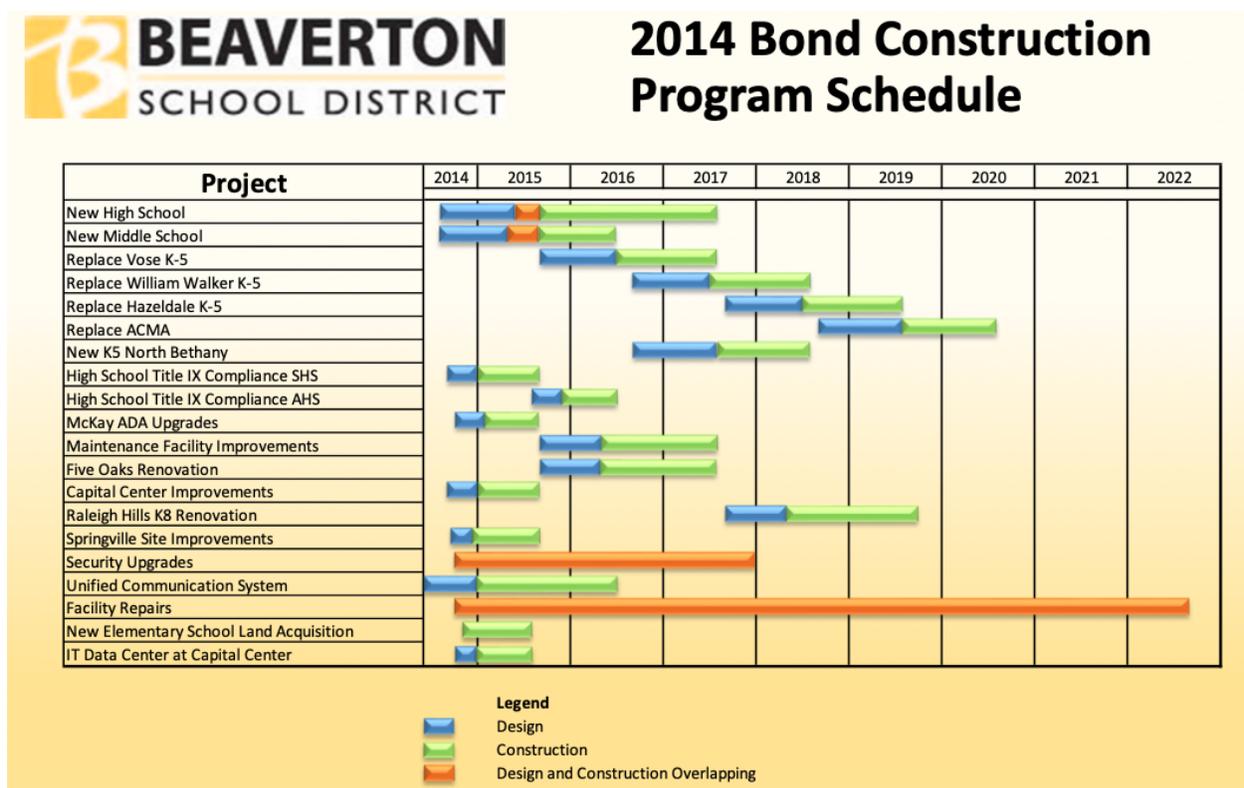
Regular meetings were held with the BSD facility staff. The facility staff prepared a monthly Bond Program Status Report and discussed the progress and challenges with the BAC. The BAC also toured the school construction sites. The BAC chairman prepared a report on behalf of the committee and presented it to the School Board on a timely basis.

The BAC reviewed the replacement school sequence based on priority criteria scoring of safety, compliance, growth, achievement gap, educational functional needs, efficiency, and cost savings.

### Execution of the Bond Program and BAC Oversight Activities

As shown in Figure 1 below, the bond work began with the design and construction of **Mountainside High School**, followed by **Tumwater Middle School**. The new Tumwater school opened in June 2016 and operated as a swing school for students of other new schools while they were demolished and replaced.

**Figure 1: Bond construction program schedule**



During the first few years of executing the Bond scope, the facilities staff faced several challenges. The schedules for student occupancy were aggressive. Permit issues arose. The facility staff committed to meeting closely with the City of Beaverton to coordinate the City’s development review, permitting and inspections in support of the Bond program. In addition to permitting challenges, new utilities, and roads were impacted by record rains, and design changes resulted in scope creep. Value engineering with the contractors was used to align the costs with budgets. The facility staff expanded its numbers to manage the projects. They also developed more comprehensive procedures and guidance documents for this increased workload. These documents include General Design Standards and the Bond Program Budget Management Work Process. To support open, competitive bidding, the School Board approved a list of brand-name products that would be used throughout the District. The BAC frequently met with

the facility staff to ensure that the bond revenues used were for purposes consistent with the bond measure and aligned with the Bond Program Goals approved by the School Board.

The BAC concurred with the facility staff's recommendation to re-use the same design, developed by DLR Group, for the next four elementary schools to reduce costs.

Construction of the replacement **Vose Elementary School** and **Sato Elementary School** as a new elementary school at North Bethany began in 2016. The community named the new school in North Bethany to honor the Sato family, who came to Bethany as farmers in 1911. This Japanese-American family was interned during World War II and lost a son to the war. Sato Elementary was built on a greenfield site and required utility lines to be constructed for the site. Both schools were completed in time for students to occupy in the fall of 2017.

All these schools were built using advanced earthquake resilience design and higher-than-required seismic codes and optimized for education and safety. Most classrooms are on the second story, with common areas like gymnasiums, libraries, and cafeterias on the ground floor along with administrative offices. The gyms and cafeterias connect and can be opened into one giant room. These schools all have solar panels to provide a percentage of their electrical needs.

Two more replacement schools began construction shortly thereafter, **Hazeldale Elementary** (construction started 2017; opened 2018) and **William Walker Elementary** (construction started 2018; opened 2019); note that the sequence of construction for these schools was flipped from the original plan shown in Figure 1 to provide sufficient time for Beaverton School District to finalize arrangements with Tualatin Valley Parks and Recreation on rerouting William Walker Elementary's primary access. Like Vose and Sato schools, the schedule for these two replacement schools was set aggressively for one year to minimize the disruption for the students. Both schools were completed in time for 2018 student occupancy. It was recognized that to accelerate construction to meet this aggressive schedule, the projects incurred additional costs.

The district made the difficult decision to extend the time for construction of the **Arts & Communication Magnet Academy (ACMA)** beyond a single school year, considering the project's size and complexity. The project was started in Summer 2019 and completed for school occupancy in the fall of 2021.

In addition to the seven newly built schools, **Five Oaks Middle School** underwent an extensive renovation as part of the 2014 Bond Program. The remodel was conducted in phases; the first began in the summer of 2017, and the last ended in winter 2020. The renovation greatly improved the classroom layout and increased natural light. It also included new science labs and support areas, a remodeled library, restrooms, and expansions of teaching areas. The administrative area was relocated to provide a more secure front entrance, and new access control was added throughout the building.

Another major renovation planned was for renovations of the **Raleigh Hills K-8 School**. This is the second oldest school building in the district, dating back to 1927. The school has been modified many times and is at relatively higher risk for seismic damage, the roof is in poor condition, and steam pipes are failing. In 2019, the staff evaluated the decision to make these additional modifications to Raleigh Hills as defined in the 2014 Bond scope. In consideration of the ongoing high maintenance costs, poor facility conditions, and costs for planned building fixes, the staff determined that it would be more cost-effective and provide greater value to the students to suspend the 2014 Bond work scope and hold the funds over for a future complete rebuild of the entire school. After discussion, the BAC concurred with the staff logic and added their recommendation to the School Board on the condition that momentum would be sustained by beginning preliminary design prior to the successful passing of the

next bond and that the funds designed for renovation be reserved for a future Raleigh Hills school. Figure 2 below illustrates the distribution of bond projects geographically at elementary schools across the District.

**Figure 2: Location of Elementary Schools and Related Bond Projects**



In addition to the major school build projects, the bond scope included other improvements to district school facilities. This work included seismic upgrades, reroofing, turf replacement, security upgrades, Americans with Disabilities Act (ADA) access modifications, fire alarm system upgrades, kitchen upgrades, renovation of heating, ventilation, and air conditioning systems, supplying student computers,

playground improvements, electrical and plumbing upgrades, framing new classrooms, carpet replacement, and installing a district-wide unified communication system.

Throughout this bond work, the facility staff had to deal with numerous challenges during the execution of these projects. Freezing and wet weather impacted concrete pours, welding, roof installation, and site work. Obtaining permits required more time, resulting in later-than-scheduled start dates. The discovery of unanticipated asbestos resulted in additional and specialty demolition. The construction issues encountered on projects were not out of the ordinary, and the BAC was confident that the facility staff dealt with them using prudent construction management practices.

The School Board set an aspirational goal that 10% of the contract value for consulting services and construction contracts would be made to firms certified as minority, women, emerging, service-disabled veteran, and socially or economically disadvantaged businesses (MWSDVE). The facility staff worked with contractors to achieve this MWSDVE cumulative program-wide level based on contract dollar value. The results were reported to the BAC in each monthly financial progress report. By the end of the program, Consultants MWSDVE participation was 17.2% and Contractors was 14.5%.

### **Bond Funds and Budget Allocation**

This section describes the resources available to the 2014 Bond Program, and the Budget allocation of funds across specific bond projects.

Figure 3 shows the breakdown of funds across funds from bond sales, from interest earnings, from SB 1149 and Energy Trust of Oregon, from State Facility Grants, from Tualatin Hills Parks and Recreation District (THPRD) / Tualatin Valley Water District (TVWD), and from other sources.

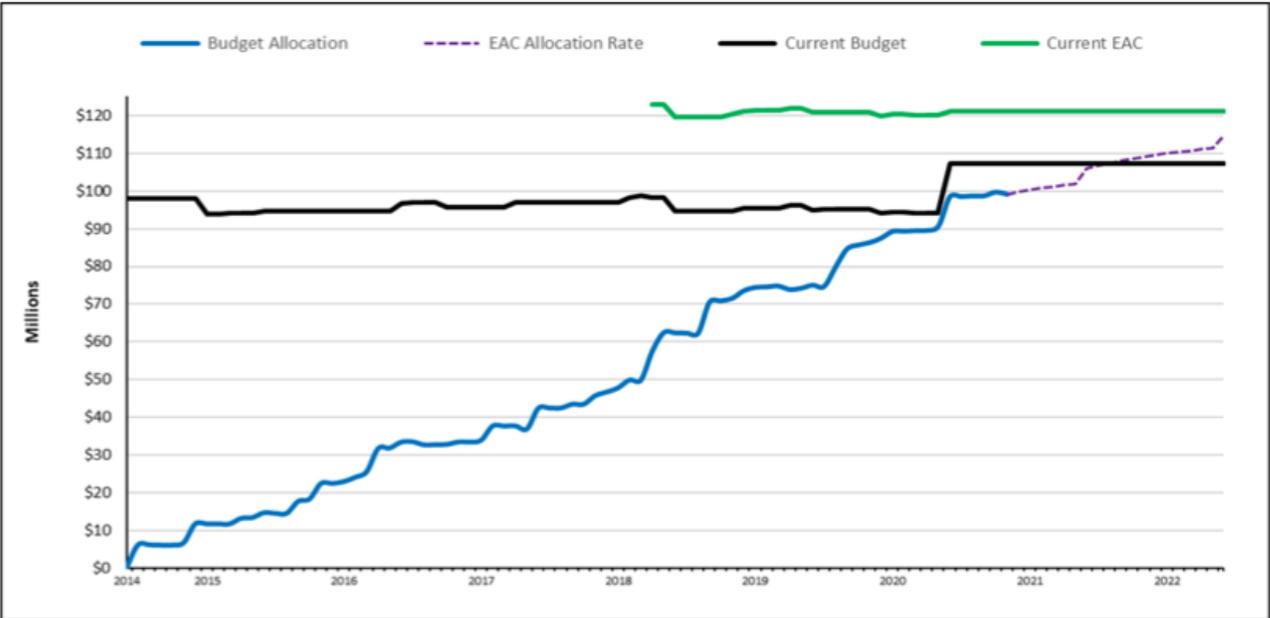
**Figure 3: Breakdown of resources available to the 2014 Bond Program**

<b>Bond Sale Premiums</b>	The District received a premium of about \$63 million from the first Bond sale and about \$30 million for the second Bond sale, for a total of \$93,566,068.
<b>Interest Earnings</b>	The 2014 Bond Measure bonds were issued in bond series in 2014 and 2017. The funds from these issuances were invested in high quality investments based on the District’s investment policy and the cashflow projections for the construction projects. These included Treasuries, federal agencies such as the Federal Home Loan Bank and the Federal Agricultural Mortgage Corp, and high-grade corporate bonds based such as Toyota Motor Credit Corp. The District also utilized the Oregon Local Government Investment Pool (LGIP) for short term cash management needs. Over the 8 years, the District earned approximately \$20 million in interest on these investments, with investments that varied yields from 0.01% to 4.28% based on the market rates at the time of investment.
<b>SB1149 and Energy Trust of Oregon (ETO)</b>	SB1149 is a state funding program administered by the Oregon Department of Energy (ODOE) to fund energy efficiency improvements. Eligible improvements may include things such as: HVAC and HVAC controls, lighting and lighting controls, roofing upgrades, window and door upgrades, and retro-commissioning. The district received approximately 50 SB1149 reimbursements for 18 different locations, totaling \$3,642,804.  The District received approximately 54 ETO reimbursements for 21 different locations, totaling \$1,637,959.

<b>State Facility Grants (SFG)</b>	The Facilities Department received \$3,027,507 to support capital projects that created new capacity for students. These funds were used to subsidize the new middle school project and the Raleigh Hills expansion project.
<b>THPRD and TVWD Reimbursements</b>	The District received contributions from THPRD to partially fund turf replacements at Aloha and Sunset High Schools in the amount of \$449,783. Contributions from TVWD were received for infrastructure reimbursement for the new elementary school in the amount of \$593,774.
<b>Other</b>	<p>The projects in the 2006 Bond Program were completed under budget, leaving about \$576,000 available to supplement 2014 Bond funding.</p> <p>The District receives Construction Excise Tax Revenue (CET) as new construction permits are issued for projects within the Beaverton School District service area. CET funding in the amount of \$1,130,655 was applied to fund scope increases to the Capital Center Renovation project for relocation of the Bridges Academy program and remodeling of staff professional development spaces.</p> <p>Rent revenues received from Capital Center tenants were applied to the improvement project at Capital Center in the amount of \$433,385.</p>

As shown in Figure 4 on the following page, notably, all the scope committed to the 2014 Bond was accomplished within the budget. To accomplish this required well-grounded project management, including in-depth monitoring, judicious adjustments, value engineering, managing realistic contingencies, sensible change order management, tradeoffs to match budgets, and close coordination with the BAC and the School Board.

**Figure 4: Bond Budget Allocation over the 2014 Bond Program Duration**



## Committee Learnings and Recommendations

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

As part of its efforts to serve the taxpayers and students of BSD, the BAC compiled several recommendations for the Board and for the BAC.

### Recommendations for the Board

- The Board has an opportunity to approve goals for the 2022 Bond, and the BAC recommends the Board do so. The 2014 Bond goals provided useful benchmarking and guidelines for the BAC.<sup>3</sup>
- The Board should ensure staff provide one central location for 2022 bond information and project progress against milestones, as was done for the 2014 Bond. BSD staff have done very good work at making project-specific (i.e., school-specific) information readily available. However, it will be helpful for citizens, future board members, construction and services suppliers, and other stakeholders to be able to have the broad view of the 2022 bond program.<sup>4</sup>

### Recommendations for the BAC

The BAC learned from its experiences and adapted its operations to be responsive to the goals and expectations of the School Board. The recommendations for the new 2022 BAC members are outlined as follows:

1. **Invest time in learning how the system operates**
  - a. Understand the roles and relationships of the key players/stakeholders
    - i. School Board. Attend a School Board meeting to see the format, members' and public's interests, personalities, and interactions
    - ii. Superintendent – Dr. Balderas (new)
    - iii. Facility staff
    - iv. BAC – Charter; expectations; oversee, monitor, and report to the School Board; look at previous reports for focal points; different experiences and interests, “eyes and ears” for the School Board
  - b. Understand the bond program and what it will mean for students and citizens
    - i. Know the 2022 Bond Scope
    - ii. Understand the Progress Report format and information
    - iii. Take advantage of tours to see new and old schools (including IT capabilities, security, computers, safe rooms, athletic facilities, specially equipped classrooms); ask Staff Project Managers and contractors questions.

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<sup>3</sup> During final reviews of this close report, the Board completed first reading of 2022 Bond Program goals, available at <https://meetings.boardbook.org/Public/Agenda/1443?meeting=579524>

<sup>4</sup> The District's website has evolved from offering overall views of bond program and scope, to stronger focus on on school-specific information. For example, see the archived version of the 2014 bond program summary <https://web.archive.org/web/20190430033213/https://www.beaverton.k12.or.us/depts/facilities/Pages/2014-Bond-Program-Project-List.aspx> and compare against to the updated version at <https://bond.beaverton.k12.or.us/2014-2022-bond-program>.

- iv. Learn about the Beaverton School District – 3<sup>rd</sup> largest Oregon district, 40,000 students, 34 elementary schools, 6 high schools, 5 option schools, 2 charter schools, 2,700 teachers, graduation rates, - explore the BSD website

**2. Attend and participate in all BAC meetings**

- a. Read project reports ahead of time (distributed with agenda). Identify concerns, challenges, accomplishments, things that don't make sense, and staff solutions to problems. Be prepared to ask questions.
- b. Ask questions and listen – staff is good at responding
- c. Make notes of highlights during the meeting as a reminder of what to note for reports to the School Board

**3. What to watch for?**

- a. Problems happen. The facilities' design and construction level of work will increase with replacing BHS and RHS. It is normal to encounter problems. Major design/construction projects always have problems – it is normal. The key is how the staff anticipates and deals with the problems. Examples:
  - i. Changes in financial markets that could affect bond premiums
  - ii. Surprise discoveries during demolition (asbestos, soil conditions)
  - iii. Contractor performance issues that cause delays, claims, coordination
  - iv. Cost overruns and schedule delays
  - v. Equipment and material delivery delays
  - vi. Accidents and injury
  - vii. Labor availability
  - viii. Design disconnects
  - ix. Adequate staffing levels and resources, recognizing the impacts of staff turnover on productivity

**Supporting Information**

BAC information and BAC charter (scroll to bottom of page for charter):

<https://www.beaverton.k12.or.us/departments/facilitiesmaintenance/bond-accountability-committee#:~:text=The%20Committee%20consists%20of%20ten,more%20than%20eight%20consecutive%20years>

2022 Bond Program Projects schedule:

<https://bond.beaverton.k12.or.us/fs/resource-manager/view/b502bf9a-b5ef-4f1e-9f6a-9ccd7e337f7b>

2014 Bond Program: <https://bond.beaverton.k12.or.us/2014-2022-bond-program>

2014 Bond Program Goals:

<https://www.beaverton.k12.or.us/departments/facilities-development/capital-construction-bond-program-goals-2014>

**ITEM FOR INFORMATION**  
**MONTHLY FINANCIAL UPDATE**

**BACKGROUND**

Attached is the financial report as of May 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 May 31, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

**NOTES:**

- General Fund
  - Minor increase in revenue
- Investments
  - Significant investments due to first capital construction bond sale

**RECOMMENDATION**

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

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of May 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	302.3	-	302.3	302.3
Property Taxes	163.0	163.0	158.8	-	158.8	161.5
Common School Fund	4.3	4.3	2.6	-	2.6	5.2
County School Fund	1.0	1.0	0.9	-	0.9	1.0
Local Option Levy	38.2	38.2	39.0	-	39.0	39.5
Investment Earnings	0.6	0.6	-	-	-	3.5
NWRESD Appointment	11.0	11.0	10.0	-	10.0	12.0
Other	9.1	9.1	8.6	-	8.6	12.4
<b>Total</b>	<b>\$ 622.8</b>	<b>\$ 622.8</b>	<b>\$ 631.8</b>	<b>\$ -</b>	<b>\$ 631.8</b>	<b>\$ 647.0</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 297.3	\$ 297.3	\$ 242.6	\$ -	\$ 242.6	\$ 291.9
Benefits	178.1	178.1	140.5	-	140.5	172.1
Purchased services	32.5	32.5	27.7	6.2	33.9	32.5
Supplies & materials	15.5	15.5	10.6	2.6	13.2	14.0
Capital outlay	0.9	0.9	0.5	0.3	0.8	0.9
Other	3.1	3.1	2.4	0.1	2.5	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>\$ 429.5</b>	<b>\$ 9.2</b>	<b>\$ 438.7</b>	<b>\$ 609.9</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ 17.7</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 127.3</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2023 *	
	<b>19.7%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 125.2	<b>19.3%</b>
Local Option Levy Fund		2.1	<b>0.4%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 330.4	\$ 330.4	\$ 259.8	\$ 2.6	\$ 262.4	\$ 323.4
Support Services	194.8	194.8	163.0	6.6	169.6	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	-	6.7	7.0
Contingencies	90.2	90.2	-	-	-	90.2
<b>Total</b>	<b>\$ 622.8</b>	<b>\$ 622.8</b>	<b>\$ 429.5</b>	<b>\$ 9.2</b>	<b>\$ 438.7</b>	<b>\$ 609.9</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of May 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	\$ 11,006,447	\$ 5,359,650	\$ 461,212	\$ 5,820,862	42.90%	\$ 5,185,585
Categorical	7,256,000	6,978,079	3,071,532	1,917,057	4,988,589	68.75%	1,989,490
Scholarship Fund	515,000	497,865	58,934	15,500	74,434	14.45%	423,431
Grant Fund	164,670,491	72,576,267	78,140,821	6,193,152	84,333,973	51.21%	(11,757,706)
Sustainability Fund	16,050,000	15,723,796	-	-	-	0.00%	15,723,796
Nutrition Services Fund	19,383,736	16,871,240	11,382,377	2,309,333	13,691,710	70.64%	3,179,530
Debt Service Fund	105,760,013	108,198,462	82,791,444	-	82,791,444	78.28%	25,407,018
Capital Projects Fund	567,095,950	409,697,103	36,523,429	73,719,071	110,242,500	19.44%	299,454,603
Insurance Reserve Fund	8,151,475	10,413,495	4,299,868	414,060	4,713,928	57.83%	5,699,567
Workers' Compensation Fund	5,944,823	5,895,538	2,058,193	33,249	2,091,442	35.18%	3,804,096
<b>Total</b>	<b>\$ 908,396,488</b>	<b>\$ 657,858,292</b>	<b>\$ 223,686,248</b>	<b>\$ 85,062,634</b>	<b>\$ 308,748,882</b>		<b>\$ 349,109,410</b>



**2022-23 Classroom Teacher Staffing By School**  
As of 5/31/23

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	28.7	7.8	2.0	-	38.5
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	11.8	4.0	2.0	-	17.8
Elmonica	462	418	(44)	14.0	4.0	2.0	-	20.0	11.8	4.0	2.0	-	17.8
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	13.8	5.0	1.0	-	19.8
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	16.2	5.0	1.0	-	22.2
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	7.7	3.0	1.0	-	11.7
McKinley	646	648	2	20.0	6.0	2.0	-	28.0	19.8	6.0	2.0	-	27.8
Montclair	290	283	(7)	9.0	2.0	1.0	-	12.0	7.7	3.0	1.0	-	11.7
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	20.9	7.0	2.0	-	29.9
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	21.7	7.0	2.0	-	30.7
West TV	312	305	(7)	8.0	3.0	1.0	-	12.0	8.6	3.0	1.0	-	12.6
William Walker	525	534	9	17.0	5.0	2.0	-	24.0	16.7	5.0	2.0	-	23.7
<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>482.4</b>	<b>157.8</b>	<b>54.0</b>	<b>-</b>	<b>694.2</b>
<b>Average Elementary School Staffing Ratio</b>				<b>34.1</b>	<b>26.1</b>	<b>24.1</b>			<b>34.3</b>	<b>25.9</b>	<b>23.9</b>		



**2022-23 Classroom Teacher Staffing By School  
As of 5/31/23**

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	53.2	10.2	2.4	-	65.8
Southridge	1,462	1,489	27	51.0	9.8	2.6	-	63.4	49.2	10.8	2.6	-	62.6
Sunset	1,942	1,939	(3)	58.4	11.6	3.0	-	73.0	58.0	11.6	3.0	-	72.6
Westview	2,300	2,393	93	74.0	14.6	3.8	-	92.4	72.4	14.6	3.8	-	90.8
<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>346.6</b>	<b>70.0</b>	<b>17.4</b>	<b>-</b>	<b>434.0</b>
<b>Average High School Staffing Ratio</b>				<b>29.3</b>	<b>24.6</b>	<b>23.6</b>			<b>30.7</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	30.1	5.4	1.4	-	36.9
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	31.7	5.2	1.4	-	38.3
<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>113.7</b>	<b>19.2</b>	<b>5.8</b>	<b>-</b>	<b>138.7</b>
<b>Average Options Staffing Ratio</b>				<b>26.9</b>	<b>23.2</b>	<b>22.3</b>			<b>26.0</b>	<b>22.3</b>	<b>21.4</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>1,184.0</b>	<b>295.9</b>	<b>88.6</b>	<b>7.4</b>	<b>1,575.9</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**  
**May 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	25,000,000.00	24,719,927.78	24,601,193.06	4.17	62	5.146
Federal Agency Coupon Securities	50,900,000.00	50,344,240.00	50,934,300.00	8.64	360	4.062
Federal Agency Disc. -At Cost	127,500,000.00	125,809,275.00	123,907,699.99	21.02	69	4.795
Treasury Coupon Securities	320,800,000.00	310,277,048.00	308,238,603.01	52.30	298	3.264
Treasury Discounts -At Cost	45,000,000.00	44,712,850.00	44,030,352.50	7.47	17	4.576
LGIP	37,648,027.64	37,648,027.64	37,648,027.64	6.39	1	3.750
<b>Investments</b>	<b>606,848,027.64</b>	<b>593,511,368.42</b>	<b>589,360,176.20</b>	<b>100.00%</b>	<b>205</b>	<b>3.862</b>

<b>Total Earnings</b>	<b>May 31 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	1,914,287.70	11,674,027.57
<b>Average Daily Balance</b>	<b>638,785,706.81</b>	<b>591,331,566.30</b>
<b>Effective Rate of Return</b>	<b>3.53%</b>	<b>2.15%</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**  
**May 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>								
31315KLT5	11317	Federal Agricultural Mortgage	09/15/2023	20,000,000.00	19,303,850.00	19,636,000.00		3.30
31315KKL3	11319	Federal Agricultural Mortgage	08/15/2023	20,000,000.00	19,389,222.22	19,719,200.00		3.32
			<b>Subtotal</b>	<b>40,000,000.00</b>	<b>38,693,072.22</b>	<b>39,355,200.00</b>	<b>35.00</b>	<b>6.63</b>
<b>Federal Farm Credit Bank</b>								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,557,750.00		4.13
			<b>Subtotal</b>	<b>25,000,000.00</b>	<b>25,034,300.00</b>	<b>24,557,750.00</b>	<b>35.00</b>	<b>4.14</b>
<b>Federal Home Loan Bank</b>								
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	4,972,650.00		0.83
3130AUJ62	11323	Federal Home Loan Bank	01/26/2024	5,900,000.00	5,900,000.00	5,876,990.00		0.99
3130AVFX5	11328	Federal Home Loan Bank	03/30/2024	15,000,000.00	15,000,000.00	14,936,850.00		2.51
313384GX1	11305	Federal Home Loan Bank	06/15/2023	20,000,000.00	19,498,197.22	19,881,800.00		3.35
313384LW7	11320	Federal Home Loan Bank	09/18/2023	20,000,000.00	19,302,333.33	19,628,200.00		3.30
313384JC4	11324	Federal Home Loan Bank	07/14/2023	20,000,000.00	19,574,388.89	19,802,800.00		3.33
313384KL2	11325	Federal Home Loan Bank	08/15/2023	20,000,000.00	19,490,833.33	19,719,200.00		3.32
313384JG5	11327	Federal Home Loan Bank	07/18/2023	7,500,000.00	7,348,875.00	7,422,075.00		1.25
			<b>Subtotal</b>	<b>113,400,000.00</b>	<b>111,114,627.77</b>	<b>112,240,565.00</b>	<b>35.00</b>	<b>18.91</b>
			<b>Total</b>	<b>178,400,000.00</b>	<b>174,841,999.99</b>	<b>176,153,515.00</b>	<b>100.00</b>	<b>29.68</b>
<b>Corporate Indebtedness</b>								
<b>DCAT LLC</b>								
24023HTE5	11331	DCAT LLC	06/14/2023	10,000,000.00	9,963,527.78	9,981,763.89		1.68
			<b>Subtotal</b>	<b>10,000,000.00</b>	<b>9,963,527.78</b>	<b>9,981,763.89</b>	<b>5.00</b>	<b>1.68</b>
<b>Toyota Cap Corp</b>								
89233HTC8	11301	Toyota Cap Corp	06/12/2023	5,000,000.00	4,851,415.28	4,970,150.00		0.83
89233HXG4	11330	Toyota Cap Corp	10/16/2023	10,000,000.00	9,786,250.00	9,804,775.00		1.65
			<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,637,665.28</b>	<b>14,774,925.00</b>	<b>5.00</b>	<b>2.49</b>
			<b>Total</b>	<b>25,000,000.00</b>	<b>24,601,193.06</b>	<b>24,756,688.89</b>	<b>35.00</b>	<b>4.17</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		3,290,480.63	3,290,480.63	3,290,480.63		0.55

**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 5173	FUND 300	LGIP		3,366,626.26	3,366,626.26	3,366,626.26		0.56	
LGIP 4966	FUND 416	LGIP		2,094,677.47	2,094,677.47	2,094,677.47		0.35	
LGIP 4972	FUND 417	LGIP		18,627,733.98	18,627,733.98	18,627,733.98		3.13	
LGIP 6440	FUND 418	LGIP		10,268,509.30	10,268,509.30	10,268,509.30		1.73	
				<b>Subtotal</b>	<b>37,648,027.64</b>	<b>37,648,027.64</b>	<b>100.00</b>	<b>6.34</b>	
				<b>Total</b>	<b>37,648,027.64</b>	<b>37,648,027.64</b>	<b>100.00</b>	<b>6.34</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	54,564,950.00		9.19	
91282CAP6	11275	U.S. Treasury	10/15/2023	50,000,000.00	48,253,900.00	48,926,000.00		8.24	
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	47,303,000.00		7.97	
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	52,200,500.00		8.79	
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,554,050.00		2.45	
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,483,600.00		3.11	
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,276,400.00		2.40	
9128282D1	11288	U.S. Treasury	08/31/2023	10,800,000.00	10,599,228.00	10,668,348.00		1.79	
912828ZU7	11313	U.S. Treasury	06/15/2023	10,000,000.00	9,787,109.38	9,943,200.00		1.67	
91282CAF8	11316	U.S. Treasury	08/15/2023	20,000,000.00	19,428,400.00	19,714,000.00		3.32	
91282CAK7	11326	U.S. Treasury	09/15/2023	20,000,000.00	19,463,200.00	19,643,000.00		3.30	
912796ZP7	11314	U.S. Treasury	06/08/2023	20,000,000.00	19,550,662.22	19,899,400.00		3.35	
912796X53	11318	U.S. Treasury	06/15/2023	20,000,000.00	19,555,745.56	19,882,000.00		3.35	
912797GF8	11329	U.S. Treasury	08/08/2023	5,000,000.00	4,923,944.72	4,931,450.00		0.83	
				<b>Subtotal</b>	<b>365,800,000.00</b>	<b>352,268,955.51</b>	<b>354,989,898.00</b>	<b>100.00</b>	<b>59.81</b>
				<b>Total</b>	<b>365,800,000.00</b>	<b>352,268,955.51</b>	<b>354,989,898.00</b>	<b>100.00</b>	<b>59.81</b>
				<b>Grand Total</b>	<b>606,848,027.64</b>	<b>589,360,176.20</b>	<b>593,548,129.53</b>		

**Beaverton School District**  
**Summary by Issuer**  
**May 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	18	254,190,480.63	248,059,560.56	42.09	4.808	71
<b>Fund: 300 Debt Service</b>						
Subtotal	1	3,366,626.26	3,366,626.26	0.57	3.750	1
<b>Fund: 416 Capital Projects Non-Tax</b>						
Subtotal	1	2,094,677.47	2,094,677.47	0.36	3.750	1
<b>Fund: 417 Capital Projects Taxable</b>						
Subtotal	1	18,627,733.98	18,627,733.98	3.16	3.750	1
<b>Fund: 418 Bond Issue Fund</b>						
Subtotal	12	328,568,509.30	317,211,577.93	53.82	3.171	326
<b>Total and Average</b>	<b>33</b>	<b>606,848,027.64</b>	<b>589,360,176.20</b>	<b>100.00</b>	<b>3.884</b>	<b>205</b>

**ITEM FOR ACTION**
**APPROVE RESOLUTION ADOPTING 2023–24 BUDGET, MAKING APPROPRIATIONS & IMPOSING TAXES**
**BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board must adopt the 2023–24 Budget, make appropriations and impose and categorize taxes prior to July 1, 2023.

The Budget Committee approved the District’s 2023–24 Budget on May 17, 2023.

After a public hearing, the School Board may adopt the budget in compliance with Oregon Revised Statutes. The Beaverton School District School Board must appropriate legally adopted budget amounts for 2023–24 prior to making expenditures or transfers, in accordance with ORS 294.456.

**2023-24 BUDGET SUMMARY**

	<u>General Fund</u>	<u>All Other Funds</u>	<u>Total All Funds</u>
Revenue Approved by Budget Committee:	\$ 666,321,402	\$ 878,000,355	\$ 1,544,321,757
Adopted Revenue Budget	<u>\$ 666,321,402</u>	<u>\$ 878,000,355</u>	<u>\$ 1,544,321,757</u>
Expenditures Approved by Budget Committee:	\$ 666,321,402	\$ 878,000,355	\$ 1,544,321,757
Adopted Expenditures Budget	<u>\$ 666,321,402</u>	<u>\$ 878,000,355</u>	<u>\$ 1,544,321,757</u>

**RECOMMENDATION**

It is recommended that the Board approve the attached resolution (23-620A) adopting the 2023–24 budget, making appropriations and imposing taxes.

**RESOLUTION NO. 23-620A  
ADOPTION OF 2023-24 BUDGET,  
MAKING APPROPRIATIONS, IMPOSING TAXES**

BE IT RESOLVED that the Board of Directors of Beaverton School District hereby adopts the budget for the 2023-24 fiscal year in the total of \$1,544,321,757 now on file at the District's Office of the Associate Superintendent for Business Services, located at 1260 NW Waterhouse Avenue, Beaverton, Oregon 97006.

**RESOLUTION MAKING APPROPRIATIONS**

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2023, and for the purposes shown below are hereby appropriated:

<b>General Fund</b>		<b>Nutrition Services Fund</b>	
Instruction	\$ 336,087,293	Support Services	\$ 18,462
Support Services	205,337,710	Enterprise and Community Services	18,309,773
Enterprise and Community Services	250,000	Transfers of Funds	4,000
Facilities Acquisition & Construction	100,000	Total	<u>\$ 18,332,235</u>
Long-Term Debt Service	1,814,352		
Transfers of Funds	6,734,854	<b>Debt Service Fund</b>	
Contingency	115,997,193	Long-Term Debt Service	<u>\$ 116,516,484</u>
Total	<u>\$ 666,321,402</u>	Total	<u>\$ 116,516,484</u>
<b>Student Body &amp; Special Purpose Fund</b>		<b>Capital Projects Fund</b>	
Instruction	\$ 10,832,612	Support Services	\$ 15,581,118
Support Services	1,371,388	Facilities Acquisition & Construction	511,119,493
Enterprise and Community Services	350,000	Transfers of Funds	8,261,389
Facilities Acquisition & Construction	1,000,000	Total	<u>\$ 534,962,000</u>
Transfers of Funds	15,000		
Total	<u>\$ 13,569,000</u>	<b>Insurance Reserve Fund</b>	
<b>Categorical Fund</b>		Support Services	\$ 7,181,548
Instruction	\$ 50,000	Facilities Acquisition & Construction	160,308
Support Services	7,442,839	Contingency	3,696,768
Facilities Acquisition & Construction	2,310,000	Total	<u>\$ 11,038,624</u>
Transfers of Funds	129,161		
Total Appropriation	<u>\$ 9,932,000</u>	<b>Workers' Compensation Fund</b>	
<b>Scholarship Fund</b>		Support Services	\$ 3,887,690
Enterprise and Community Services	\$ 535,000	Contingency	1,964,082
Transfers of Funds	15,000	Total	<u>\$ 5,851,772</u>
Total	<u>\$ 550,000</u>	<b>Total All Funds</b>	<u><b>\$ 1,544,321,757</b></u>
<b>Grant Fund</b>			
Instruction	\$ 83,678,227		
Support Services	54,835,217		
Enterprise & Community Services	3,626,796		
Facilities Acquisition & Construction	2,508,000		
Total	<u>\$ 144,648,240</u>		
<b>Long-Term Planning Fund</b>			
Contingency	\$ 22,600,000		
Total	<u>\$ 22,600,000</u>		

**RESOLUTION IMPOSING THE TAX**

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2023-24 upon the assessed value of all taxable property within the district:

- (1) At the rate per \$1,000 of assessed value of \$4.6930 for permanent rate tax;
- (2) At the rate per \$1,000 of assessed value of \$1.25 for local option tax;
- (3) In the amount of \$82,399,079 for debt service for general obligation bonds;

**RESOLUTION CATEGORIZING THE TAX**

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b of the Oregon Constitution as:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Limit	\$4.6930/\$1,000	
Local Option Tax	\$1.25/\$1,000	
General Obligation Debt Service		\$82,399,079

The above resolution statements were approved and declared adopted on this twentieth day of June 2023.

X \_\_\_\_\_  
Board Chair

**ITEM FOR ACTION****2024–25 BUDGET CALENDAR****BACKGROUND**

The recommended calendar to develop the 2024–25 budget is presented for School Board approval.

**RECOMMENDATION**

It is recommended that the Board approve the budget calendar for the 2024–25 budget.

<b>BUDGET CALENDAR 2024–25</b>		
August 29, 2023 Tuesday	<b><i>School Board Meeting – 7:00 p.m.</i></b> <ul style="list-style-type: none"> <li>● Budget Committee openings</li> <li>● Application process discussion</li> </ul>	<i>Administration Office</i>
December 12, 2023 Tuesday	<b><i>School Board Meeting – 7:00 p.m.</i></b> <ul style="list-style-type: none"> <li>● Appoint Budget Committee members to fill vacancies</li> </ul>	<i>Administration Office</i>
March 19, 2024 Tuesday	<b><i>Budget 101 – 5:30 p.m. (before Board meeting)</i></b> <ul style="list-style-type: none"> <li>● Provide up-to-date budget information prior to budget proposal</li> <li>● Budget Committee to ask questions about process and significant factors influencing the budget</li> </ul>	<i>Administration Office</i>
May 14, 2024 Tuesday	<b><i>Budget Committee Meeting – 5:30 p.m.</i></b> <ul style="list-style-type: none"> <li>● Superintendent proposes the budget and delivers the budget message</li> <li>● Elect Budget Committee officers</li> <li>● Public testimony</li> </ul>	<i>Administration Office</i>
May 28, 2024 Tuesday	<b><i>Budget Committee Meeting – 5:30 p.m. (before Board meeting)</i></b> <ul style="list-style-type: none"> <li>● Budget Committee discussion</li> <li>● Approval of budget and tax levies</li> </ul>	<i>Administration Office</i>
June 18, 2024 Tuesday	<b><i>School Board Meeting – 7:00 p.m. (during Board meeting)</i></b> <ul style="list-style-type: none"> <li>● Budget public hearing</li> <li>● Board makes appropriations</li> <li>● Adopt budget and tax levies</li> </ul>	<i>Administration Office</i>
<u>District Contacts</u> <b>Gustavo Balderas, Superintendent</b> Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Assistant to Associate Superintendent for Business Services		

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

**ITEM FOR ACTION****ADOPT THE SCHOOL BOARD MEETING CALENDAR FOR THE 2023–24 SCHOOL YEAR****BACKGROUND**

The Board traditionally holds regular business meetings once per month. As proposed, starting in the 2023–24 school year, the regular business meeting generally will be held on the last available Tuesday evening each month. Board business meetings will start at 7 p.m.

The Board also will meet as needed for work sessions, study sessions and executive sessions at 5:30 p.m. prior to Board business meetings and on selected additional Tuesdays in alternating months. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the Board chair.

The proposed calendar has been reviewed to ensure it avoids scheduling board meetings during major holidays and school breaks. Meeting agendas and supporting materials will be published on the Friday preceding the Tuesday meeting.

**RECOMMENDATION**

It is recommended that the Board approve the proposed calendar of meetings for 2023–24.

**2023–24 SCHOOL BOARD MEETING CALENDAR  
BEAVERTON SCHOOL BOARD**



**Board Business Meetings**

Tuesday, July 25, 2023	7:00 p.m.	Summer Business Meeting
Tuesday, August 29, 2023	7:00 p.m.	Regular Business Meeting
Tuesday, September 26, 2023	7:00 p.m.	Regular Business Meeting
Tuesday, October 31, 2023	7:00 p.m.	Regular Business Meeting
Tuesday, November 28, 2023	7:00 p.m.	Regular Business Meeting
Tuesday, December 12, 2023	7:00 p.m.	Regular Business Meeting
Tuesday, January 30, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, February 27, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, March 19, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, April 30, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, May 28, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, June 25, 2024	7:00 p.m.	Regular Business Meeting

**Additional Potential Board Sessions**

Tuesday, August 15, 2023 *	10 a.m.–5 p.m.	Board Retreat
Tuesday, August 29, 2023	5:30 p.m.	Board Session TBD
Tuesday, September 12, 2023 *	5:30 p.m.	Board Session TBD
Tuesday, September 26, 2023	5:30 p.m.	Board Session TBD
Tuesday, October 31, 2023	5:30 p.m.	Board Session TBD
Tuesday, November 14, 2023 *	5:30 p.m.	Board Session TBD
Tuesday, November 28, 2023	5:30 p.m.	Board Session TBD
Tuesday, December 12, 2023	5:30 p.m.	Board Session TBD
Tuesday, January 9, 2024 *	10 a.m.–5 p.m.	Board Retreat
Tuesday, January 30, 2024	5:30 p.m.	Board Session TBD
Tuesday, February 27, 2024	5:30 p.m.	Board Session TBD
Tuesday, March 5, 2024 *	5:30 p.m.	Board Session TBD
Tuesday, March 19, 2024	5:30 p.m.	Budget 101 Session
Tuesday, April 30, 2024	5:30 p.m.	Board Session TBD
Tuesday, May 14, 2024 *	5:30 p.m.	Budget Committee
Tuesday, May 28, 2024	5:30 p.m.	Budget Committee
Tuesday, June 25, 2024	5:30 p.m.	Board Session TBD

\* *Standalone date with no board business meeting*

The Board holds regular business meetings once per month. The Board also will meet as needed for work sessions, study sessions, special meetings and/or executive sessions prior to Board business meetings and on selected additional dates. This meeting schedule may be adjusted and additional meetings may be scheduled if needed.

Unless otherwise announced, Board meetings will be held at the Beaverton School District Administrative Office at 1260 Waterhouse Ave. in Beaverton and will be livestreamed for virtual viewing. Executive sessions are not open to the public to attend or view.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-356-4360.

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

**ITEM FOR ACTION****BOARD ZONE FOCUS SCHOOL ASSIGNMENTS****BACKGROUND**

The Beaverton School Board has opted to have board members elected from seven geographical zones rather than from the district at large. Board members must reside within their board zone, but are elected by voters district-wide and are responsible to the entire community.

The Beaverton board also has opted to assign several schools for each board member to focus on and serve as the community contact point. These school assignments are decided by the board. Currently focus schools are largely but not always located in the assigned board member's zone.

In November 2022 the board revised the electoral zones to rebalance population based on the 2020 Census and more closely align the zones with current high school attendance areas.

Following the board zone adjustment, the board may revise focus school assignments to better align school assignments with the new board zones and balance assignments among board members.

Revised focus school assignments were discussed in the Board meeting on May 22 and are proposed for approval in this meeting. The proposed distribution of school assignments is based on:

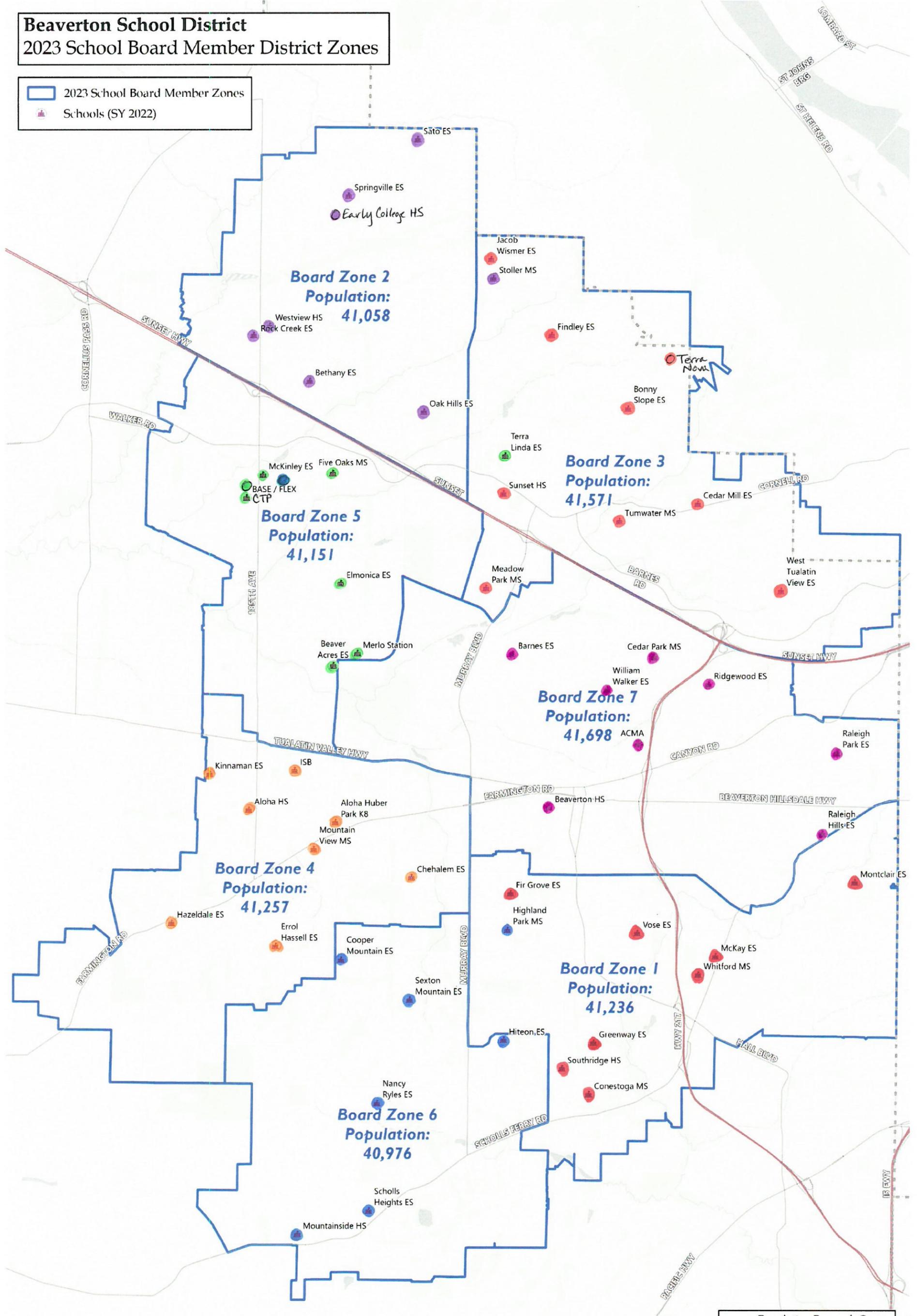
- Geographic alignment, with each board member assigned schools in and near their zone
- School level balance, with each board member assigned elementary, middle and high schools
- Load balance, with each board member assigned a similar number of schools

**RECOMMENDATION**

It is recommended that the Board approve the proposed board zone focus school assignments.

# Beaverton School District 2023 School Board Member District Zones

2023 School Board Member Zones  
● Schools (SY 2022)



**Note:** School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

Population Research Center  
 October 2022.  
 Source: 2020 Census PL94-171 RDF  
**Portland State**  
 UNIVERSITY

Proposed Focus School Assignments

June 20, 2023

Zone 1 Susan Greenberg	Zone 2 Karen Pérez	Zone 3 Present: Eric Simpson Elect: Melissa Potter	Zone 4 Sunita Garg	Zone 5 Ugonna Enyinnaya	Zone 6 Present: Becky Tymchuk Elect: Justice Rajee	Zone 7 Present: Tom Colett Elect: Tammy Carpenter
Southridge HS	Westview HS	Sunset HS	Aloha HS	Community School at Merlo Station	Mountainside HS	Beaverton HS
Conestoga MS **	Early College HS **	Terra Nova Program **	ISB (6-12)	Community Transitions Program	<i>FLEX Online (K-12) **</i>	ACMA (6-12)
Whitford MS	<i>Stoller MS</i>	Tumwater MS	Mountain View MS	BASE (6-12)	<i>Highland Park MS</i>	Cedar Park MS **
Fir Grove ES	Bethany ES	Meadow Park MS **	Aloha Huber Park K-8	Five Oaks MS	Cooper Mountain ES	Barnes ES
Greenway ES	Oak Hills ES	Bonny Slope ES	Chehalem ES **	Beaver Acres ES **	Hiteon ES	Raleigh Hills ES
McKay ES	Sato ES	Cedar Mill ES	Errol Hassel ES	Elmonica ES	Nancy Ryles ES	Raleigh Park ES
Montclair ES	Springville ES	Findley ES	Hazeldale ES	McKinley ES	Sexton Mountain ES	Ridgewood ES **
Vose ES	Rock Creek ES	Jacob Wismer ES **	Kinnaman ES	<i>Terra Linda ES **</i>	Scholls Heights ES	William Walker ES
		West Tualatin View ES				

\*\* = Not currently assigned to this zone

*Red* = Located outside of this zone

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**ITEM FOR ACTION****BOARD GOALS FOR CAPITAL CONSTRUCTION BOND PROGRAM****BACKGROUND**

The school board established a set of program goals to guide the execution of the capital construction bond program following voters' approval of the school improvement bond measure in 2014. These goals help inform district decisions in implementing the bond program, and are monitored and reported on by the Bond Accountability Committee.

Beaverton School District voters approved a new bond measure in May 2022. Implementation of the bond program approved by voters provides the opportunity to make significant facility improvements and create new spaces for learning that will be decades-long community assets. While the previously approved goals remain in effect, the board may reaffirm or revise the goals for projects funded by the new bond measure.

The proposed capital construction bond program goals are attached. The draft goals are based on the current established goals, with some minor language edits and three changes of substance:

- Addition to goal for safe school environments to explicitly include seismic safety
- Clarification of goal for efficiency and sustainability to identify energy use reduction
- Increase of goal to employ firms that are minority, women and service-disabled veteran owned, or emerging or disadvantaged small businesses, from 10% to 15% of contract value

**RECOMMENDATION**

It is recommended that the Board approve the goals for the 2022 capital construction bond program.

**BEAVERTON SCHOOL DISTRICT  
CAPITAL CONSTRUCTION BOND PROGRAM GOALS**

**Vision:**

We support generations to come by building and renovating facilities that support best practices for teaching and learning, inspire our students to achieve their educational goals, exceed our community's expectations for superior educational services, sustain our resources, and enhance our communities.

**Goals:**

The capital construction bond program shall aim to achieve the following goals:

1. Facility design and renovation will ensure that our school environments:
  - a. Are comfortable, safe, secure and seismically sound;
  - b. Are aligned with national trends and research on best teaching and learning practices;
  - c. Allow implementation of technology and innovation;
  - d. Foster whole child development, love of learning, and emotional health;
  - e. Allow students to engage in daily, vigorous exercise and learn outdoors;
  - f. Allow flexibility and expandability for the future;
  - g. Are accessible;
  - h. Include efficiency and sustainability features to reduce energy use and provide long-term operational savings;
  - i. Integrate well with and enhance the communities they reside in and provide opportunities for community partnerships; and
  - j. Otherwise prepare our students for careers and higher learning.
2. The District shall manage bond resources:
  - a. Diligently and prudently, recognizing that the tax dollars we spend are precious and scarce and based on trust;
  - b. Transparently, in terms of how and where resources are allocated and spent. Any additional funds or savings in the program will be allocated through an open process with board approval; and
  - c. Responsibly, managing the sale of bonds in amounts that are financially prudent and responsible, minimize the impact to taxpayers and can be spent within the specified period within the law.
3. Equity and opportunities in public purchasing and contracting:
  - a. *Business equity:* A project goal of 15% of the contract value for consulting services and construction contracts will be made to firms certified by either the state (Oregon Certification Office of Business Inclusion and Diversity, COBID, MWSDVE), the Small Business Administration (SBA), or nationally (National Supplier Minority Supplier Development Council, NMSDC) as minority owned, women owned, service-disabled veteran owned, emerging small businesses, or socially or economically disadvantaged small businesses.
  - b. *Diverse workforce development:* It is important to provide employment and apprenticeship opportunities in the construction trades and employment for people of color and women. For any bond program public improvement contract over \$200,000, an aggregate goal of 10% of labor

hours performed by state-registered apprentices is established in apprenticeable trades. These contracts also will require the contractor to participate in outreach and other efforts to create an apprenticeship program that reflects the diversity of the Beaverton/Portland metropolitan area.

- c. *Career learning*: The district will leverage its career and technical education program to include career learning opportunities arising from bond work for students in relevant career paths, including but not limited to architecture, engineering, building trades and construction work and other related services. Other areas might include web design, communications and accounting. Career learning opportunities may include internships, job shadows, guest speakers, informational interviews, and career and workforce days and fairs. Requests for Proposals will require responders to articulate how the contractor would support the district in this goal.
4. The District shall engage stakeholders (internal and community) throughout the bond program regarding:
    - a. Design activity and decisions regarding the form and features of what we create;
    - b. The status of bond projects;
    - c. The alignment of spending to bond priorities; and
    - d. Benefits to students and community from the program and its responsible implementation.
  5. The district will establish a Bond Accountability Committee to monitor bond program execution and to report its observations.

**ITEM FOR ACTION****BUDGET AUTHORIZATION FOR YOUTH SERVICES PROGRAM CONTRACTS****BACKGROUND**

The District partners with other public agencies and private organizations to cooperate and provide services and supports for students and schools. Such partnerships may be formalized in a written agreement such as a memorandum of agreement or an intergovernmental agreement. These agreements are authorized and approved by the superintendent. The school board approves budget authorization for contracts obligating more than \$150,000 of district funds.

The Beaverton School District for nearly the last 40 years has had a strong partnership with the Beaverton Police Department and other first responder agencies, including an established School Resource Officer (SRO) program that is now changing to a [Youth Services Officer \(YSO\) program](#). The Beaverton Police Department currently provides seven Youth Services Officers to support BSD schools located within Beaverton. The Washington County Sheriff's Office provides four YSO positions to support BSD schools located in unincorporated Washington County. The Hillsboro Police Department provides one YSO serving the one BSD site within Hillsboro, the Capital Center.

The District's partnerships with first responder agencies have continued to evolve as the needs of our schools and our community change. The consultant SeeChange LLC conducted a review of this partnership program and presented to the school board a [report and recommendations](#) in August 2022. District staff thoroughly reviewed the recommendations and developed a [responsive action plan](#), which was presented to the board in January 2023.

The District has worked to develop a new intergovernmental agreement (IGA) with the Beaverton Police Department to begin July 1, 2023 and expire June 30, 2025. The new IGA will provide greater clarity about the interagency relationship and the role of law enforcement in schools. At the same time, the District will assume part of the cost of providing the program.

Beaverton School District and the City of Beaverton will agree to share in the cost of the Beaverton YSO positions. The District also shares in the cost for the Washington County and Hillsboro YSO positions, below the cost threshold for Board approval. While other school districts in Oregon and the U.S. commonly pay all or part of the cost of SRO or YSO programs, the City of Beaverton until now has provided services at no cost to the District. Some of the ongoing costs will move from the City to the District over time, while the service level to schools and total cost to taxpayers will remain the same.

The City of Beaverton will be responsible in whole for the first 20% of the salary and benefits of YSOs. Of the remaining 80%, the City and the District will move to an even sharing of the cost phased in over four years: The District will be responsible for 10% of the total salary and benefits cost in 2023–24, and 20% in 2024–25. Pending renewed budget authorization by the board in 2025, BSD's cost share will be 30% in 2025–26, and 40% in 2026–27 (half of the 80% cost shared between BPD and BSD).

**RECOMMENDATION:** The superintendent recommends the board approve the superintendent or a designee to obligate the district for the public contract costs outlined below.

## YOUTH SERVICES PROGRAM PROVIDER AREAS

### BEAVERTON

Schools located in Beaverton and served by Beaverton Police Department:

#### High Schools:

- Beaverton
- Mountainside
- Southridge
- Sunset

#### Option Schools:

- Arts & Communication Magnet Academy (ACMA)
- Community School at Merlo Station

#### Middle Schools:

- Cedar Park
- Conestoga
- Five Oaks
- Highland Park
- Tumwater
- Whitford

#### Elementary Schools:

- Chehalem
- Cooper Mountain
- Elmonica
- Fir Grove
- Greenway
- Hiteon
- McKay
- McKinley
- Montclair
- Nancy Ryles
- Raleigh Hills
- Ridgewood
- Scholls Heights
- Sexton Mountain
- Vose
- William Walker

### WASHINGTON COUNTY

Schools located in unincorporated Washington County and served by Washington County Sheriff's Office:

#### High Schools:

- Aloha
- Westview

#### Option Schools:

- International School of Beaverton (ISB)

#### Middle Schools:

- Meadow Park
- Mountain View
- Stoller

#### Elementary Schools:

- Aloha Huber Park
- Barnes
- Beaver Acres
- Bethany
- Bonny Slope
- Cedar Mill
- Errol Hassell
- Findley
- Hazeldale
- Jacob Wismer
- Kinnaman
- Oak Hills
- Raleigh Park
- Rock Creek
- Sato
- Springville
- Terra Linda
- West Tualatin Valley

### HILLSBORO

Schools located in Hillsboro and served by Hillsboro Police Department:

#### Option Schools:

- Capital Center site, including:
  - Beaverton Academy of Science & Engineering (BASE)
  - FLEX Online School
  - Community Transition Program

**PUBLIC CONTRACT AUTHORIZATION**

**PROGRAM NAME:** Youth Services Officer Program – Beaverton

**SERVICE PROVIDER:** City of Beaverton

**CONTRACT SCOPE:** Provide Youth Services Officers serving BSD schools and sites located within Beaverton

**CONTRACT TIMELINE:** July 2023 – June 2025

**CONTRACT AMOUNT:**

2023–24: \$193,088

2024–25: \$344,176\*

*\*Or as adjusted for cost of living and benefit increases*

**FUNDING SOURCE:** General Fund

**RECOMMENDED BY:** Carl Mead, Deputy Superintendent for Operations & Support Services

**RECOMMENDATION:** Authorization to obligate the district for outlined expenditures subject to successful contract negotiations (as determined by district staff)

**ITEM FOR ACTION****APPROVE ADOPTION OF BOARD POLICY KGBB AND REVISIONS TO BOARD POLICY JFCJ****BACKGROUND**

Revisions are recommended to update school board policies regarding weapons on school grounds. The proposed policy updates and new policy 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 by staff; and reviewed and recommended by the Board Policy Committee.

**KGBB – Firearms Prohibited**

Policy KGBB is a new policy proposed for adoption. If approved by the board, the policy would prohibit persons with concealed handgun licenses from bringing guns onto district property and into schools. The policy provides that a firearm may be on school grounds if it is unloaded and locked in a motor vehicle.

Currently, board policy KGB – Public Conduct on District Property prohibits any person from possessing a weapon on district property, and board policy JFCJ – Weapons in Schools prohibits students from possessing a weapon on district property or at district events. However, Oregon law has provided an exception that allows members of the public who hold a concealed handgun license to possess loaded or unloaded firearms on district properties in accordance with ORS 166.370(3)(g).

The 2021 Oregon Legislature passed new legislation, reflected in ORS 166.377, that allows school districts to close this exception by adopting a board policy that prohibits firearms including those in the possession of persons licensed to carry a concealed handgun under ORS 166.291, and posting notice at entry points and online. The 2021 legislation did not eliminate the exception that allows concealed handgun license holders to possess firearms on school grounds, but provided school districts the option to do so. If a school district wants to prohibit concealed handgun licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed handgun licensees from bringing firearms on district property, the district does not need to adopt the policy.

**JFCJ – Weapons in Schools**

Recommended revisions to policy JFCJ reflect changes in required and recommended practices including posting notices at school properties and district events, and reporting when a person has a firearm or destructive device at a district property or activity. In addition, language regarding requests to suspend a student's driver's license has been removed, as this is no longer valid in state law.

**POLICY DRAFT KEY**

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Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

Existing language moved within policy

**RECOMMENDATION**

It is recommended that the board approve the proposed revisions to board policies:

- Adoption of new board policy KGBB
- Revisions to board policy JFCJ

### Weapons in Schools\*\*

Students shall not bring, possess, conceal or use a weapon on or at ~~district~~ [any](#) property [under the jurisdiction of the district, any](#) activities under the jurisdiction of the district or [any](#) interscholastic activities administered by a voluntary organization.

*In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.*

For purposes of this policy, and as defined by state and federal law, "weapon" includes:

1. [A](#) "dangerous weapon" [means](#) any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.
2. [A](#) "deadly weapon" [means](#) any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.
3. [A](#) "firearm" [means](#) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm [muffler or](#) silencer or any other destructive device.
4. [A](#) "destructive device" [includes but is not limited to](#) any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but [are](#) not ~~be~~ limited to, knives, metal knuckles, straight razors, noxious or irritating ~~poisonous~~ gases, poisons, [unlawful](#) drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents or ~~patrons~~ [community members](#).

[Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.](#)

Prohibited weapons, [replicas of weapons, fireworks and pocket knives](#) ~~possessed on or about a person while on district property~~ are subject to seizure or forfeiture.

In accordance with Oregon law, any [district](#) employee who has reasonable cause to believe a student or other person ~~has is, or~~ within the previous 120 days [has been](#), ~~unlawfully~~ in possession of a firearm or destructive device at a district property or activity, as defined by this policy, shall immediately report such violation to an administrator ~~or his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator. [Employees shall promptly report all other conduct prohibited by this policy to an administrator.](#)

Administrators shall promptly notify the appropriate law enforcement agency of reports received or other reasonable cause to believe violations [for firearms or destructive devices](#) have occurred ~~or that a student has been and of students~~ expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

[A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.](#)

Parents will be notified of all conduct by their student that violates this policy.

~~Employees shall promptly report all other conduct prohibited by this policy to an administrator.~~

~~Administrators shall promptly report to the security office.~~

[In accordance with Oregon law, students determined to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline which may include expulsion, and may result in referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law<sup>1</sup>. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.](#)

~~Incidents of students possessing firearms will be reported to the student's parents and a referral to the appropriate law enforcement agency shall be made. Appropriate disciplinary and/or legal action will be taken against students who possess firearms and with students who assist possession in any way. Students bringing firearms to school will be expelled for a period of not less than one year. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation.~~

[Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.](#)

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property ~~including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.~~

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<sup>1</sup> [At least once every six months or at any time the information changes because of the availability of new programs.](#)

“Gun-Free School Zone” signs will be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

The superintendent will annually report to the Oregon Department of Education the number of students from each school expelled for bringing, possessing, concealing or using a firearm.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.015](#)

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

[ORS 166.382](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.315](#)

~~[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](#)).

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (~~2012~~ [2018](#)).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (~~2012~~ [2018](#)).

**Cross Reference(s):**

IHGA - Alternative Instructional Programs

JFCM - Threats of Violence

## Firearms Prohibited

No person will possess any firearm<sup>1</sup> in a school building or on school grounds controlled by the Board, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed handgun licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.

Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials<sup>2</sup>.

The district will post clearly visible signs at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district website the school grounds that are subject to this policy.

END OF POLICY

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### Legal Reference(s)

[ORS 161.015](#)  
[ORS 164.245](#)  
[ORS 164.255](#)  
[ORS 166.210 - 166.370](#)  
[ORS 297.405](#)  
[ORS 332.107](#)  
[ORS 332.172](#)  
[ORS 339](#)

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<sup>1</sup> “Firearm” has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

<sup>2</sup> ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law more than 120 days previously may report such information to law enforcement.

**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICY JECA****BACKGROUND**

Revisions are recommended to update school board policy JECA. 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.

**JECA – Admission of Resident Students**

New recommended language allows the district to enroll students through the end of the school year in which they turn 21 if they need additional education to complete their high school credential, and receive state funding to serve the additional students. The district will provide appropriate learning options to support students' educational needs. The language is recommended by OSBA and has been adopted in earlier years by most of Oregon's larger and metro-area school districts.

Other required language is added regarding school residency for military children as well as for students whose parent or guardian voluntarily places them outside of the home with a public or private agency.

**POLICY DRAFT KEY**

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Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

Existing language moved within policy

**RECOMMENDATION**

It is recommended that the board approve the proposed revisions to board policy JECA.

### Admission of Resident Students\*\*

Resident students may be admitted under the following conditions:

1. *A student is considered to be a resident student if they reside permanently or continuously with a parent or person in a parental relationship within the district attendance area. School-age students between the ages of 5-19, who live within the district attendance area, shall be allowed to attend school without paying tuition.*
2. *A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.*
3. The district may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. *The district shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:*
  - a. *Has not yet received a regular high school diploma; or*
  - b. *Has received a modified diploma, an extended diploma or an alternative certificate.*
  - c. *These students may attend school without paying tuition for the remainder of the school year.*
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

~~Students who are wards of the court and who are placed in the district are residents of the district.~~

~~Students with disabilities voluntarily placed outside the home by their parent may continue to attend the school the student was attending prior to the placement as a district resident based upon the factors set forth in ORS 339.134.~~

6. Students who are military children<sup>1</sup> are considered resident of the district if the district is the district of military residence<sup>2</sup> for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

7. *The district may, based on district criteria, deny school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation. The district will place students appropriately. The district will uphold the conditions of expulsion for the designated time remaining for the expulsion.*

8. *The district shall deny for at least one calendar year from the date of the expulsion regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation. The superintendent may modify the time period as warranted by circumstances.*

9. *The district will not provide alternative programs of instruction to students who are currently under expulsion for a weapons policy violation.*

*State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1, and is eligible to enter first grade; a child is considered to be five years of age if the fifth birthday of the child occurred on or before September 1, and is eligible to enter kindergarten.*

*Students who attend a district school on an interdistrict transfer or open enrollment are considered residents of the district.*

~~Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance and immunization.~~

~~Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and not yet attained the age of 19 prior to the beginning of the current school year.~~

~~Students living in the district who have attained the age of majority are considered residents of the district.~~

~~Minor students living with a parent or guardian who resides in the district are considered residents of the district.~~

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<sup>1</sup> “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

<sup>2</sup> “School district of military residence” means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

## END OF POLICY

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### Legal Reference(s):

ORS 109.056

ORS 327.006

~~ORS 336.092~~

ORS 339.115

~~ORS 339.125~~

ORS 339.133

ORS 339.134

ORS 433.267

~~OAR 581-022-2220~~

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act (ESSA) 42 U.S.C. §§ 11431, 11431a) (2015).

**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES  
DH, IKF & IKF-AR, JECB, JHFDA, KL, LBE****BACKGROUND**

Revisions are recommended to update school board policies DH, IKF, JECA, JECB, JHFDA, KL and LBE and board-adopted administrative regulation IKF-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.

**DH – Bonded Employees and Officers / Loss Coverage**

This policy is recommended to be updated with language revised to reflect current terms and practices, and a policy title change from “Bonded Employees and Officers” to “Loss Coverage.”

**IKF & IKF/IKFA/IKH-AR – Graduation Requirements**

OSBA recommends that the policy and administrative regulation IKF on graduation requirements be combined. IKF-AR is one of a small number of ARs that are required to be approved by the school board. It is recommended that the board delete the existing IKF and IKF/IKFA/IKH-AR, and replace them with the new recommended version of policy IKF. New language in accordance with changes to state law includes changing “English language arts” to “language arts” and modifying the definition of “world language,” and parent notification requirements regarding the graduation requirements for a modified diploma, extended diploma or alternative certificate. In addition, beginning with current ninth grade students, the state now requires that students complete 0.5 credit in civics among the required 3 credits of social sciences.

**JECB – Admission of Non-Resident Students**

Revisions include the updated definition of gender identity and removing language regarding “open enrollment,” a defunct form of transfers between school districts that was established by the Oregon Legislature in 2011 and sunset in 2019.

**JHFDA – Suspension of Driving Privileges**

The 2018 Legislature repealed the statutes (ORS 339.254 and 339.257) that granted school districts the ability under specific circumstances to request that the Oregon Department of Transportation suspend a student’s driver’s license or learning permit or the right to apply for driving privileges. Deletion of this policy is recommended as it is no longer valid under state law.

**KL – Public Complaints**

Revisions to this policy align the complaint timelines and procedures with the language in the administrative regulation of the same name.

**LBE – Public Charter Schools**

New language clarifies when public charter students may participate in the resident district’s programs, the approval of charter school proposals, and permission to enroll in virtual charter schools.

**POLICY DRAFT KEY**

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~~Red Font, Strikethrough~~

*Black Font, Italicized*

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

Existing language moved within policy

**RECOMMENDATION**

It is recommended that the board approve the proposed revisions to board policies:

- Revisions to board policies DH, JECB, KL and LBE
- Adoption of new board policy IKF; deletion of existing board policy IKF and administrative rule IKF-AR
- Deletion of existing board policy JHFDA

# Beaverton School District 48J

Code: **DH**  
Adopted: 3/10/97  
Revised/Readopted: 5/15/17  
Orig. Code(s): DH

## Loss Coverage ~~Bonded Employees and Officers~~

The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, upon recommendation by the superintendent or designee. The district will pay the cost of such coverage.

~~All school employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss. In compliance with Oregon statutes and administrative rules, the superintendent, deputy superintendent of support services and chief financial officer will have individual fidelity bond coverage or equivalent crime coverage. The district will pay the cost of such coverage.~~

END OF POLICY

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

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

### Graduation Requirements\*\*

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school<sup>2</sup>.

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

#### Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

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<sup>1</sup>As defined in ORS 30.297.

<sup>2</sup>For a high school diploma awarded on or after January 1, 2018.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)<sup>3</sup>.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

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<sup>3</sup>This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction or services.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces<sup>4</sup> and the person was discharged or released under honorable conditions.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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<sup>4</sup>The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
  - a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
  - a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

**Legal Reference(s):**

[ORS 329.045](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-1910](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2025](#)

[OAR 581-022-2030](#)

[OAR 581-022-2115](#)

[OAR 581-022-2120](#)

[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION (2017-18).

*Essential Skills and Local Performance Assessment Manual*, published by the OREGON DEPARTMENT OF EDUCATION (JANUARY 22, 2018).

**Cross Reference(s):**

IKFA - Early Graduation

## Graduation Requirements\*\*

### CREDIT REQUIREMENTS

Students are awarded credit for successful demonstration of proficiency in knowledge and skills that reflect college and career readiness. Proficiency is demonstrated through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

Required areas of study in obtaining the necessary credits for graduation are as listed below. Fractional credits may be allowed.

1. English Language Arts (4 Credits)
2. Mathematics (3 Credits)
  - All credits must be at Algebra I or equivalent and higher to qualify.
3. SOCIAL SCIENCES (3 Credits)
  - This will include history, civics, geography and economics.
4. SCIENCE (3 Credits)
  - All credits must be inquiry-based science; two (2) of which must be earned in lab science.
5. HEALTH EDUCATION (1 Credit)
6. PHYSICAL EDUCATION (1 Credit)
7. APPLIED ARTS, FINE ARTS, CAREER AND TECHNICAL EDUCATION, WORLD LANGUAGE (3 Credits) Two (2) credits must be earned in a world language unless otherwise specified in the Student's Education Plan and 1 credit must be earned in the Arts or career/technical education as dictated by the Student's Education Plan.
8. CAREER DEVELOPMENT (.5 Credit)
  - One-half credit in career education shall be earned upon successful completion of all activities and career-related learning experiences enumerated by the school to assure that the student has:

- i. Developed an education plan and built an education profile;
- ii. Demonstrated extended application of academic learning in real world contexts;
- iii. Produced evidence of current performance in the following areas: personal management, problem solving, communication, team work, employment foundations, and career development; and participated in career-related learning experiences as outlined in the student’s education plan.

**9.—ELECTIVES (5.5 Credits)**

10. Total: A total of 24 credits, 18.5 required, 5.5 elective.

Completion of one or more modified courses shall not prohibit a student from earning a regular diploma provided the modified units of credit are awarded only in the areas of physical education, career development, or electives.

**Summary of Credit Requirements**

Subject Area	Credits Required
English / Language Arts	4
Mathematics (Algebra I or higher)	3
Social Sciences	3
Science	3
Health	1
Physical Education	1
Career & Technical Education, Applied Arts Fine Arts, World Language	3
Career Development	.5
Electives	5.5
<b>Total</b>	<b>24</b>

**NON-CREDIT REQUIREMENTS**

**Education Plan And Profile**

Each student in grades 7 through 12 shall develop an education plan and build an education profile with adult guidance.

**1. Education Plan**

The education plan shall:

Identify personal and career interests, tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);

Set goals to prepare for transitions to next steps after high school;

Delineate a course of study that meets the interest and goals of the student which shall be monitored and updated as the student's interests and goals change. The course of study plan shall include appropriate coursework and learning experiences, career-related learning experiences and extended application opportunities.

## 2. Education Profile

Through the education profile each student will monitor progress and achievement toward standards including Learning Targets, Essential Skills, extended application requirements, and other standards where appropriate (e.g. industry standards). The profile will also provide a place to document progress towards individual goals and other personal accomplishments determined by the student or the school to be relevant to the student's goals. Progress and achievement as represented in the profile is to be reviewed at least annually.

### ESSENTIAL SKILLS

In order to receive a diploma, students must demonstrate proficiency in the following Essential Skills:

- Read and comprehend a variety of text
- Write clearly and accurately
- Apply mathematics in a variety of settings

Various methods and multiple opportunities will be provided for students to demonstrate proficiency in Essential Skills.

Limited English Proficient students who have not had sufficient time in the U.S. to gain the English language skills necessary to demonstrate their academic content knowledge who are able to meet all other graduation requirements, including credit completion, have the following options in meeting the Essential Skills requirements:

- Eligible LEP students may demonstrate proficiency in applying Mathematics in their language of origin using statewide or local assessments as appropriate and available.
- Eligible LEP students may demonstrate proficiency in Reading, Writing, and any additional Essential Skills in their language of origin using statewide or local assessments as appropriate and available if:
  - The student has been in U.S. schools 5 years or less, and
  - The student receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA) by graduation.

### PROFICIENCY-BASED CREDIT

All credit awarded by the Beaverton School District will be based upon evidence of proficiency in mastering the learning associated with each credit. Most students will demonstrate the necessary proficiency and earn credit through courses taken as part of the regular school program. However,

students will have opportunities to earn credit outside such settings through the demonstration of proficiency.

Proficiency is defined as sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. The intent of offering credit for proficiency is to:

- Base the award of course credit on proficiency
- Provide more options for students
- Encourage student engagement in learning beyond the classroom in real-world contexts
- Personalize and bring increased relevance to a student's high school education

### **General Guidelines**

Refer to the Application Procedures for Prior Learning or Out of Class Learning for specific procedures and forms.

- Not more than six (6) total credits toward graduation requirements may be earned through Proficiency-Based Credit Award Options outside the regular school program unless otherwise stipulated in the student's Education Plan.
- Evidence of proficiency used for credit options outside the regular school program must be current. Current is defined as produced within the previous twelve (12) calendar months.
- Credits earned through the proficiency options outside the regular school program will earn a "Pass/Fail" grade.

### **Proficiency Credit for Prior Learning**

1. Student completes the Prior Learning Application and the Collection of Evidence Form and submits it to the counseling office at his/her home school.
2. A building review committee will review the application using District agreements regarding the sufficiency of the proposed collection of proficiency evidence. The student will be notified within 30 days if the application has been approved or denied. If an application is denied, the specific reason(s) will be discussed with the student. The committee may offer the student an opportunity to resubmit the application. The site decision is final.
3. The student will prepare the collection of proficiency evidence according to criteria provided by the school and in compliance with the timeline provided.
4. The collection of proficiency evidence will be reviewed by a building committee that includes at least one teacher from the content area and at least one teacher who reviewed the initial application. The committee will determine whether the evidence satisfies the proficiency criteria for the course to earn credit. The determination of the committee will be recorded on an evaluation form that mirrors the proficiency criteria. A copy of this form will be kept on file at the school. Another copy will be given to the student. The site decision is final.

### **Proficiency Credit for Out of Class Learning**

1. Student submits a proficiency-based credit application according to the school's timeline. As part of the application, the student will complete the companion Learning Experience Plan detailing the learning, the proficiency standards, the criteria for a sufficient collection of evidence, and the amount of credit to be awarded.
2. A building review committee will review the application. The student will be notified within 30 days if the application has been approved or denied. If an application is denied, the specific

reason(s) will be discussed with the student. The committee may offer the student an opportunity to resubmit the application. The site decision is final.

3. The student will prepare the collection of proficiency evidence according criteria detailed in the Learning Experience Plan and in compliance with the timeline provided.
4. The collection of proficiency evidence will be reviewed by a building committee that includes at least one teacher from the content area and at least one teacher who reviewed the initial application. The committee will determine whether the evidence satisfies the proficiency criteria for the course to earn credit. The determination of the committee will be recorded on an evaluation form that mirrors the proficiency criteria. A copy of this form will be kept on file at the school. Another copy will be given to the student. The site decision is final.

**TRANSFER CREDIT (for class of 2017 and beyond)**

1. Credits awarded to students transferring into a Beaverton high school by high schools accredited by the AdvancED or one of its regional affiliates will be accepted as if the credits had been awarded in the District.
  - a. Credits awarded to enrolled BSD students from non-BSD accredited organizations will be accepted provided the student has received prior approval from his/her BSD high school.
  - b. A list of approved courses and associated credits will guide this process.
2. Credits from community colleges and private and public colleges and universities accredited through the Northwest Commission on Colleges and Universities (NWCCU) or one of its regional affiliates will be accepted.
3. Credit for courses at Portland Community College or any accredited college or university will be awarded according to the following table:

College Course Credit Hours	High School Credits
1 credit	1/4 credit
2-4 credits	1/2 credit
5-6 credits	1 credit
7-9 credits	1 1/2
10-12 credits	2 credits
13> credits	3 credits

4. It is the responsibility of the student to be sure completion of college or university course work is properly reported to the school of enrollment for inclusion on his/her transcript.
5. International transcripts will be evaluated according to the procedures detailed in the "High School Counselor's Manual for Evaluation of International/Foreign Students' Transcripts for High School Credit."
6. For proficiency-based credit information, see "Proficiency-Based Credit" within this AR.
- ~~7.~~ For students currently enrolled in the Beaverton School District, no more than six (6) total credits toward graduation requirements may be awarded for transfer credit earned in non-BSD accredited programs. Possible exceptions may be made for students on specialized graduation plans.
8. Students who leave a Beaverton high school and do not transfer to another high school or attend a District sponsored high school completion option but subsequently complete diploma requirements through other institutions as detailed in this section may be awarded a diploma by the high school where they were previously enrolled if the following conditions are met:
  - a. The diploma requirements in effect when the student left are all satisfied
  - b. No more than six (6) units of transfer credit are used to meet graduation requirements
  - c. All necessary documentation is received by the high school counseling office.
  - d. Graduates awarded diplomas through this process are not guaranteed participation in graduation activities and are not eligible for site-based honors related to commencement.
9. The District may use discretion when addressing a person who meets the following criteria and desires continued enrollment at the school or is seeking high school enrollment:
  - a. has attained 20 years of age or will attain 20 years of age during the school year, and
  - b. has not yet attained 21 years of age prior to the beginning of the current school year, and
  - c. is not eligible to receive special education services.

The school where the individual is seeking enrollment shall determine the best option for the individual and the school. If the school determines that enrollment is appropriate, guidelines detailed in this section will be followed in determining transfer credit.

## **REPEATING COURSES**

1. Students may repeat courses for which they earned a D or below to address learning gaps or deficiencies and to assure a proficient level of readiness for future learning.
2. If a higher grade is earned during the repeat of the course (or a semester of a year long course), then the original grade converts to an N (in the semester the course was originally taken) while the improved grade is noted for the semester in which the course was retaken. If the same grade or a lower grade is earned, the original grade will remain and an N will be transcribed to indicate a repeated course.
3. Students may repeat courses at an outside accredited program or college to acquire the necessary learning. Only original grades of "D" or "F" may be replaced in courses with the same content.

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND MIDDLE SCHOOL STUDENTS**

The District encourages students to perform at the highest academic levels. Many middle school age students, though appropriately enrolled at the middle level, are ready and able to master high school curriculum.

If the student needs high school courses taken during middle school to be entered on the high school transcript in order to graduate early this option will be made available. Such students who completed a high school course in mathematics or world languages that presented the same curriculum and proficiency demands as the high school course and was taught by a district teacher certified to teach the course at a high school will have the course entered on the student's high school transcript along with the letter grade awarded in middle school.

By granting credit, the District will reduce the established units of credit to be completed in grades 9 through 12 for high school graduation.

Middle school students who are not enrolled in a high school level course but believe they can demonstrate proficiency in a world language offered by the high school the student will be attending may be assessed to assure accurate program placement in high school. If the student needs to satisfy a diploma requirement in this manner the student will utilize the credit for courses by evidence of proficiency process.

## **MODIFIED DIPLOMA**

### Eligibility

A modified diploma shall be awarded to students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all requirements as described below. In order for a student to be eligible for a modified diploma, the student must have one of the following:

- A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student.
- A documented history of a medical condition that creates a barrier to achievement.

Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs. Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to the alcohol abuse, regardless of whether that student is disabled under Section 504 on the basis of alcoholism. However, a modified diploma may be awarded to a student who is no longer engaging in illegal use of drugs or alcohol for one of the following. The student:

- Has successfully completed a supervised drug or alcohol rehabilitation program and is no longer engaged in the illegal use of drugs or alcohol
- Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol;  
or
- Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.

### Notification and Process

Each school serving students in any grades 6 through 12 shall determine which school team shall decide if a student will work toward obtaining a regular diploma, modified diploma, extended diploma, or

alternative certificate. A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

- 1 The District and schools shall notify students and their parents of the availability of the modified diploma in the fifth grade and shall ensure that parents are involved in the decision to pursue a modified diploma for a student. After students working toward a modified diploma complete the 8th grade modified diploma information shall be reviewed annually with the parent of a student.
- 2 A student's school team may formally decide to revise a modified diploma decision. A student's school team may decide that a student who was not previously working towards a modified diploma should work toward a modified diploma when a student is less than 2 years from anticipated exit from high school if the documented history of the student has changed and demonstrates an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student or a medical condition that creates a barrier to achievement.

#### Requirements

To receive a modified diploma, students must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

- English Language Arts (3 Credits)
- Mathematics (2 Credits)
- Social Sciences (2 Credits)
  - Includes history, civics, geography and economics (including personal finance).
- Science (2 Credits)
- Health Education (1 Credit)
- Physical Education (1 Credit)
- Career & Technical Education, Fine Arts, World Language (1 Credit)
  - One (1) credit shall be earned in any one or combination.
- Electives (12 Credits)

These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses and have the option to earn credit through proficiency. The school shall inform the student and parent of the student if the courses in grades 9-12 have been modified for the student and the District shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

Students shall have access to literacy instruction until the completion of school.

As is required for a regular diploma, each student shall develop an education plan, build an education profile, and demonstrate extended application of academic learning in real world contexts. Students seeking a modified diploma must meet the Essential Skills requirements, however the assessment

options may be modified. For students receiving special education and students on a 504 Plan, work samples and state tests may be modified consistent with the requirements of the student's IEP or 504 Plan. For students who are not on an IEP or a 504 Plan, work samples may be modified in a manner consistent with the modifications the student has received during classroom instruction, but modified state tests are not permitted.

#### Commencement Participation

Students receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

### **EXTENDED DIPLOMA**

#### Eligibility

An extended diploma shall be awarded to students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all requirements as described below. In order for a student to be eligible for a modified diploma, the student must:

- 1 Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of medical condition that creates a barrier to achievement.
- 2 Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycle; or have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

#### Notification and Process

Beginning in grade five (5), parents or guardians of students taking alternate assessments will be provided information concerning the availability of an extended diploma and the requirements for the extended diploma. Each school serving students in any grades 6 through 12 shall determine which school team shall decide if a student will work toward obtaining a regular diploma, modified diploma, extended diploma, or alternative certificate. A student who qualifies for an extended diploma will not be denied the opportunity to pursue a diploma with more stringent requirements for the sole reason that the student has the documented history.

#### Requirements

To receive an extended diploma a student must earn 12 units of credit between grade 9 and the end of their high school career. Of the 12 credits, no more than six credits may be earned in a self-contained special education classroom. The required credits include:

- English Language Arts (2 Credits)
- Mathematics (2 Credits)
- Social Sciences (3 Credits)
  - Includes history, civics, geography and economics (including personal finance).
- Science (2 Credits)
- Health Education (1 Credit)
- Physical Education (1 Credit)

- Art or World Language (1 Credit)

#### Commencement Participation

Students receiving an extended diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

#### **ALTERNATIVE CERTIFICATE**

The alternative certificate shall be awarded to students who do not meet the requirements of a regular or modified diploma but complete their individual plan, which will be based on the individual student's needs. In combination with the individual student profile, the alternative certificate will provide a complete record of student achievement and accomplishment.

Students receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma.

#### **EARLY OR DELAYED GRADUATION**

Most students will complete the requirements for a diploma in a four-year period. However, it is beneficial for some students to satisfy these requirements in less than four years, and other students to have longer to earn a diploma. The District will accommodate students desiring early graduation and those who require a longer period of time; not to exceed state limitations on age of high school attendance.

Accordingly, a student who wishes to take early graduation or delay graduation must initiate the request through the appropriate school counselor. Early graduation means the completion of all requirements for graduation in less than four years. Delayed graduation means the completion of all requirements for graduation in more than four years. A personal conference to discuss the plan must be held among the counselor, the parent and the student and be reflected in the student's Education Plan.

The following factors should be considered in assessing the request:

- Student's present status and high school program;
- Student's age;
- Student's future plans and motivation;
- Parental desires;
- Outside institutions and resources available;
- Individual student's needs and goals;
- The need for the student to be able to continue or reenter future educational experiences smoothly;
- Other factors appropriate to the particular situation.

It is the responsibility of the counselor to recommend approval to the school administrator who will approve the plan. The student and parent will be promptly notified. Details regarding the responsibilities of both the school and the student will be included in the student's Education Plan.

During the time between the approval of the plan and actual graduation, the counselor and the student will maintain communication regarding the completion of the various credit requirements, subject matter courses and other requirements. It is the responsibility of the student to notify the counselor

regarding the completion of any out-of-school credits or course work or any change of plans. The counselor's responsibilities include checking to see that all requirements are being met on time and that the proposed plan is being implemented.

Students participating in early graduation must have met all graduation requirements prior to graduation exercises.

A student on an IEP who plans to extend his/her program beyond the twelfth grade in order to meet requirements must include modifications in the IEP. Eligible students with disabilities are entitled to a Free Appropriate Public Education ("FAPE") until the age of 21, even if they have earned a modified diploma or Alternative Certificate. The continuance of services for students with modified diplomas and alternative certificates is contingent on the IEP team determining services needed.

### **DIPLOMAS AWARDED TO VETERANS**

The District will issue a high school diploma, upon request, to a person who served in the Armed Forces, did not graduate from high school because of military service, and meets all three of the following conditions:

1. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions,;
2. Resides within the Beaverton School District or resides in Oregon and attended a high school in the Beaverton School District, and;
3. Served in the Armed Forces of the United States at any time during World War I, World War II, The Korean Conflict, or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Afghanistan), or Operation Iraqi Freedom (Iraq), or served in the Armed Forces in an area designated as a combat zone by the President of the United States.

A representative of a deceased person who meets the requirements for the award of a diploma may make the request on behalf of the deceased person if the deceased person resided within the boundaries of the Beaverton School District at the time of death or was a resident of Oregon at the time of death and attended a high school in the Beaverton School District.

### **GRADUATION EXERCISES**

Formal graduation exercises shall be held only at the twelfth grade level. No formal exercise shall be held when students are promoted from grades 5 or 8. Each high school principal shall be responsible for submitting plans for this event to the appropriate regional administrator six weeks in advance of the date set.

The school shall not sponsor or conduct baccalaureate services but will cooperate with the local ministerial association, parents and students if a non-school sponsored service is held.

Except in extraordinary situations, each school will name a single valedictorian. Each school will have the flexibility to tailor eligibility and criteria to the site, but criteria will include at minimum: GPA, academic integrity, and rigorous course-taking.

Students who have not satisfied all graduation requirements by the District-identified last day for seniors shall not be eligible to participate in commencement exercises. Exceptions will be made for students enrolled in District programs with timelines that extend beyond the regular school calendar. In those instances, when graduation requirements are contingent upon successful completion of such a program, it must be verified in the week prior to commencement that program staff have every expectation that the student will be successful.

Students who do not complete graduation requirements in the time frame indicated in the student's Education Plan may participate in the next commencement held by the school after all graduation requirements are met.

Students in jeopardy of not meeting all graduation requirements and being ineligible for participation in graduation exercises shall be formally notified of this concern no later than the end of the second week of the last grading term of the year of their graduation. The student will be provided explicit information on what is lacking to satisfy graduation requirements.

Attendance at formal commencement exercises is not compulsory. However, all students should be encouraged to attend unless circumstances make this impossible.

Students who are working toward a modified diploma or alternate certificate may participate in graduation exercises at the end of their senior year or according to their individual plan.

**Graduation Requirements\*\***

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an *an accredited educational program*, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

**Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>2</sup> which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.

2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (which includes a minimum of 0.5 credits in civics, in addition to history, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in world languages<sup>3</sup>, career technical education or the arts (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>4</sup>:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (must include a minimum of 0.5 credits in civics in addition to history, geography and economics (including personal finance));
5. One credit in health education;

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<sup>3</sup> “World language” includes sign language, heritage language and languages other than a student’s primary language.

<sup>4</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

6. One credit in physical education; and

7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and

2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics and a minimum of 0.5 credits in civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
  
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of four years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent

will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>5</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

**Legal Reference(s):**

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<sup>5</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the Oregon Department of Education.

# Beaverton School District 48J

Code: JECB  
Adopted: 6/13/16  
Revised/Readopted: 5/14/18  
Orig. Code(s): JECB

## Admission of Non-Resident Students\*\*

The district may enroll nonresident students as follows:

- 1. Interdistrict Transfer Agreement.** By written consent of the affected school boards. The student becomes a “resident student” of the attending district thereby allowing the attending district to receive State School Fund monies;
- ~~2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund monies;~~
- 2-3. Tuition Paying Student.** By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund monies;
- 3-4. Court Placement.** If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny regular school admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

### Consent for Admission of a Nonresident Student by Interdistrict Transfer Agreement or Consent for Admission of a Tuition Paying Student

Annually, by ~~March~~ April 1, the district shall establish the number of students ~~to whom transfer requests into the district, and out of the district, to which~~ consent for transfer will be given for the upcoming school year. The district may choose to limit the number of students accepted for transfer based on school, grade or the combination of both. The district may decide not to allow any transfers under this process.

The district reserves the right to accept/reject nonresident students based on the availability of space and resources. The district may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability or academic records. The district may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding on whether to give consent.

The district may only ask for the student’s name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence;

completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

The district will establish annually an application timeline and share that information on the district's website. Applications for interdistrict transfer must be submitted according to the deadlines established in this timeline prior to the year of requested transfer.

If the number of students seeking [consent transfer](#) exceeds the number of available openings as determined by the district, then consent for transfer will be based on an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission and because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The [district Board](#) may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the [district Board](#) decides not to give consent to a student the [district Board](#) must provide a written explanation to the student.

The [district Board](#) may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. Students admitted under this policy will be allowed to use existing bus routes and transportation services of the district, if space is available. Transportation will be provided if required by federal law.

By June 30, the district shall provide written notification of the transfer to the school district of the student's legal residence.

[The attending district is responsible for a free appropriate public education for those students on an IEP.](#)

### **Open Enrollment**

~~Annually, by March 1, the Board shall establish the number of students to whom consent for open enrollment will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.~~

~~Applications for consent shall be submitted to the district no later than March 31, for the following school year.~~

~~The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program~~

~~(IEP) or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.~~

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

~~By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)

~~ORS 109.056~~

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 to -339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

~~Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).~~

~~OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.~~

**Cross Reference(s):**

IGBHC - Alternative Education Notification

**Suspension of Driving Privileges**

**Conduct**

The Board authorizes the superintendent to make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student’s driving privilege or the right to apply for driving privileges on the basis of conduct as provided below. If a request is made, the following requirements will be met:

1. The superintendent’s designee will meet with the parent(s) or guardian(s) before submitting a request to the ODOT;
2. The request to the ODOT will be in writing;
3. The student involved is at least 15 years of age;
4. The student has been expelled for bringing a weapon on school property; or
5. The student has been suspended or expelled at least twice for any of the following reasons:
  - a. Assaulting or menacing a school employee or another student;
  - b. Willful damage or injury to district property;
  - c. Possessing, using or delivering any controlled substance or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.
6. The request to suspend a student’s driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the superintendent is filing a second written request. A second request may state suspension of privileges until the student reaches 21 years of age.

**Withdrawal**

The superintendent or designee may, under Oregon Revised Statute (ORS) 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age.

Upon receipt of the district’s notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of the notice unless the student presents documentation that complies with ORS 807.066. For purposes of this policy a student shall be considered to have withdrawn from school if the student has:

More than 10 consecutive school days of unexcused absences; or 15 school days of total unexcused absences during a single semester.

**Appeals**

The student has a right to appeal the superintendent's decision through the district's suspension/expulsion due process procedures.

If driving privileges are suspended, the student may apply to the ODOT for a hardship permit.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.061](#)  
[ORS 336.615](#) to [-336.665](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 339.254](#)  
[ORS 339.257](#)  
[ORS 807.065](#)  
[ORS 807.066](#)  
[ORS 807.240](#)

[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)

**Cross Reference(s):**

JFC - Student Conduct  
JG - Student Discipline  
JGD - Suspension  
JGE - Expulsion

# Beaverton School District 48J

Code: KL  
Adopted: 6/01/15  
Readopted: 6/12/17; 6/18/18  
Orig. Code(s): KL

## Public Complaints

Students, parents/guardians and community members that live within the district are essential partners in the educational success of our students. In order to maintain a strong relationship with these partners it is important that they have an opportunity to make their concerns known to the district and that their complaints be addressed in a fair, accessible and timely manner.

Whenever possible, complaints should be resolved by communication with the school or department directly involved in the issue. A complaint specifies a concern, problem or difficulty related to the district educational process. In a complaint, an employee, student, parent/guardian or a member of the public presents the concern to the district and requests a remedy.

An individual properly presenting a concern or complaint shall be assured the opportunity for an orderly review and response to the concern or complaint without reprisal. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

~~*The Board strongly encourages all parties to attempt to resolve complaints informally at the lowest level possible, beginning with the teacher or employee. All complaints will be referred through the proper administrative channels for resolution. Complaints that concern Board actions or Board operations may be brought directly to the Board. The Board strongly encourages all parties to attempt to resolve informal complaints at the lowest level possible, beginning with the teacher or employee.*~~

While many complaints may be resolved informally, if a student, parent/guardian or community member wishes to file a formal complaint it should be filed *in accordance with the process in KL-AR. Formal complaints against personnel other than the principal or supervisor may be filed with the principal or supervisor. Complaints about a principal or supervisor may be filed with the superintendent or designee. Complaints about the superintendent should be filed with the Board Chair on behalf of the board.*

*Complaints against the Board as a whole or against individual board members should be made to the Board Chair on behalf of the Board. Complaints against the Board Chair may be made directly to the Board Vice Chair on behalf of the board.*

~~*initially with the school principal or employee supervisor and would go through a 4 step process as follows*~~

- ~~*1. Principal or supervisor;*~~
- ~~*2. Appropriate deputy superintendent;*~~
- ~~*3. Superintendent;*~~
- ~~*4. School Board.*~~

*Formal complaints may be appealed to the Board following the exhaustion of all other levels outlined in KL-AR.* The School Board may or may not elect to hear an appeal of the decisions of the superintendent. The Board chair, in consultation with the vice-chair, will review the appeal and the superintendent's findings to determine whether or not to hear the matter. If the Board declines to hear the appeal, the decision of the superintendent shall be considered final.

Complaints will be responded to within the timelines set in KL-AR, unless the nature of the complaint requires additional time to investigate and respond or the parties agree otherwise. ~~10 working days at each level, with the exception of the School Board, which shall have 10 working days from the date of the appeal to decide whether or not to hear the appeal. When the Board does hear an appeal, they have 10 working days following a mutually agreed upon hearing date from which to issue a final decision. These timelines can be extended by mutual consent with the complainant.~~

~~If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the Beaverton School District complaint is not resolved at the local level, the district will notify the complainant of the right to file a direct appeal to the State Superintendent as outlined in: Oregon Administrative Rule (OAR) 581-002-0040.~~

A complaint of retaliation against a student or a student's parent/guardian, who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the ~~administrator~~ superintendent or designee.

~~Complaints against the principal may be filed with the appropriate deputy superintendent.~~

~~Complaints against the superintendent should be referred to the Board chair on behalf of the Board.~~

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.~~

~~Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board.~~

~~The superintendent or designee shall provide user friendly information regarding the complaint process to the school community.~~

Complaints in the following areas are addressed in the policy/administrative regulation indicated:

1. ~~Nondiscrimination~~ Discrimination or harassment on a basis protected by law: Board Policy AC, AC-AR;
2. Bias incidents or display of symbols of hate: Board Policy ACB, ACB-AR;
3. Sexual Harassment (staff): Board Policy GBN/JBA, GBN/JBA-AR;
4. Sexual Harassment (student): Board Policy JBA/GBN, JBA/GBN-AR;
5. Workplace Harassment: Board Policy GBEA, GBEA-AR;
6. Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying (staff): Board Policy GBNA, GBNA-AR;
7. Hazing, Harassment, Intimidation, Menacing, Cyberbullying, Teen Dating Violence (student): Board Policy JFCF, JFCF-AR;
8. Sexual Conduct with a student (staff): Board Policy GBNA/JHFF, GBNA/JHFF-AR;
9. Sexual Conduct with a student (student): Board Policy JHFF/GBNA, JHFF/GBNA-AR;
10. Instructional Resources/Instructional Materials: Board Policy IIA, IIA-AR.
11. Complaints regarding the Talented and Gifted Program (TAG): Board Policy IGBB, IGBB-AR.

~~Reporting Requirements Regarding Sexual Conduct with Students: Board Policy JHFF;~~

The Board will not hear complaints against employees in open public meetings unless an employee requests an open session.

## Appeal

As outlined in Oregon Administrative Rule (OAR) 581-002-0001 to 581-002-0023, if a complaint is not resolved through the District's complaint process, a complainant may appeal the district's final decision to the Deputy Superintendent of Public Instruction (ODE) if the complaint alleges a violation of: (1) Oregon Revised Statute (ORS) 339.285 to 339.380 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); (2) ORS 659.850 or OAR 581-021-0045 (Discrimination in Education); (3) OAR 581-021-0046 (Program Compliance Standards Related to Discrimination); (4) OAR 581-021-0047 (Prohibition Against Use of Native American Mascots); (5) ORS 659.852 (Retaliation Against a Student); (6) OAR Chapter 581, Division 22 (Division 22 Standards). The Superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review that will allow both the complainant and the district an opportunity to be heard.

## Charter Schools

The Board will not review an appeal of a decision reached by the board of any District sponsored public charter school on a complaint alleging violation of (1) Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); (2) ORS 659.852 (Retaliation Against a Student); (3) OAR Chapter 581, Division 22 (Division 22 Standards), for which the Board has jurisdiction, and recognizes a decision reached by the board of a district sponsored charter school as the Board's final decision. A final decision reached by the Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 to 581-002-0023.

END OF POLICY

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

[ORS 192.610 to -192.690](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001—002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

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

AC Nondiscrimination

ACB Every Student Belongs

GBN/JBA, JBA/GBN Sexual Harassment

GBEA Workplace Harassment

GBNA Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying (staff)

JFCF Hazing, Harassment, Intimidation, Menacing, Cyberbullying, Teen Dating Violence (student)

GBNAA/JHFF Sexual Conduct with a student (staff)

JHFF/GBNAA Sexual Conduct with a student (student)

IIA Instructional Resources/Instructional Materials

IGBB Talented and Gifted Program (TAG)

**Public Charter Schools\*\***

*Public charter schools may be established as a new public school [or virtual public school](#), from ~~an~~ [one or more](#) existing public schools [in the district](#) or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.*

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

[An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law and includes other information required by the district in the application process.](#)

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal or renewal.

*The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the ~~sponsor of~~ [employer of the](#) public charter school [employees](#), the district ~~shall not be the employer and~~ will not collectively bargain with ~~public charter school~~ [those](#) employees.*

The district will determine if it has any [vacant or](#) unused ~~or underutilized~~ buildings [and make a list of such buildings](#). Buildings may be [leased to a](#) ~~made available for~~ public charter school ~~use~~, subject to Board approval [and Board policy](#).

~~Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG—Community Use of District Facilities and accompanying administrative regulation.~~

Public charter school students shall not be permitted to participate in district curricular programs.<sup>1</sup>

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

### Virtual Public Charter School Enrollment

The district will ~~monthly~~ ~~annually by August 1~~ calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

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<sup>1</sup> [Unless allowed by Oregon law related to OSAA-sanctioned activity participation.](#)

*If enrollment in a virtual charter school is not approved, the district will send a notice of disapproval to the parent of the student within 14 calendar days of the district's receipt of their notice of intent to enroll in a virtual public charter school.*

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education *under OAR 581-026-0310.*

The superintendent will develop administrative regulations ~~guidelines for public charter schools~~ to include, but not limited to, the proposal process, review and appeal procedures, ~~and charter agreement provisions~~ and program evaluation, renewal and termination.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.450](#)

[OAR 581-026-0005](#) to ~~-0515~~ [0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~ 2018).

**ITEM FOR ACTION****ELECTION OF SCHOOL BOARD CHAIR AND VICE CHAIR FOR 2023–24****BACKGROUND**

Per Board Policy BCB and Oregon Revised Statute 332.040, the Board must annually elect a chair and vice chair as officers of the Board. The term of office is 12 months, from July 1, 2023 through June 30, 2024. State law allows a member to serve as chair for up to four years in succession.

**RECOMMENDATION**

The Board should elect the chair for the year ending June 30, 2024. The Board should then elect the vice chair for the year ending June 30, 2024.