Beaverton School Board Business Meeting

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, November 28, 2023 7:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

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- B. Attendance
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- D. Agenda Review

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- B. Oregon Physical Educator of the Year

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

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IX. **BOARD COMMUNICATION**

A. Comments and Committee Reports

X. **CLOSE MEETING**

A. Closing Comments
B. Adjourn

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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

SUMMARY
The district recognizes the following individuals for their outstanding achievement and contributions to the Beaverton School District and the community.

BACKGROUND

Oregon School Psychologist of the Year
BSD school psychologist Leah Benazzi has been named the Oregon School Psychologist of the Year by the Oregon School Psychologists Association. The School Psychologist of the Year award recognizes excellence in the provision of school psychological services by a field-based practitioner. This award serves to identify and recognize an outstanding practicing school psychologist and increase public awareness of the profession. Ms. Benazzi was recognized at the annual OSPA conference in October.

Elementary PE Teacher of the Year
Greenway Elementary PE teacher Celia Whitehead has been named Elementary Physical Education Teacher of the Year by the Oregon Society of Health and Physical Educators. SHAPE's Teacher of the Year program recognizes outstanding teachers in adapted physical education, school health education, dance education and physical education at the elementary, middle and high school levels. Ms. Whitehead was honored for her dedication, creativity, leadership and positivity.

RECOMMENDATION
The board recognizes school psychologist Leah Benazzi and PE teacher Celia Whitehead for their outstanding contributions to the district and the community.

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School Board Comments
November 28, 2023

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

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

I hope that you all had a recharging and fulfilling break last week. This work is hard, and it's important that we find and seize upon opportunities to rest.

I'm here tonight with many of my colleagues tonight to amplify a message: BSD students and staff need more support. I've sat here in front of you many times to talk about the fact that our students are showing up every day with increased needs–more mental health challenges, more need for intervention, more basic needs being unmet, etc.

All of our staff and students are impacted by these increased needs. We are seeing students act out and not able to engage in learning because their behavioral health needs are not being met, staff who are working many many hours outside their contract to differentiate curriculum and develop classroom routines to address the variety of academic and social levels in each class or to make sure they get to each and every student on their caseload, and students receiving special education services who are not receiving adequate support.

I want to recognize and applaud District leaders for already taking steps to mitigate the challenges we are facing, specifically in adding a huge number of paraeducators to schools, providing professional development opportunities to paraeducators, allocating additional funding for students with extreme behavioral and mental health needs and adjusting the staffing ratio at the ACE program. These supports will no doubt make a difference in the day to day experiences of our staff and students.

That said, there are still needs that will remain unmet. I don't want to just share problems, so here are some proposed solutions:

- First, safe learning conditions for all students and staff, including consistent supports and accountability measures for students. We know our students thrive when they feel safe, when they are given structure and consistency, when they know what the expectations are and are held accountable to them, and when they know that the

educators with whom they interact every day care about them enough to meet them where they are and teach them how to be a part of a safe and supportive learning community.

- Second, zooming in on special education, adjusted staffing ratios for special educators (including resource room teachers, specialized program teachers, Speech Language Pathologists, and school psychologists as well the paraprofessionals who support them). For many of our special education staff, caseloads are simply too high to maintain effective and legally required services. People are getting hurt and students are not able to get the individualized attention they so desperately need.

- And finally, clear communication about special education processes and procedures, especially the pre-referral process for students. While we know there are many twists and turns within special education processes and that many depend on the individual student, there is so much uncertainty that creates a feeling of helplessness for educators when trying to work with students and families. More transparency of those processes would help educators and families know what to expect as they navigate an incredibly complex system.

These are just a few things we can do to make the experiences of our students and staff better every day. Let's work together to create the schools Beaverton students and families deserve.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, November 24, 2023, through 12 p.m. on Tuesday, November 28, 2023. The following comments followed all the posted guidelines listed on the form and below.

- Comments are limited to 1,000 characters. One comment per person.
- The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

First Name	Last Name	Association with BSD	Comments:
Mati	Abraham	Student	I do Soccer Club at Highland Park Middle School and I am very sure we should start this club again. Last year this club brought everyone together and we felt like a family, the bus rides were so fun, so were the games, and even practices! It was very fun playing scrimages with different grades because we were the lowest grade and we had the chance to play against the 7th and 8th graders which was a great experience. All my friends signed up and even more of my friends will sign up this year so we can all be together even after school. Our first game we did kind of bad, but we worked our way up and started winning games. Playing Soccer for my team was the most fun thing I have experienced in the 6th grade. Maybe I can have that experience to go to soccer club every Thursday like we used too, we might have some people that wont be joining, but there will be more people that can join, our coach [NAME] was a great coach, she gave us cleats even when we did not have some.
Monther	Abusultan	Parent/Guardian	Dear members of School Board, As a concern parent who believes in the need for adequate speech and language support for our children at BSD schools. One of my children started their school journey during covid which forced them to attend an virtual based first school year. In addition, social activities were very limited and while parents had to work during the day, our kids had little opportunity to socialize and develop their speech and language skills. This mandates more focus on helping our children make up those lost opportunities to polish their speech and language skills. I hope you consider approving the required budgets to fund these program and provide enough resources (including SLPs) to help our kids overcome all the challenges that was thrown at them during covid.

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			Sincerely, Monther
Bhupesh	Agrawal	Parent/Guardian	We must have more SPLs so that kids can grow and be an asset for this society. If some lids have special needs then it is our job to support then
Ezekiel	Aiston	Parent/Guardian	My son has a high functioning degree of Autism and the support staff have been tremendous as achieving fantastic results with him and his progress through the school years. It is always a pleasant experience knowing that my son has the resources and assistance he needs to progress through his education to the highest level of functioning because of the assistance he has had. It would be very sad to think that his and other children could potentially miss out on such a nurturing education if some of the assistive services provided to him was reduced. I feel Beaverton school district is such a great system and it's because you have all gone the extra mile in helping assure our children are supported. I would ask that this continues to be the mindset of this educational program and that our children's long term interest be a priority over potential cut backs to staff and care.
Melissa	Anderson	Parent	I believe the class sizes in Beaverton are too large to effectively educate our children. My younger daughter's class at Fir Grove has over 30 students (and has continued to add kids well after the first day of school creating a larger classroom than originally planned). We need to support our teachers and kids to provide the best atmosphere for learning. Still feeling the after effects of COVID (more intense behavioral issues) combined with larger class sizes makes for a challenging educational experience for the entire community which can be partially mitigated with smaller class sizes. Thank you for your consideration!
Lexie	B	Staff Member	As a staff member for BSD, I am very concerned about consent agenda item VII, regarding communication between staff and board members. The intent of this item has not been made clear, but the impact is that staff voices are once again being minimized and controlled. The School Board has a responsibility to make policies and provide an educational program for our students. How can that be done when they are not able to honestly interact with the persons most connected to students and those in the classroom day in and day out? In the past, we have greatly appreciated our school board representative and their presence in our building. They spent time in classrooms, attended community events, and would listen to both the cheers and concerns from staff members. This agenda item feels like an attempt to once again control the narrative and minimize transparency to the School Board; at a time when teacher perspective and experience should be amplified as we advocate for our students' needs.

Melissa	Burgett	Parent/Guardian	I am writing to advocate not only for the children but the providers as well. Having no case cap not only affects the teachers but the children as well. My son has not had a consistent SLP ever in his 4 years. Provider are over worked and underpaid. we are losing so many important people in these kids lifes due to burn out and higher paying jobs. Not having a consistent SLP has kept my son from the growth I know he is capable of. Seeing his providers work surper hard and burn out is very sad. Things need to change for the benefit of our kids. Kids are not getting Services due to lack of providers. This needs to change!
Leigh	Castro	Staff Member	Our community benefits greatly when staff & the school board work together to prioritize students. The high rate of speech-language pathologists (SLPs) leaving BSD (25% or greater) each year over the past few years combined with neighboring districts offering more competitive workload & compensation packages, mean students receiving speech & language services in BSD will not have the same opportunities for growth. Improving speech sounds impacts a child's ability to read & write at a comparable rate with their peers. Students who lack receptive & expressive language skills do not have the foundations upon which to take in their learning and express their knowledge. Self concept and identity are critical for students who stutter as well as strategies to use when they stutter. Teaching pragmatic skills such as perspective taking to students with Autism increases positive social interactions for all. Caseload caps & decreased workload for SLPs are crucial. Thank you for your partnership!
Patricia	Corrigan	Parent/Guardian	Our son is in Fir Grove Elementary's Fourth Grade classroom. Fir Grove is a Title I school. He has a wonderful teacher and loves his friends. But he is also diagnosed with dyslexia and related learning disabilities. His class size this school year is consistently 29, 30, or 31 children. He struggles to focus, listen, and understand lessons with so many classmates and only one teacher. His teacher's attention is understandably pulled toward classroom management. His learning is definitely impacted by his classroom's size. The express purpose of Title I is to provide financial and other support to schools serving children with educational risk factors. There is no reason or sufficient excuse to warrant elementary class sizes as high as 31 in a Title I school, or any school in BSD. Beaverton SD Board must examine every nook and cranny of the budget and consider all avenues of funding to decrease class size.
Kristen	Croft	Staff Member	Tonight I am writing on behalf of my students. I teach a specialized program called the Emotional Learning Center (ELC.) Every day I work with children in grades 2-5 (currently...but can have K-5) who require significant support in the areas of social skills, emotional regulation, behavior, as well as providing instruction in ALL academic areas. Despite their many challenges and past traumas, my students are amazing. They show resilience, perseverance, and strength every single day. They are learning how to be successful students and their very best selves. And they deserve so much more. Our current staffing is insufficient to allow for all members of our team to get all breaks each day, and for me to get my contractually guaranteed plan time. We have students who need more support for safety, and some who need more support to access their mainstream classes. I am urging the school board to consider the needs of all students, but especially students receiving special education services.

Cathy	Cyphers	Staff Member	I teach in an understaffed specialized program. Closing the SLC last year has impacted my classroom negatively this year. I cannot provide adequate support staff to each student. Student learning is disrupted routinely and predictably every day for the sake of safety of staff and students. If I had the opportunity to have the appropriate ratio of staff to students, all of my students could have access to their education including inclusion predictably, rather than disruption predictably. Providing trained staff at the appropriate ratio so that all students can access their educational opportunities is my hope for this school year.
Emily	Davis	Parent/Guardian	I am a parent of a 2nd grader at Fir Grove Elementary. My son has multiple special needs. My kiddo loves school and I truly appreciate all of his teachers and staff at Fir Grove, but the classes are so large and there are so many children in these classes that need additional help. My son's class has nearly 30 students and no aid to help the teacher. It's a large class with several children that require special help and/or have behavioral challenges. I had the opportunity to volunteer a couple weeks ago and I was shocked at what the teachers have to deal with. 80% of the students in the class are ready to engage and learn, but you have 20% that need additional direction. These 20% of students distract the teacher from being able to teach to the other 80%. The 80% are not getting the level of instruction they need and the 20% are getting further and further behind. Teachers need aids or smaller class sizes to be able to support all levels of students. Thank you!!
Jaskirat	Dhesi	Student	Soccer club is a one of reasons I come to school and I am healthy and helps me have good grades so I can play. Please let us have our club please. Thanks
Kim	Douglas	Staff Member	I am extremely disappointed in the way the district came to the decision to bring the Dual Language program to McKinley. The district survey sent to families regarding DL program expansion and had just 75 families from McKinley respond. Of those, 86% said they were interested in the DL program (approx. 64 families). We have approximately 700 students. This hardly feels like a statistically significant sample size to determine that this program could have a successful future at our school. McKinley has a mobility rate of 22.5%. We have been in the top 3 for mobility among elementary schools in our district in 5 of the last 6 years. Mobility is at the forefront of our staff concerns about bringing DL to McKinley. We are concerned about how mobility will affect the DL program's success. I understand that the DL decision for McKinley is final. I'd like to ask that moving forward, BSD seek our experienced staff input on how to successfully implement DL in our unique, mobile community.
Amy	Drinnon	Staff Member	I'm concerned about McKinley becoming a dual language school due to our high mobility rate. I'm worried that with so many students coming and going that the English class sizes will increase and that will impact behavior within the classroom and our ability to meet the needs of our students. Our school has so many different languages spoken and I'm worried about the impact dual language will have on the celebration of the many different cultures within our community. This decision was made based off a survey that only

			reached 10% of our families, and did not include staff or admin. It concerns and frustrates me that a huge decision like this is being made without the voice of the community.
Sharon	Duggan	Parent/Guardian	Class size matters! I have a 4th grader at Fir Grove and I volunteer once a week in the classroom. The teachers are EXHAUSTED and burning out trying to manage such large classes and teach young minds grade material alone. Any fun extra projects that we all remember doing as children are nearly impossible to accomplish given the class size and physical space, materials, etc required. These years are the building blocks of our children's educational experience and are so important for their future. They DESERVE that we provide them with a healthy and positive learning environment, which means a class size that allows teachers to give each student the time and attention they need. Please listen to the teachers who have been pleading for this in behalf of our kids. Thank you.
Leann	Edens	Staff Member	I am the current teacher in the ACE SPED classroom in the district. ACE is a classroom for students who cannot be educated within the comprehensive middle and high schools due to increased behaviors that pose a risk to themselves and peers. Despite these behaviors, these students are a part of our district and deserve an education like any other student. During the 3.5 years I have taught the ACE program, I have fought to be fully staffed with the alotted 1/1 adult to student ratio. We struggle to get substitutes, when we do get coverage, staff are not trained in safety care. It is imperative that staff who work in our program are trained to protect our students, themselves, know how to follow safety plans, and ensure students work on their IEP goals. Earlier this month [NAME] sent an email promising to do more for SPED and stated ACE will receive a 2.5 adult to student ratio. We are still understaffed at our 1/1 ratio and I await plans to increase staff, hire and train.
Carolyn	Emerick	Parent/Guardian	I am a family medicine physician and my kindergartner is currently receiving SLP support at Findley Elementary. He has been diagnosed with apraxia of speech and has required intensive intervention in order to achieve a level of fluency to be understood by teachers and classmates. He has been enrolled in speech therapy since he was two, and we have seen the biggest strides when he has consistent speech therapy interventions with an SLP he knows well. In order to continue progressing toward his goals, it is vitally important that he have consistent time dedicated to working on developing the correct oral motor skills for word production and fluency. Beaverton School District claims that it is “committed to eliminating the structures, policies and practices that perpetuate inequalities in our schools and causes these differences to become predictors of future success.” Please uphold this value for ALL students, especially those who do need extra support to achieve those goals.

Kate	England	Staff Member	I work in one of the middle schools and historically we have had an after school multicultural soccer club that provided many students with one positive attachment to school. Each year these kids count the days down to when practices begin and look forward to the tournaments with other BSD middle schools. We have supported a competitive team and an inclusive team which many of my special education students participated on. This year there is a hold up because the district is concerned about liability, yet even after a release form was generated, we were put on hold again. There is a multicultural soccer program on the high school level as well, so can we please figure out how to roll this out so we can give these students an activity that will give them a sense of BELONGING. That sense of BELONGING is the first thing they need to feel like they can BELIEVE and ACHIEVE in school. Please launch the middle school after school soccer club.
Erin	Fortman	Parent/Guardian	[NAME] my 4th grade daughter, has found herself in a classroom with 30+ students this year. [NAME] frequently comes home complaining about the other kids in class. They're either being mean and disrespectful to their teachers/other students or just not listening and causing a major disruption. [NAME] often complains that they are late to recess, lunch, & other activities because the children aren't following instructions. She said the kids are so disruptive that she finds it really difficult to concentrate. Having helped out in both my kid's classrooms at Fir Grove for years, I have seen the problems that our kids and our teachers face and these issues are grossly exacerbated when the class sizes are so large. I realize the budget is tight and resources are limited, but our children and our teachers deserve better. Please, find a way to help reduce class sizes to lessen the burden on our teachers and our children.
Ashley	Gannett	Parent/Guardian	We are in need of smaller class sizes. Our teachers aren't able to help support kids at the level our kids need and especially the kids with learning disabilities. My kids are both in this situation and the classes get out of control. I don't know how kids are expected to learn I. This environment. I really feel like lowering class sizes and giving our teachers more class support and better learning resources are very important for our children's future. Please make this happen. I am an involved parent and I will continue to fight for our kids because they deserve better than what our education system is giving them.
Andrew	Garland-Forshee, PhD, HS-BCP	Parent/Guardian	As an educator, scholar, and human services professional, I am highly concerned about the current caseloads of district Speech Language Pathologists (SLP) in the Beaverton School District. SLP caseloads are higher than nearby districts and there is presently no caseload cap. This leads to a higher rate of turnover, burnout, compassion fatigue, and professional attrition. Adequate time must be provided to SLPs during work days for all assigned tasks, including planning time (like teachers and other Special Education staff). Caseload caps are not only a best practice, but provide SLPs more time for IEP services, intentional and individualized intervention plans, and maintains a realistic and manageable workload. Our children deserve stability of SLP staffing and better working conditions for these vital professionals in our schools. Thank you for your time and consideration to an equitable working environment for BSD's Speech Language Pathologists.

Chris	Gilbertson	Staff Member	I am saddened that the level of trust and transparency between District Office admin and the staff at schools is the lowest I have seen in 19 years at BSD. It has become a pattern of decision-making in a vacuum without curiosity or input from those whom the decisions will impact the most. These are not day-to-day, but high-level, far-reaching system decisions that, to date, have mostly negatively impacted staff and students. We aren't asking to be the determining factor; we know we don't always have the full picture. But that goes both ways, and it speaks to leadership and communication skills when the teaching staff isn't consulted regarding the ramifications: e.g. the transitions of TOSAs to classrooms (ask the TOSAs directly about how they felt re: the process); the lack of support for TOSAs who haven't taught in the class for years; the ELA/ELD adoption and change in QCC; announcing of DL schools without staff input and minimal family input-stats aren't statistically significant.
Nancy	Gilmour	Staff Member	Thank you for your hard work and dedication to the students of our district. I am a teacher in an elementary Social Communication Center and I write in support of special education. The added paraprofessionals for resource room teachers is appreciated, and I encourage you to also increase staffing ratios for SLP's, school psychologists, specialized program teachers, and the paraprofessionals who support them. Increased staffing will allow for better individualized education and safe learning environments for our most vulnerable populations. Increased staffing helps all students, by providing the resources needed to teach skills that will decrease behaviors. It will also increase staff retention rates by creating sustainable work environments. Please increase the special education staffing ratios now.
Patrick	Hart	Staff Member	District leadership's decision not to involve McKinley staff in the process to select McKinley as a dual language school, has already compromised the chances for the program to be successful. Without our participation in the process, many staff are frustrated and worried that our change to dual language will be done incompetently and at the detriment of our McKinley community and students. One fallout from not involving McKinley staff in the process is that there will be limited staff buy in. Further, we anticipate that many staff members will move on even before the shift to dual language reaches their grade level and, over time, will leave us with an inexperienced teaching force to meet the significant needs of McKinley. In order to best serve McKinley students, it is important that district leadership address this mistake by listening to staff concerns and by making a concerted effort to address them.
Lori	Hesson	Staff Member	Thank you for this opportunity. It is my honor to teach pre-k at McKinley. I wish to be a voice for my young students. In partnership with NWRESD, we have 5 neurodiverse students in each session (a.m. and p.m.). The inclusion model of our pre-k is SO important for these young children! We have non-verbal children, elopers, children in diapers, etc. This year, I have 3 Spanish speaking families. 3! The impact of teaching 90% of our day in Spanish next Fall is worrisome. We want every child to feel welcome and successful. McKinley is so rich in many cultures that blend together to create a unique community. As of Nov. 27, we have had 10 children move in or out of our program in pre-k, as the mobility rate of McKinley is high. Starting DL in pre-k at McKinley is concerning. William Walker started DL in K. Vose is a DL school, but not their pre-k program. Hazeldale will start DL in K next Fall. Let's help our youngest learners feel successful, especially with our partnership with NWRESD.

Jason	Hitzert	Parent/Guardian	What is the legal responsibility you all have to provide Speech-Language Pathologists to students like my son? We're how many days into the year? We haven't met with an SLP and I don't think he has had his IEP yet either which I think should have been done by now. You all have to get some kind of plan because it all seems very cobbled together right now. This is all going to become a thing eventually, your percentage of autistic kids is pretty high as I understand it. Think of the emerging narrative, you've already called the police on one neurodivergent 11 year old girl. At some point these problems and missteps start to look like a pattern and we are already worried enough about our kids' future. If nothing else you need to talk to us about what the issues are, some of us might be able to help you. I will, I'd lobby on your/our behalf if nothing else.
Jen	Hunt	Parent/Guardian	Distinguished Board Members, It is time to form a Class Size Committee within the district ahead of the next bargaining agreement session. See wording from Tigard-Tualatin: The District and the Association will create a joint Class Size/Caseload Committee per SB580. The committee will be made up of equal representation from the Association and District. This committee shall be co-facilitated and be comprised equally of representatives from both parties. The committee will meet to review class sizes/caseloads for schools that qualify for assistance under Title I of the federal Elementary and Secondary Education Act of 1965. The committee will consider options and formulate recommendations to the Board for consideration following forecasting and before budgetary process is completed. The Class Size/Caseload Committee will strive to set reasonable class sizes/caseloads. See also PPS Contract Article 8. Thank you for your proactive work to help make headway in this bargaining year.
Ginger	Jay	Staff Member	As a kindergarten teacher we are so grateful for the additional support we have been given. However- 10.5 hours shared between 3 teachers and 66 kids is still not enough. This means that more than half of the time I am alone in my room with 23 kids- 4 with IEPs- 2 who are are very disruptive and several who need to be evaluated for various reasons. Every day is a struggle. Every day is hard. Most days I go home crying- wondering how I am going to survive this year. It isn't fair to these kids and families who are counting on us to provide a safe, welcoming entry into school. Please send more help- to all teachers at every grade level- please give our special education teachers and SLPs more support and more paraprofessionals. Please hear us- and know that we are working hard- but working shouldn't be this hard.
Araminta	Johnson	Staff Member	I am a classified substitute for BSD. I became a substitute to support the staff at my own children's elementary school, Fir Grove. Over the years, I have watched the incredible staff members at Fir Grove (and other schools) give absolutely everything they have to the kids in their care. Fir Grove is a title I school and many of our families do not have the resources at home to provide support for their child's learning needs. The teachers and support staff are the only ones working to help these students achieve their potential. For several years, we have been forced to have multiple classrooms with 28-35 students and only one teacher to serve them. Both of my sons have spent multiple years in these large classrooms. It is completely unreasonable to ask a single teacher to try to meet the needs of that many elementary aged

			students. Many of our students are falling farther behind while our teachers are continually discouraged and overworked. We need to do better!
Ani	K	Parent/Guardian	Class sizes at the elementary level need to be capped (and capped under 30). Differentiated instruction via teacher instruction is impossible with the large class sizes and relying on computer programs to provide differentiated instruction (which is what is being done) is ridiculous and irresponsible. My daughter has complained year after year about lack of differentiation and it difficult when her teachers have had over 30 students each year. Capping class sizes should also be applied to SLPs. They need adequate time and small sizes to be able to provide a noticeable change. While my son does benefit from this service, little growth has occurred because of lack of time and one-on-one attention. Please don't just talk the talk but actually walk the walk. Thank you.
Janene	Kajitani	Parent/Guardian	Greetings, Board members. I'm the parent of two BSD students; one is currently at Raleigh Hills, and one attends BASE. I understand that the district is in the process of putting together an application for Early Literacy Success funds and that the board will be responsible for approving the plan next month. This is a great opportunity for BSD to align our curriculum and instructional practices to the current science; thank you for taking this on. I want to urge you, when putting together the district's plan, to prioritize interventions and supports at our Title I schools. Please also consider approving a plan that includes dedicated literacy coaching for educators (separate from literacy specialists) and high-dosage tutoring for students that are struggling. These strategies are making a meaningful difference for kids in Tigard-Tualatin and North Clackamas, and could do the same here in Beaverton; especially when coupled with new curriculum and summer learning.
Gulten	Karaoglan-Bebek	Parent/Guardian	Case managers and SLPs keep changing in our school and it negatively affects success of the development plan school put together for our kids who needs support. Also classrooms are overcrowded and it affects learning outcomes. BSD needs to offer better workplace for teachers and other school staff to keep good teachers and staff in the schools as well as to attract new talented teachers and staff to the district.
Shannon	Kenyon	Parent/Guardian	I am in strong support of speech and language pathologists getting added supports for our students. My son benefits from the wonderful services with that his IEP provides, but I know his teachers would serve this community even better with more time and resources. Please consider the requests they are lobbying for.

Noelle	Lamb	Parent/Guardian	To whom it may concern, I am imploring you to consider caseload caps for special education, specifically SLP services. I am a parent of two neurodivergent students and a Special Educator of 10+ years. I know first hand the need for more time prep to provide effective and efficient services. The amount of administrative tasks and IEP related paper work continues to increase each year. I am well aware of the work our specialist do on the back end to prep for our students to learn effectively. If we continue to place students on our specialist's caseloads we will see detrimental results. The burn out rate for educators is already horrid, and that of special educators is even worse. Please for the education of our children place a case load cap! Stop sacrificing the quality of our most vulnerable students education with continuation of over whelming the special education staff!
Alysha	Ledford	Parent/Guardian	I'm writing to express my concern for large class sizes. Specifically at Fir Grove elementary; Where my son is in the 4th grade, and his class has over 30 students. The other 4th grade class does as well. While I have complete confidence in his teacher, this class size has to be difficult to manage and to provide each student with the individual care they deserve. Especially so when working with children who speak other languages or have a learning difficulty. Large group discussions must be hard to complete too as there is simply not enough time to include the majority of students. With a group size of around 65 children in 4th grade alone, why do we not have 3 teachers with 21 students each? This would allow more intentional teaching and learning, as well as provide students with more access to their teacher for support. It's not a staffing issue; I personally know teachers who would love to teach with BSD, but there simply aren't positions to apply to. How can we make a change?
Marcia	Loggins	Staff Member	As a district Occupational Therapist, I work in many buildings in the district. In each and every building, sped staff are being overworked and stressed each day attempting to teach students with such a large variety of disabilities and issues. From the students in regular classrooms that severely need to be in a smaller self contained program, to students already in a program without enough trained staff to service them, and the staff not receiving any help from in the process of how to get the help the students need, there needs to be more help provided. Support staff can help as much as they can, but our staff is also exhausted attempting to help each day. We have so many families moving into BSD for our services with students with special needs, and it is very hard to not be able to support them in every way. The student that are already part of the district aren't getting the help they need. Please help our district support our kids!
Katie	Lukins	Staff Member	As the BEA Vice President I am urging you to support Beaverton students. We need adjusted staffing ratios for special educators to ensure they are able to serve the students on their caseloads as right now they are far too high. We need clear communications for special education processes and procedures specifically for the pre-referral process. We also demand safe learning conditions for all students and staff including consistent support and accountability for students. As educators we want our students to Believe, Belong, and Achieve but they can't with the lack of supports in our district. Please step up and ensure that our students have what they need to thrive.

Jessi	Lynch	Staff Member	We are so lucky in BSD to have numerous specialized programs for our students that need extra supports. Last year, one of those programs was shut down, the Structured Learning Center (SLC), without any school teams' input. This was a program designed to provide extra social-emotional and behavioral supports to our students who struggled with maintaining regulated states throughout their school day. With the dissolution of that program, those students were placed in other programs without regard to the staffing or physical supports that those students benefitted from in the SLC. This increases the chance of unsafe behaviors and puts staff and students at a greater risk for injuries. Our special education staff need support to work effectively with our students, and students deserve the supports and services that they need in order to be the best students they can be. I urge the board to look closer at the closure of the SLC and consider reopening.
Abby	M	Staff Member	I'm a parent of a special needs student and an Speech-Language Pathologist in the Beaverton School District. As a parent, I've been fortunate to have my son receive appropriate services in a specialized classroom because I'm also an employee and advocate for him constantly. I know that class sizes have grown with less support allotted for the students. We need more special education teachers, SLPs, and paraprofessionals so that the students receive the services they are entitled to. As SLP for the district, I've had to reduce my hours because of increased workload every year. Health problems started due to burnout. I struggled to provide the best services to my students and provide the best care for my son, while taking care of myself. I'm hopeful that I can go back to working 8 hours/5 days a week, but this can only happen if the district hires more staff to support our special education program.
Brian	M	Parent/Guardian	I am requesting that you immediately reject the proposed high school bell schedule as the decision was made based on lies from the Superintendent and not based on facts. He lied by magically creating a 25 hour day to give the students an extra hour of sleep. He also did not consult parents of current 8 graders who will be most affected. The facts are that ending your school day an hour later will force any student with an after school club, sport, job, tutoring, etc to go to bed an hour later. Moving their bedtime an hour later does not create an extra hour of sleep. This delayed bed time will also cause many parents to get an hour less sleep as we will need to stay up later to make sure our students are completing their homework after coming home later, and that they go to bed when done. I personally don't want my kids going to bed at midnight versus 11pm. This proposed new bell schedule is a horrible mistake for the vast majority of parents and their student's bed times.
Emily	Malmstrom	Parent/Guardian	Please increase the budget for SLP's in the Beaverton school district so they have a lower caseload, competitive pay, leading to a much lower turnover rate. Many students receiving SLP services have autism spectrum disorder. Constant turnover of staff is especially disruptive to such students. Regards, Emily

Srinivas	Manideep	Parent/Guardian	I am writing to request that the school board prioritize the well-being of our Speech-Language Pathologists (SLPs) and the educational success of students by implementing a more reasonable caseload and providing the additional resources for the students to succeed. Providing this necessary support and resources for SLPs will ensure that they have enough time to meet with teachers, discuss student needs, and plan their approach. Working with the same SLP/teacher is really important in creating a stable and supportive environment for special needs students, and is crucial for their education and development. I urge you to invest in addressing this vital issue.
Anne	May	Staff Member	As a 21 year School Psych I am writing to share concern for the manner in which strategic priorities of the District are carried out and the resulting impact to students and employees including myself. This fall, without survey of staff or admin, McKinley was informed by District admin that it would become a DL School beginning in the 2024 school year. This top down leadership style has efficiency and structure as a benefit. Unfortunately, this leadership style coming from the MLD department and above absolutely lacked employee involvement. Failure to include employees leads to a lack of motivation and commitment to the very program you are requesting we learn, run, and champion. We are specifically concerned for program effectiveness due to mobility within our population. Over 5,000 apartment units make up the demographic population of McKinley, something that is unique and unparalleled in the district. McKinley ranks top 3 for mobility each year. We want to be set up for success.
Kristin	Melvin	Staff Member	I need to again bring up vital issues that have been previously ignored. Class size should be of major concern to the board. I currently have 28 2nd graders in my class. I have 2 colleagues who are above 30. There needs to be funding and procedures in place if a primary grade gets above 20 or 21 and 23-24 for upper grades. For far too long we have been told that there isn't anything you can do. The money isn't there. Well, the money needs to be found in order to hire more certified teachers. I also think the public should know the truth. The calculations for class size that include all certified staff in the building needs to change. The PE, music, ELL , etc. are not in my classroom all day to help me manage 28 seven year olds. They don't help me with lesson plans, parent emails, conferences, report cards, on and on. What teachers are expected to do with so many students is literally impossible. This needs to be addressed more seriously by the board. I invite you all to my classroom!
Catherine	Morris	Staff Member	I stand in solidarity with my fellow SLPs, and educators, who are able to attend the meeting in person tonight. Please hear our voices and a call to action that is beyond necessary in Beaverton School to support our staff and students in Special Education. Year after year we are under staffed and unable to perform our duties with fidelity and consistency because of it. Our surrounding states and districts regularly include contract language regarding case load limits and additional compensation when those those limits are exceeded. In BSD, we have no contract language that supports protecting our workload so that we are able to meet student services and needs without either missing sessions, constant schedule adjustments, or/and facing complete burnout to where the majority of us consider leaving the district. In supporting our needs you will affect not only us directly, but the teachers, students, families, special educators, specialists, and administrators we work alongside everyday!

Jo	N	Staff Member	Please change the previous field to allow phone or email AND to actually be optional. I am deeply disturbed by the superintendent's move to prohibit direct communication between board members and staff, especially without officially giving any reason for this move. It has been wonderful inviting board members to our schools to see our work and talk about important issues facing our students. How are they to make informed decisions if the information is only coming from one source (at the top), and not allowed from stakeholders like staff? We teach kids to be critical thinkers, so let's consider this move. What are the motives? Who does it benefit? Whose voice is not represented? I think the answers are clear. [NAME], if you can't openly state your reason, then it's obviously improper. Be transparent. Reconsider. This is ludicrous at best, and frightening at worst. Members of the board, please ask more questions!
Briana	Napoli	Staff Member	Special education teams have been struggling and continue to struggle with the level of behavior within our schools and the amount of paperwork and time/effort is necessary in order to provide these students with the level of support that they need. If my elementary school did not have three EGC placements completed last year in addition to many other students that moved into other districts we would be in the same situation as last year. Our staff were constantly pulled away from providing instruction and attacked by students who were dysregulated. Our schools need more support staff available and more SEL and mental health supports in place. Many SLPs and learning specialists also need to have a cap on caseload/students they serve. There should be a certain number (possibly a caseload of 40 students for SLPs) and any student above that cap the specialist should be provided with an additional compensation/extended contract.
Renee	Oakes	Staff Member	Class size makes an enormous impact for kids. I hope this is elevated in importance. I had two back-to-back years with class sizes over 30-3rd grade. During those years, students received fewer opportunities (like hands on science) because managing that many kids was next to impossible. In addition, these classes had big behaviors that disrupted the class daily - flipping desks, yelling, refusals to transition. This took time away from learning. Classmates felt unsafe,and I was on hight alert all day long. This year I have a class of 23. We have already experienced more hands on activities than we ever did those two years. I am able to check in with more students because the class size is smaller and the behaviors are smaller in comparison. I have talked with the next grade up to see how my kids are doing that were in those big class sizes. More teachers were added at fourth grade so their experiences are better. Classes are less crowded, which helped decrease behaviors.
Chiemi	Otani	Parent/Guardian	My son has been taking Speech at school for 3 years. He has been improved a lot since then. He got noticed 1 day less per week last year I think. I did not think that's because his school lost their support. Now he got another issue because of his age level such as communication with his schoolmates, or I am concerning his speech level. Because he does not have enough speech skills to explain what happened, he just cried or escape. Even inappropriate words he used at school. I hope he get enough support as much as he needed. I always appreciate SLPs support and their therapists. Thank you.

Adam	Oyster-Sands	Staff Member	It's time for BSD to allocate the necessary resources to fully support our SPED students and staff (resource room teachers, specialized program teachers, SLPs, school psychs and the paraprofessionals who support them). They deserve adjusted staff ratios to ensure our students are getting the services they need to be successful; clear and specific timelines and procedures around the pre-referral process; and safe learning conditions for everyone, students and staff. We can do better and our SPED department deserves it.
Josie	Parker	Parent/Guardian	It is important for the people teaching our future to have competitive compensation for the hard work that they share with our children. Since our society doesn't value this we can listen to them and give them everything else they need to properly do their work with less stress. Lessening case loads and give adequate time for each child is beneficial to the children and our future. Please help them do the best work possible for our children.
Cyndie	Pelto	Staff Member	While there are many concerns regarding the lack of transparency from BSD in this decision, mobility is at the forefront of our staff concerns about bringing DL to McKinley. We are worried about the continuity of language instruction within the DL program with what can often be a revolving door of students. We are worried about class sizes and balancing workload amongst both the Spanish and English tracks at each grade level carefully considering academic skills, social-emotional needs, friendships, IEPs, 504s and more. We are concerned that there is no “class size cap” for the Spanish or English track classes and what this could do to class sizes in a school with mobility such as ours. McKinley has a current mobility rate of 22.5%. We have been in the top 3 for mobility among elementary schools in our district in 5 of the last 6 years where mobility data is available. We implore you to strongly reconsider other top candidate schools with lower mobility rates.
MyRose	Powell	Parent/Guardian	I have multiple children with IEPs for speech and language. These children need more time and services to support their learning. The last few years have been really hard on them with the lack of support they receive. Last year my daughter told me she didn't even have speech anymore. The teachers case load was too big, and she was not able to meet with the children as needed. My son tested out when he should not have and was put back in this year after being retested. There was multiply children in my daughter's class that was in speech and language but was not getting the support they needed either. We need to support our students better than we are.
Kate	Prakash	Parent/Guardian	Our daughter has always been in a class of 30 or more students since she started Kindergarten at Fir Grove Elementary School in the Beaverton School District.Now, a 4th grader her class size is at 32.Her complaints are the volume level of the classroom with this many students is distracting and it's hard to focus.Missing out on lunch time and recess because of the time it takes transitioning so many students.Not enough one on one time with her teacher.Our complaints are that she doesn't come home talking about what she's learned but more about student behaviors and disruptive students in a class this size.She takes on the stress of not being able to succeed practicing fire drills,lock down drills,getting to lunch on time or specials.She is a pebble getting washed ashore over and over instead of a rock making

			her mark with this discrepancy.We worry for the teachers well being,being able to juggle and maintain a functioning classroom that's overflowing. Please correct this problem for us
Puneet	Prakash	Parent/Guardian	Our 2 children have had IEPs for speech since before starting at BSD.We had excellent services prior and were happy to learn that they would continue once enrolled in BSD. We are at a Title I school,Fir Grove.Since we began with BSD we have only been told about cuts to our services.Over the past 5 years we have dealt with so many reductions in our children's IEPs because of increasing case loads (oversized classes) cut hours and SLP sharing between buildings. Also, because of these declining statistics and dwindling services we have experienced a high turn over in SLP staff. Speech is a special place that requires time, consistency, relationship building and practice. Our children are hurting because of how thin our SLPs are spread and their oversized caseloads and the discrepancies in classroom sizes from school building to school building. You have classrooms overflowing,tons of IEPs and kids not receiving services they need and deserve.There is no equity building to building in BSD.
Claire	Reneau	Parent/Guardian	I'm a parent of a child with a 504 and a BSD teacher. Our district desperately needs more SPED support and a clear referral process. Our SPED team and supports are overwhelmed with referrals for students who have no documentation of tiered interventions. Why are we beginning with all of the testing and assessments for IEPs when most students statistically benefit from Tiers 1 and 2 interventions or 504 accommodations? We need to free up our SPED team to allow them to work with the population that desperately needs them. We need more support staff for push-in and pull-out interventions. We need to begin preventive supports instead of reactionary band-aids. As a HS teacher I'm tired of being asked, "What can we do to help students graduate?" when, most of the time, the students who are struggling should have been getting targeted instruction and intervention many years ago. We need an evidence-based referral process and more intervention specialists so SPED can succeed.
Elise	Renning	Staff Member	Our students at all grade levels need to be able to continue with after school clubs. For some of our students, after school voluntary clubs are the only access they have to extracurricular activities. I have coached basketball at Highland Park for 7 years and it has been pivotal in building relationships and helping our students feel part of something. After school clubs (voluntary or paid) should continue to be offered at all schools.
Ashlee	Rice	Staff Member	[FIRST SUBMISSION] Over the last several years, the processes and and procedures for students receiving special education services have changed several times. As educators, we understand that with new information and guidance, we as a district need to grow and adapt to reflect changing needs. However, these changes in policy and procedure have been ill-communicated, belatedly communicated or not communicated to the staff and teams responsible for this paperwork. The avenues to inform staff about these changes, like staff development or online trainings, have not been used. This makes the

			process prohibitively confusing for school teams and families. It is imperative that communication be clear, transparent and timely so that educators can best serve and support our most precious students.
Fabiola	Rodriguez	Parent/Guardian	Whom it might concern, My child has special needs including speech disabilities. This disability has make him behind from other students he struggles with reading and writing because of improper sound pronunciation. Waiting list on a regular clinic takes years. And at school they might not have enough time to help them, but the minutes they worked with them, are a small steps to get closer to the goal. I know that the kids with special needs are a minority but they are also individuals who with help they will impact the world. They put more effort than others, and they make changes. Most of the world prestigious names, were people with disabilities. I would appreciate an strategic and complete program, who can help them in every aspect and be effective in a timely manner. Thank you so much for your consideration. Fabiola
Chris	Rossetti	Staff Member	BSD is a unique district in that it has many specialized programs. However, one of our programs, Structured Learning Center, was closed last year without input or collaboration from staff or community. These students who were thriving in a placement that was suited for their needs, their pace, their individualized educational growth plans are now placed in settings that are inappropriate for them. Often times unsafe both for the student and the staff. The programs that absorbed the students from the SLC are not physically equipped; they need a safe room. It would be in the best interest of the district to reopen the SLC program.
Jessica	S	Staff Member	As a staff member of a pretty close knit school, I am concerned with the district and multi-language department choosing to tear apart the McKinley staff in the coming years. We were not asked if we wanted to become a dual-language school. We were not polled to see how many current staff members would be capable of teaching a dual-language Spanish track class. When asked if the district would help us become bilingual if we wanted to try, we were told, well maybe, possibly, we are looking into this option, but don't have the funding for this option, you'd either have to payout of pocket or use tuition reimbursement. There was no clear answer, no clear path, no clear answers to any of our questions. What is the cap for the Spanish strand classes? The answer was, Whatever the cap is for your English strand. There isn't a cap that has been given to us for our English strand classes. How can the district expect staff to feel part of team when we aren't being invited to help make decisions.

Bismah	Sabri	Staff Member	As a staff, we are concerned with moving to Dual Language Immersion at McKinley next year. We do not believe that enough thought or consideration was given as to how this will affect students in our English strand. We are worried that the English strand classes will be overwhelmed in terms of numbers and students with trauma based behaviors, as has happened in other Dual Language immersion schools in our district. When these concerns were brought up with [NAME] her response was simply, "Your teams can figure it out." This was unhelpful and showed very clearly that the district made this decision without understanding what it means to be able to divide students into 4 or 5 classes each year, and what it will mean to only have 2 classes over the next 5 years. This will greatly impact student learning when classrooms will be overpopulated and continuously disrupted with poor behavior. This does not seem fair or equitable for students.
Matthew	Scherer	Parent/Guardian	My daughter is a second grader at Findley and my son will be entering kindergarten there next year. My daughter has never had the level of Speech Language Pathologist support that she needs to correct her speech impediments, which impact both her achievement and her social interactions. Please do whatever you can to ensure that SLPs have manageable caseloads (which they currently lack) and adequate planning time so that they can provide proper support for students like my daughter and son, both of whom have SL difficulties.
Pamela	Scherer	Parent/Guardian	I have two autistic children in the BSD- one is in 2nd grade and the other will be entering kindergarten in the fall of 2024. Both require SLP services as an integral part of their education. The SLPs in the BSD have caseloads that are too high to adequately provide speech services to my children. We have experienced a high rate of SLP turnover and have not been able to get adequate speech services. Speech is an incredibly necessary service for children such as mine who need help both with articulation and with social aspects of communication. It is just as important for them as math, reading, and writing. Please invest in our children and provide more support for SLP services in the BSD. We can not afford to keep losing SLPs, and we are failing our students and families. Thank you for considering my comments.
Sara	Schmitz	Parent/Guardian	Our SLP has been providing our children with invaluable support to improve their speech and articulation. We are grateful for the support and recognize the constraints of our SLP given the need to support so many students. I stand with our SLPs to ensure they have an appropriate caseload to provide our students and community with positive and effective support.
Kelly	Smith	Staff Member	Middle school clubs are still being prevented by the district from running. Staff are not allowed to volunteer to supervise. This would be my 11th year running it at Highland Park where about 40 students participate. The importance of soccer club (previously multicultural soccer club) to many students in the district cannot be understated. Most of these students do not have the opportunity or resources to play for travel teams. Since the first day of school I have been asked "when is soccer club?" Each week, high schoolers and graduates ask me when they can come help. Soccer club gives kids a sense of belonging and motivation - not to mention the health benefits. High schools have multicultural soccer and this can be a link to improve engagement and ultimately, outcomes. Our middle schools are struggling and clubs/sports

			are a way we can support our kids. Please let clubs start- we have already missed almost 2 months of practice!
Aine	Sonnen	Staff Member	Dear BSD School Board and Superintendent Balderas, I am a longtime K/1 teacher in Beaverton who has seen many changes to our students, families, staff and schools. Our staff work hard and have such deep beliefs in what students can do, can learn, can achieve. In the last five or six years, I have noticed a marked change in students. Many arrive at school without their physical, emotional or social needs being met. This means that they are not optimally ready to learn the academics. A SIGNIFICANT increase in aggressive behaviors (throwing chairs, running away, constant screaming) by six year olds indicates a need we must address. It is no longer one child every few years with this kind of behavior, but multiple children in each classroom every year. We need to have a clear plan for processes especially the pre-referral process for students who may access special education. There are more kids with needs; we need aafe learning conditions for all students and staff.
Jessica	Summerfield	Parent/Guardian	My son goes to For Grove Elementary 2nd grade. The class size is 29 students. I volunteer 2 days a week for an hour. There are several students I see that need more time with the teacher and she cannot meet the needs of all the students due to how many there are. They would be so much more successful if the teacher / student ratio would change. This is not fair for all of our students nor the teacher to do her job.
Molly	Taylor	Parent/Guardian	Since accessing speech services at Fir Grove Elementary, my son has had 3 speech pathologists in 2 years. This is post COVID where my son's education was greatly impacted and my child's school is title 1. If the district had more pathologists with lower caseloads - not only would kids be better served, there would also be less turnover of pathologists. My son cannot afford to constantly meet new pathologists.
Aliyah	Taylor-Hershel	Staff Member	Good Evening, As a staff member of 16 years, an active participant in leadership and a parent of THREE students in the district I am deeply concerned about the Boards decision regarding Board Member to Staff and vice versa, contact. As a member of the community a proud voter and a believer in public education it is DEEPLY troubling to me that staff and board members could not have direct contact. For several years I have worked closely with upper leadership to bridge the gap of community voice including staff. Trust is lost when these connections are broken, it's basic. In addition, you all are elected officials, elected by our community. To think we as staff would not be welcomed to communicate with you sends the wrong message. But perhaps most importantly, the connection to our schools and what is ACTUALLY happening daily is vital for your decision making process you are entrusted with. It's alarming... and concerning. Please reconsider. Thank you for your continued dedication.

Megan	Thompson	Parent/Guardian	Hello, my daughter is in the 4th grade. Her class has 31 students. While her teacher is amazing, I cannot imagine managing 31 students and all of their parents questions and needs. I feel my daughter, along with other kids, have the right to have some individual learning 1 on 1 with a teacher. How is that possible? Mathematically, how? In a school day there are about 6 hours of potential learning if you exclude lunch and recess. That's about 19 minutes per child if there were no interruptions and each child took a turn getting 1 to 1 instruction. I'm not saying each child needs 1 to 1 instruction, but a lot of them do. Nineteen minutes in a 6 hour day doesn't seem reasonable. Not for the teacher to be pulled in all of those directions and not for the students. Consider this, if you had an employee who was fully present and productive for only 19 minutes of their 6 to 8 hour day, would you think they were successful as an employee? Would they be thriving in their role? I think not.
Ana	Verri	Parent/Guardian	I am noting that my son are doing progress.
David	Villalobos	Student	Me gustaria que comenzara el soccer club porque desde que llegue aqui hice amigos para entrar al club de futbol y apoyarlo lo unico que me interesa es el soccer y la escuela y aprender nuevas cosas etc... y tambien hacer nuevos amigos este nuevo ano! [I would like the soccer club to begin because since I came here I've made friends to join and support the soccer club. The only things that interest me are soccer and school and learning new things etc……and also making new friends this year!]
Valerie	Wallace	Parent/Guardian	Please, please follow up with me. Putting a cap on the caseloads of BSD SLPs is a dire necessity. Something I have been trying to advocate for since my son (who is in 3rd grade now) was 6 months old and started early intervention. The caseloads statewide have been ridiculously high, which I witnessed first hand while my son moved from Early Intervention to the pre-K at Vose in the BSD. When the pandemic hit, I actually got to know his SLP (and caseworker!) very well over zoom during the pandemic. I was shocked with the conditions both for the SLP and the students. The resources for SPED students is absolutely shockingly inadequate. My son has been a SPED student in BSD since Pre-K (so the last 5 years), and he's had at least 7 different SLPs. Actually, I just learned who his new SLP/caseworker was, 3 months into the school year. This is the first time that's happened. This is the result of being overworked and overwhelmed. It's chaos. And it's hurting your most vulnerable students.
Tamara	Ward	Parent	Fir Grove Elementary class sizes are too large. Someof the grades are only split into 2 classes, and it puts too much strain on the teachers and limits the ability of all kids in to succeed in this Title 1 school.

Joesph	Wilis	Staff Member	I have 2 students in my class who have difficulty doing any activity without continual individualized attention. Checking in periodically helps little; they simply don't do anything if I am not personally guiding them through it, and it wouldn't be fair to step away from 30 students to attend to 2 for long. I am currently helping one family to get an IEP, but the other student's IEP is not entirely working for them, as they are failing multiple classes for the same reason. I think both students would benefit greatly from an accompanying specialist who guided them through exercises during class. I've been using technology to teach from day one, but I'd often prefer, rather than the district showering teachers with new - often functionally overlapping - apps that take extra time away from class-planning to learn, if we were instead afforded smaller class sizes or more teachers per class for more personal attention per student.
Tyler	Zettler	Parent	My daughter's class size is over 30 students and I feel she is not getting the proper education because the teacher is overwhelmed. Please reduce the class size.
Chengda	Zhang	Parent/Guardian	Dear Beaverton School District Board, I wholeheartedly support the call for adequate speech and language support for students in our district. The current challenges facing our Speech-Language Pathologists (SLPs) are deeply concerning: 1. High SLP turnover rates disrupt student continuity. 2. Caseloads in Beaverton exceed neighboring districts with no cap in place. 3. SLPs need sufficient workdays for effective support. As a parent, I've witnessed the positive impact of the SLP program on my child. Let's prioritize our students' well-being and ensure our district remains competitive in retaining talented SLPs. Please consider implementing caseload caps and providing adequate resources for our SLPs. Sincerely, Chengda Zhang, MD MS
Mengyu	Zhou	Parent/Guardian	Dear Beaverton School District Board, I am writing in strong support of the efforts by BSD teachers and speech-language pathologists who are advocating for enhanced support for our students. The current situation is concerning, with no caseload cap for SLPs and insufficient allocated days for them to meet their responsibilities. Specific issues that need urgent attention include: -The alarming 25% resignation rate among SLPs, leading to inconsistent support for students. -Higher SLP caseloads compared to neighboring districts without any caseload cap in place. -Inadequate time within SLP workdays, including essential planning time, which is crucial for their effectiveness. As a parent who has witnessed the invaluable support provided by SLPs, I urge you to take action. Please help retain and attract talented professionals, ensuring the best possible education for our children. Please consider implementing caseload caps and addressing these pressing concerns.

			Sincerely, Mengyu Zhou

ITEM FOR INFORMATION

MIDDLE SCHOOL SCHEDULE

SUMMARY
Since the current schedule for neighborhood middle schools was implemented in 2021, stakeholders in several groups have raised concerns about the schedule and its impact on student learning. Education Northwest was contracted to conduct a qualitative study of the current middle school schedule. Teaching & Learning staff and middle school principals considered the study's findings and recommendations to create proposals for the superintendent's consideration. In this presentation staff will provide information on the new middle school schedule that will be implemented in fall 2024.

BACKGROUND
In fall 2021 the schedule currently used at neighborhood middle schools was implemented, coinciding with the return to full-time, in person instruction. Significant shifts from the prior schedule included separation of Humanities into Language Arts and Social Science, common elective offerings and course length at all schools, math and science scheduled into 3 period blocks with intact cohorts, reducing the ability for interdisciplinary teaming, significantly increased student caseload for Language Arts and Social Science teachers, and significantly decreased student caseloads for Elective and PE/Health teachers.

During the 2021-2022 school year, stakeholders expressed concerns about the impact of the schedule. Concerns included class periods were too short for sustained learning, too many transitions, lack of ability for teaming and teacher collaboration, and potential impact on academic outcomes.

In December 2022, BSD contracted with Education Northwest to conduct a qualitative study that included a review of the research literature, staff surveys, and focus groups of students, parents/guardians, and staff. The study report was presented to the board in September.

Teaching & Learning staff partnered with middle school principals to develop a schedule that would center BSD's Equity Lens, incorporate suggestions from the Education Northwest study and focus on BSD's Strategic Plan. Top priorities included the ability to implement multi-tiered systems of support and team structure that provided time for intentional collaboration for teachers who share the same cohorts of students. The Equity Advisory Committee was consulted on these priorities. To evaluate the feasibility of the schedule, several assistant principals created mock class schedules for schools of varying size and with different programs. As one model began to surface as the best fit, consultations with others included the Multilingual, Human Resources, and Information Technology Departments to ensure that the new schedule not only aligned with the objectives of our strategic plan, but also met the requirements in our labor contracts and regulations from the Oregon Department of Education.

RECOMMENDATION
Staff will present information on the new middle school schedule for the 2024-25 school year. No action is needed.

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.

Middle School Schedule

Fall 2024 Implementation

School Board Meeting

November 28, 2023

BEAVERTON SCHOOL DISTRICT

Equity Lens
Strategic Plan
EdNW Study
Legal Requirements

- All Middle School Principals
- Several MS Asst. Principals
- Equity Advisory Committee
- IT Staff
- HR Administrators
- ELD Administrators
- T&L Administrators
- Superintendent's Cabinet

BEAVERTON SCHOOL DISTRICT

Criteria

Equity Lens

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

Strategic Plan Vision	Strategic Plan Strategies	EdNW Study Suggestions
Our Why: In BSD we envision every student saying: I **belong** and I **matter**. I **believe** in myself, and my community believes in me . I am an **informed** and **engaged** member of my community. I am **challenged**, **supported** and **successful** in my learning. I feel **connected** to my learning, to my peers and to the adults in my school. I see a **future I want**, and I know how to **achieve** it. **BELONG. BELIEVE. ACHIEVE.**	***Safe & Thriving*** •Create district & school-wide structures that intentionally build safe and inclusive learning environments. •Implement strong MTSS for students' behavioral and social-emotional needs. •Teams in each building meet regularly to examine social-emotional, academic, attendance, and discipline data for students. ***Progress on Standards*** •Implement strong multi-tiered systems of support for students' academic needs. •Consistent, systematic teacher collaboration time.	***Supported by research:*** 1. Develop a scheduling framework that prioritizes common planning time for teaming and sharing common groups of students across content areas. 2. Minimize the number of transitions between classes. 3. Integrate advisory course content into other courses and eliminate advisory class period. 4. Ensure that all students have at least 20 minutes of seated time to eat lunch ***Supported by limited research and/or perception data only:*** 5. Consider the ideal length of class necessary for effective instruction and learning. 6. Consider implementing equal class period lengths. 7.Continue to offer two electives (not necessarily every day). 8. Consider whether a common middle school is equitable.

Contract / ODE Requirements
BEA Contract •Weekly average of 225 minutes of plan time within the student day. (10.B.5) •Weekly average of 600 minutes of plan time (10.B.5) •Maximum average yearly student contact time of 288 minutes per day. (10.D.4) •Current tutorial and study hall minutes shall not be converted to an additional instructional class for teachers. (10.D.4) ***ODE Division 22*** •Minimum of 900 instructional hours annually •Minimum of 150 minutes weekly of PE

Advantages of New Schedule:

- ★ Embedded time for Multi-Tiered Systems of Supports
- ★ Team Structure
- ★ Intentional collaboration time for teachers
- ★ Classes have equal weekly average instructional time
- ★ 2 electives that meet daily
- ★ 30 minute lunch

Sample Student Schedule

	A Day (Odd)	
Minutes	Period	Course
88	Block 1A	Language Arts
88	Block 2A	Math
30	Lunch	Lunch
88	Block 3A	Science
42	Mini-Block 4A1	Elective #1
42	Mini-Block 4A2	Elective #2
17	Passing time total minutes (4 min x 3 plus 5 min x1)	
395	Total Minutes	

	B Day (Even)	
Minutes	Period	Course
88	Block 1B	Social Science
88	Block 2B	WIN Time
30	Lunch	Lunch
88	Block 3B	PE/Health
42	Mini-Block 4B1	Elective #1
42	Mini-Block 4B2	Elective #2
17	Passing time total minutes (4 min x 3 plus 5 min x1)	
395	Total Minutes	

Characteristics:

- Most students have 2 electives that meet daily in 42 minute periods.
- Language Arts, Math, PE/Health, Science, and Social Science meet on alternating days in 88 minute periods.
- Lunch is 30 minutes with a 5 minute passing time to next class.
- Daily student transitions reduced from 8 to 5.
- Provides dedicated time for tiered supports during WIN (What I Need) Time

Sample Teacher Schedule

	A Day (Odd)	
Minutes	Period	Course
88	Block 1A	Science-01
88	Block 2A	Science-02
30	Lunch	Lunch
88	Block 3A	Science-03
48		Admin Directed Collaboration
40	Block 4A	Plan
264	Student Contact minutes (excludes passing time, lunch, & plan)	

	B Day (Even)	
Minutes	Period	Course
88	Block 1B	Science-04
88	Block 2B	WIN Time
30	Lunch	Lunch
88	Block 3B	Science-05
88	Block 4B	Plan
264	Student Contact minutes (excludes passing time, lunch, & plan)	

Characteristics:

- Provides systematic collaboration time, including dedicated time for data teams to monitor and adjust tiered supports on a frequent basis.
- Supports interdisciplinary teams.
- Slight increase from current weekly average instructional time for Language Arts, Science, Social Science, and PE/Health.
- Reduction of 110 minutes from current weekly average instructional time for Math and Science.

Sample Elective Teacher Schedule

	A Day (Odd)	
Minutes	Period	Course
42	Mini-Block 1A1	Elective -01
42	Mini-Block 1A2	Elective -02
42	Mini-Block 2A1	Elective -03
42	Mini-Block 2A2	Elective -04
30	Lunch	Lunch
48		Admin Directed Collaboration
40	Block 3	Plan
42	Mini-Block 4A1	Elective -05
42	Mini-Block 4A2	Elective -06
252	Student Contact minutes (excludes passing time, lunch, & plan)	

	B Day (Even)	
Minutes	Period	Course
42	Mini-Block 1B1	Elective -01
42	Mini-Block 1B2	Elective -02
42	Mini-Block 2B1	Elective -03
42	Mini-Block 2B2	Elective -04
30	Lunch	Lunch
88	Block 3	Plan
42	Mini-Block 4B1	Elective -05
42	Mini-Block 4B2	Elective -06
252	Student Contact minutes (excludes passing time, lunch, & plan)	

Characteristics:

- Slight increase in weekly average instructional time for Elective teachers.

WIN (What I Need) Time

What it is:

- Dedicated time with a student's team of teachers
- Flexible grouping of students
- MTSS supports to accelerate and deepen learning for all students
- SEL Curriculum
- AVID Schoolwide Strategies

What it is not:

- Free time
- Study hall

Anticipated Professional Development

Winter and Spring 2024:

•WIN Time work group to develop outcomes and instructional supports

Spring 2024 and Pre-service 2024:

•Best Practices for teaching in a block

•Using data to drive tiered instruction

•Co-teaching model

Thank you

ITEM FOR INFORMATION

SCHOOL BELL SCHEDULES FOR 2024-25

SUMMARY
BSD has been evaluating a change in school start and end times for several years, and this year undertook a process to explore a shift in bell schedules to provide a later start time for high schools. Research indicates that later high school start times contribute to better mental and physical health, increased on-time attendance, and improved academic outcomes for teens, while earlier start times for elementary schools don't have the same detrimental effects for younger students. For high schools to start later, school bell times have to change at all school levels, to allow for student transportation. The new bell schedule has been determined and will be implemented at all schools in August 2024.

BACKGROUND
For several years, BSD has been evaluating a change in school start and end times — our "bell schedule." This issue surfaced again when gathering feedback for our strategic planning process last year. We received a considerable amount of input from families of high school students and other stakeholders, asking the district to consider a later start time to promote the health and well-being of older students.

Research indicates that adolescents are biologically wired to stay up later than younger children and having to get up early for school results in them being chronically short on sleep. The American Academy of Pediatrics has identified insufficient sleep in adolescents as a public health issue that impacts well-being, safety and academic success and has recommended later start times for teens.

Later high school start times have been shown to contribute to better mental and physical health, increased on-time attendance and improved academic outcomes for teens, while earlier start times for elementary schools don't have the same detrimental effects for younger students. This fall, California became the first state to mandate later start times for secondary students in public schools.

However, in order to change the bell schedule for high schools and option schools, elementary and middle schools also must change, to allow for student transportation. More than 24,000 BSD students (59%) rely on school buses to get to school. BSD's 207 school buses each must make multiple runs per day, in order to transport students to and from school at all levels — elementary, middle and high school. Unlike other districts, BSD also provides bus transportation for students attending option schools.

The district in spring 2023 contracted with the Center for Effective School Operations — an organization that provides a variety of advisory, management, and operational services to school districts — to analyze existing transportation routes and schedules, consider the district's policies, and identify opportunities to improve transportation operations and facilitate expansion of programs. CESO also was charged with developing multiple options for bell schedules conducive to the following goals:

- Later high school start time
- Longer academic day for option schools to match high schools
- Ability to expand transportation for programs such as dual language elementary schools
- Maintain current fleet and staff levels, or feasibly expand to accommodate additional scenarios

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The new bell schedule has been determined and will be implemented at all schools next school year:

School Level	Start Time	End Time
Early-Start Elementary Schools*	7:45 a.m.	2:20 p.m.
Late-Start Elementary Schools*	8:15 a.m.	2:50 p.m.
Option Schools: (ACMA, BASE, ISB, Community School / Merlo Station Campus)	8:15 a.m.	3:00 p.m.
High Schools	8:45 a.m.	3:30 p.m.
Middle Schools (including Rachel Carson)	9:30 a.m.	4:05 p.m.

* *Early- and late-start schools are still being determined and will be announced in the coming months.*

The new bell schedule that will be implemented in 2024-25 meets the established parameters and additional goals to expand and enhance services for students and families:

- Later high school start time – comprehensive high schools at 8:45 and option schools at 8:15
- Longer day for option schools so students receive the same instruction time as high schools
- Ability to provide expanded bus service, such as to:
    - Dual language programs within designated zones
    - Expanded Career Technical Education (CTE) program offerings
    - Rachel Carson middle school option program at Cedar Park
    - Middle school afterschool programs using transit-style dropoffs
    - Two additional preschool locations to be added in 2024-25
    - Daycares in elementary attendance boundaries
    - High school sports, with 10 buses available 15 minutes after school for intra-district trips

RECOMMENDATION
Staff will present information on the new bell schedule for the 2024-25 school year. No action is needed.

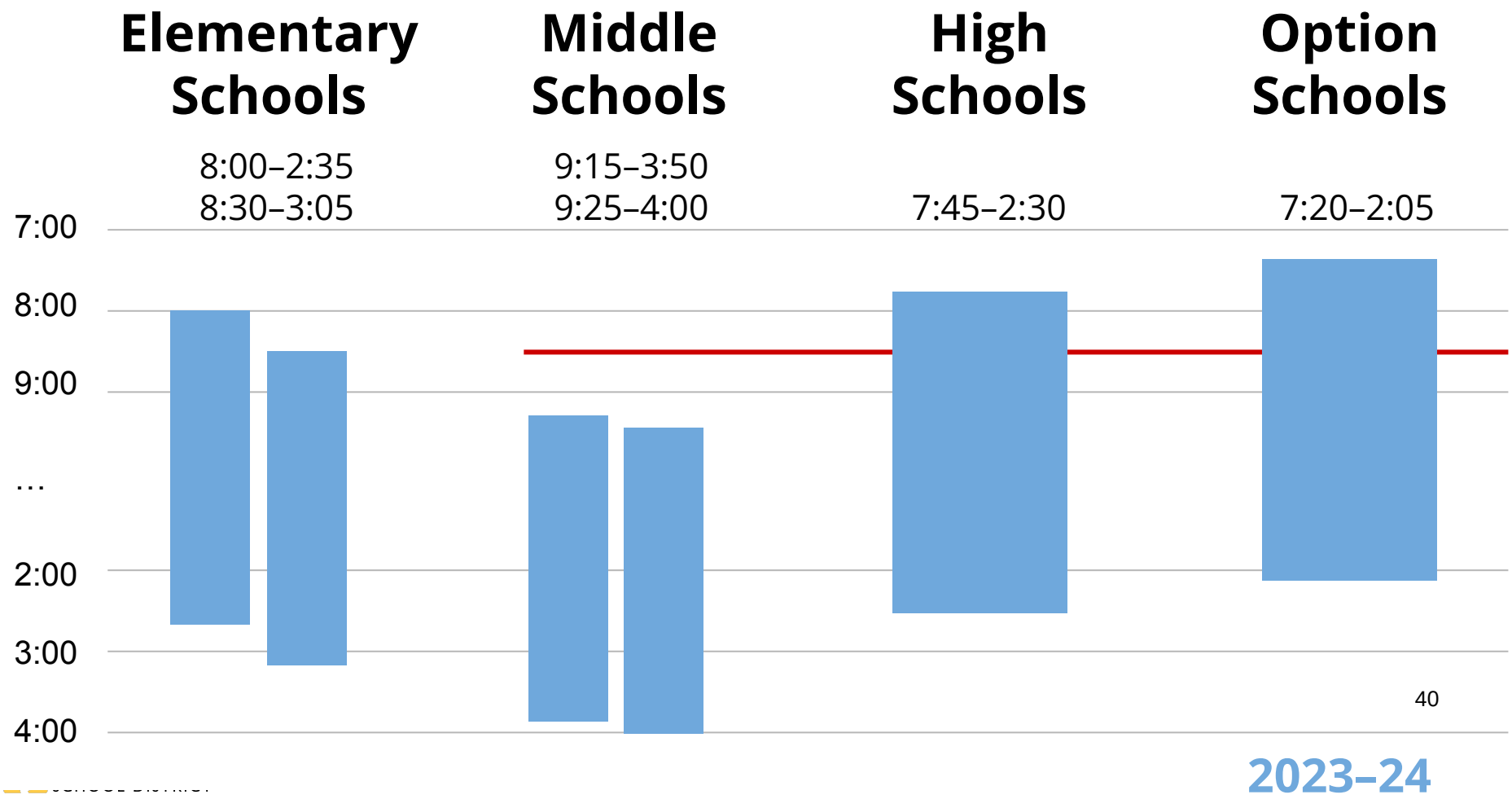
School Bell Schedules

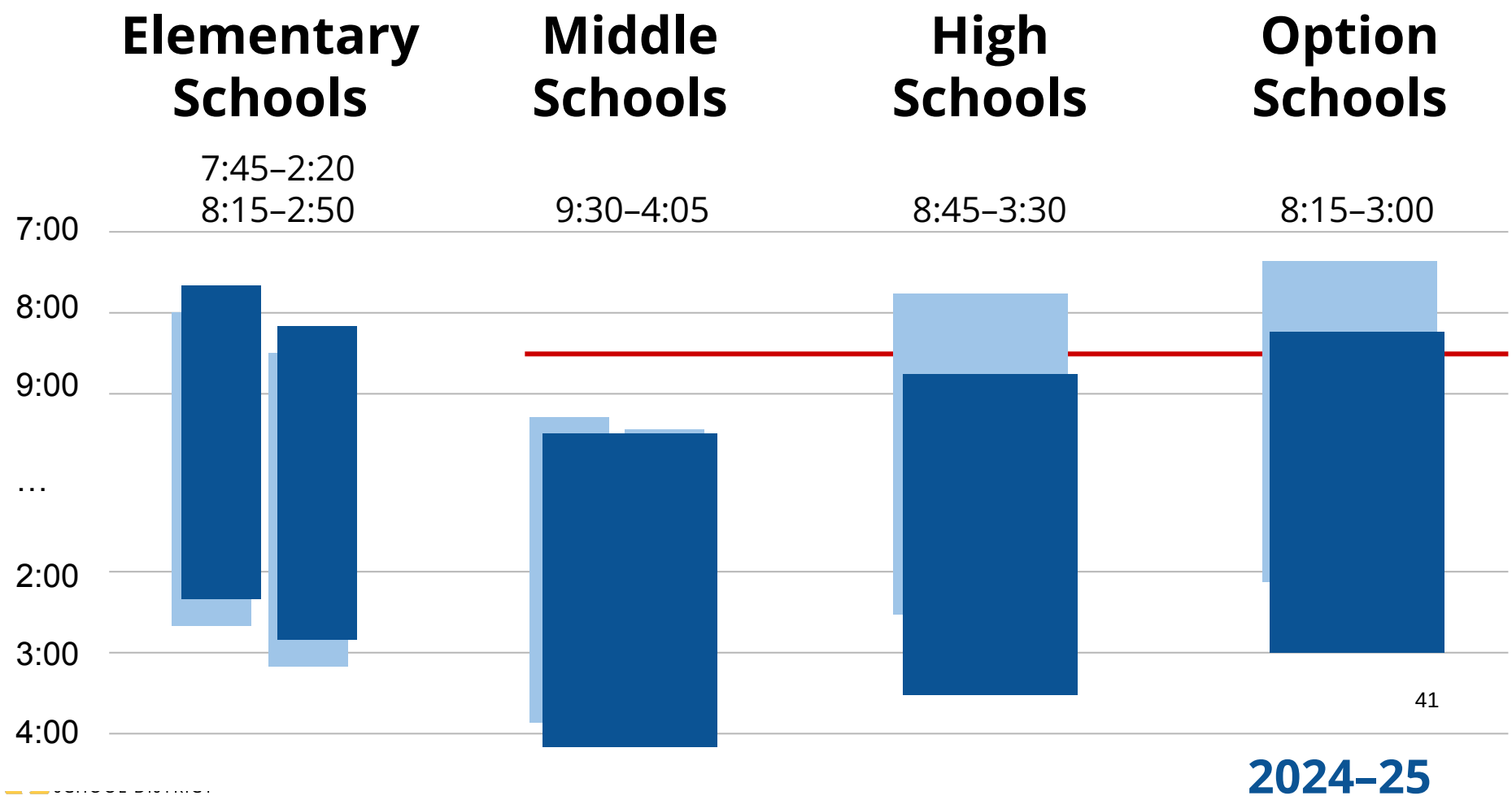
to be implemented in fall 2024

School Board Meeting

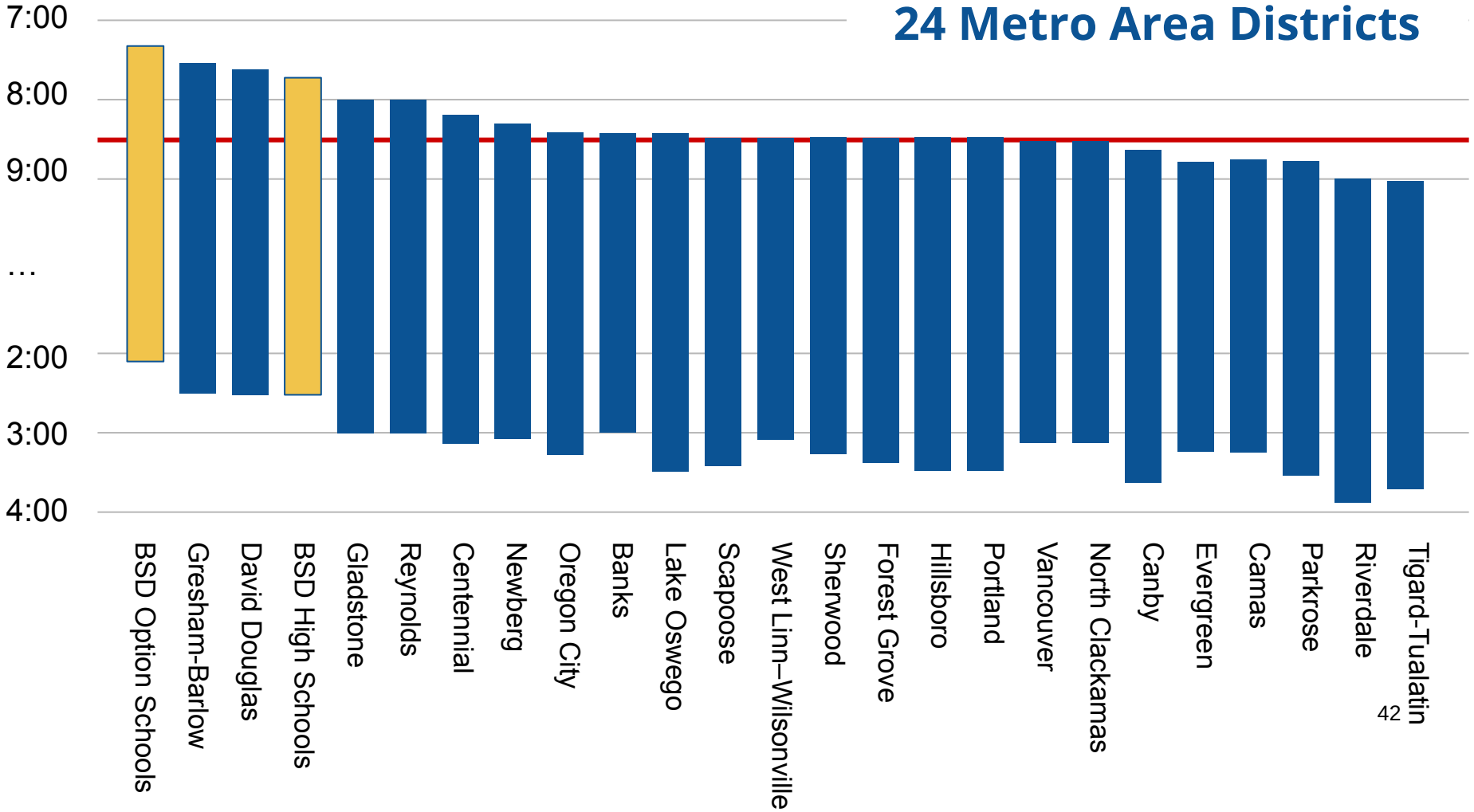
November 28, 2023

BEAVERTON SCHOOL DISTRICT

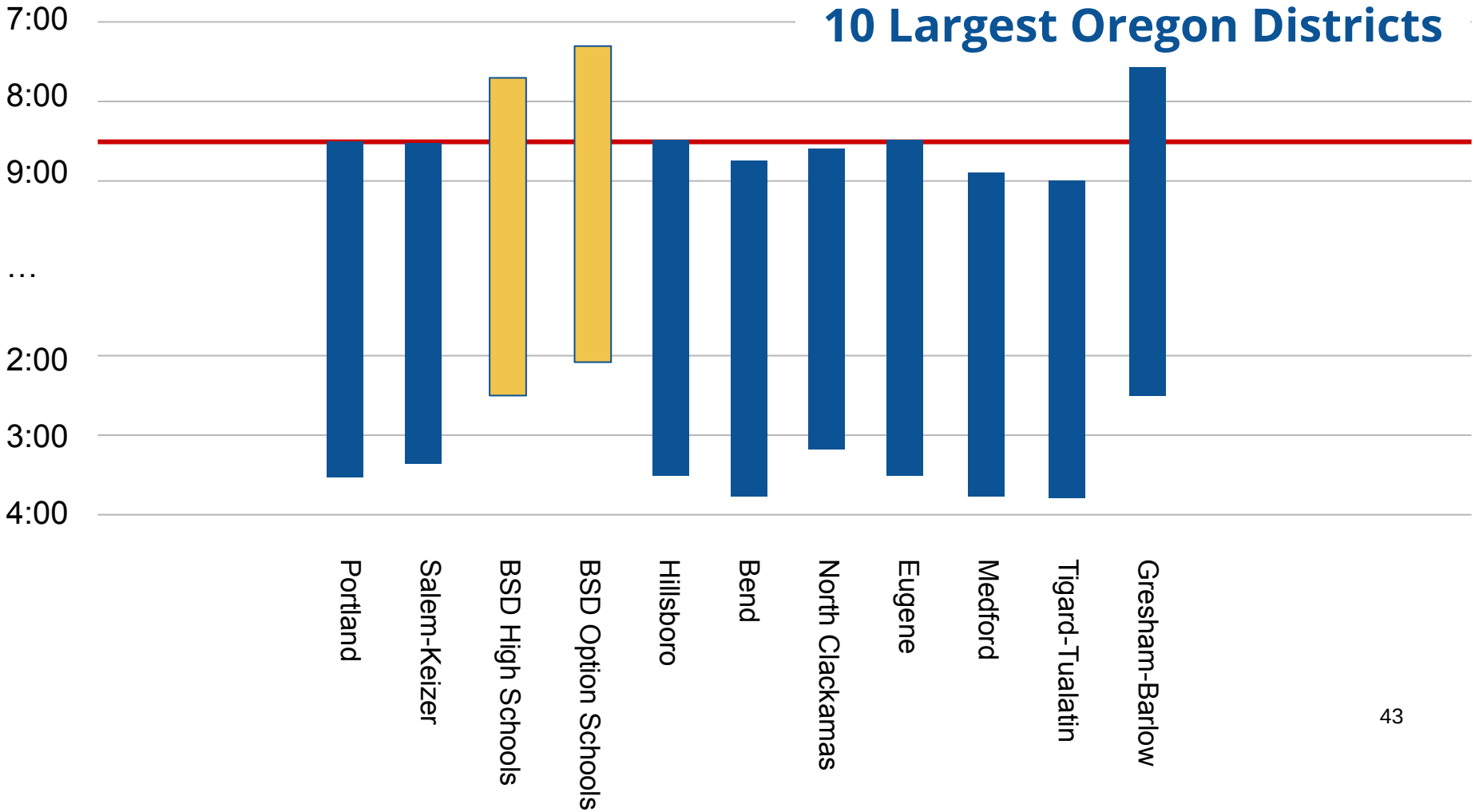

Elementary Schools
8:00–2:35
8:30–3:05
Middle Schools
9:15–3:50
9:25–4:00
High Schools
7:45–2:30
Option Schools
7:20–2:05
7:00
8:00
9:00
…
2:00
3:00
4:00
40
2023–24


Elementary Schools
7:45–2:20
8:15–2:50
Middle Schools
9:30–4:05
High Schools
8:45–3:30
Option Schools
8:15–3:00
7:00
8:00
9:00
…
2:00
3:00
4:00
41
2024–25

24 Metro Area Districts



10 Largest Oregon Districts



ITEM FOR INFORMATION

NUTRITION SERVICES DEPARTMENT UPDATE

SUMMARY
The Nutrition Services Department will provide information on operations of the child nutrition programs sponsored by Beaverton School District.

BACKGROUND
The Nutrition Services Department report provides information on financial standing, staffing updates, meal participation and meal benefit eligibility. It also reviews updates on menu changes and nutrition requirements and includes a summary of each separate program the department oversees.

RECOMMENDATION
Staff will present information on nutrition services the district provides to students. No action is needed.

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.

Department Report: Nutrition Services

Financial Standing

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

Last school year Nutrition Services received additional revenue in the form of USDA Supply Chain Assistance Funds and through a temporary increase in meal reimbursements rates. We also experienced a reduction in labor costs due to difficulties hiring staff. The largest portion of the Nutrition Services budget goes towards labor. This increase in revenue and decrease in costs has contributed to an excess of funds in the Nutrition Services' operating budget.

School Nutrition Program Sponsors are not allowed to maintain more than three months of operating expenses on hand for an extended period. Sponsors with excess operating funds must submit a spend down plan to the Oregon Department of Education Child Nutrition Programs. BSD Nutrition Services' approved spend down plan assigns the largest portion of excess funds to enhancing site staffing levels. This school year we have added 25 positions above the staffing level we ended with last school year. Expected labor related costs including step raises and COLAs were accounted for in the spend down plan.

Our food and supply costs increased on average 10% over last year's contract pricing, and this is the next largest portion of the spend down plan. Remaining funds will be spent on replacing kitchen equipment such as milk coolers and warmers, replacing point of sale computers, and purchasing seasonal or local foods to enhance menu offerings.

Meal prices were not raised this year due to the excess funds available. However, to meet USDA Nonprogram Food Revenue requirements, prices for a la carte items, including individual milk, were raised this school year. Meal pricing for next school year will be reviewed in the spring.

Participation: National School Lunch Program (NSLP) & School Breakfast Program (SBP)

The two primary programs the Nutrition Services Department is responsible for are the School Breakfast and Lunch programs that are available at all school buildings in the district. After a significant increase in participation in school year 2021-22 when all students were offered free breakfast and lunch, our participation last year returned to pre-pandemic numbers as we resumed traditional counting and claiming of meals.

To consider the decrease in enrollment we also look at participation percentages, and the participation percentage increased last year. That increase is likely related to electing the Community Eligibility Provision Incentive program at 15 eligible schools and extending free meal eligibility for more students through the Oregon Expanded Income Guidelines incentive programs that is part of the Student Success Act. This school year our participation percentage continues to increase, with 12.5% of students participating in breakfast and 40.39% of students participating in lunches through the beginning of November.

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Participation:

	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Breakfast Meals #	782,689	693,707	1,012,474	980,367	764,480
Breakfast % Participation	10.39%	10.26%*	15.72%†	15.04% ‡	11.38%
Lunch Meals	2,725,073	1,978,722	1,075,314	3,154,032	2,483,000
Lunch % Participation	36.09%	36.10%*	16.78%†	48.38% ‡	38.23%
Total Meals	3,507,762	2,672,429	2,087,788	4,134,399	3,247,480

***** Through March 13, 2020
† Remote and Hybrid Learning
‡ Universal Free Meals

Free and Reduced Meal Eligibility

The Community Eligibility Provision Incentive program that provides free breakfast and lunches without requiring applications is offered in 15 schools in the district. Schools are eligible for Community Eligibility Provision by having at least 40% of students directly certified for free meal benefits through alternate means such as SNAP (Supplemental Nutrition Assistance Program), TANF (Temporary Assistance for Needy Families), Migrant or Homeless. Nutrition Services grouped schools together to meet the 40% requirement. Due to the addition of pre-K classes at some of our Community Eligibility Provision schools we re-evaluated our grouping in spring of school year 2022-23 and were able to add two schools to our existing Community Eligibility Provision group. We will re-evaluate the group again this spring due to combining Raleigh Hills and Greenway. The Community Eligibility Provision schools are: Aloha Huber Park K-8, Barnes, Beaver Acres, Chehalem, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Meadow Park MS, Merlo Community School, Mountain View MS, Vose and William Walker.

The State of Oregon applied for and was selected as one of 14 states to take part in an expansion of the USDA's Direct Certification with Medicaid Demonstration Project for school year 2023-24. The program was implemented in September and all students who were approved for Medicaid over the last few years have been directly certified for free meals through the pilot program. This has increased our direct certification numbers and may increase the number of schools eligible to take part in the Community Eligibility Provision Incentive program next year.

Nutrition Services continues to approve free meals for individual students who are eligible under federal income guidelines for free and reduced school meals. Additionally, for families whose income is between 185% and 300% of the federal poverty level, free meal eligibility is available through Oregon Expanded Income Guidelines. There are currently 900 students eligible for free meals using the Expanded Income Guidelines program. Families are still required to apply for meal benefits using the federal application and are approved using the state income guidelines.

The overall free/reduced rate for the school district is 37.11% and the percentage of students who can access free meals through all methods is 46.15%.

Additional Meal Programs

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

Summer Food Service Program (SFSP)

Nutrition Services sponsors summer meal sites at parks, recreation centers and schools during the summer months. Meals through the Summer Food Service Program are available for all children ages 1–18 free of charge. Summer Food Service Programs may only be offered in locations where 50% or more of families are eligible for free or reduced meals.

Last summer we offered meals at twelve school sites and two Beaverton community locations: Beaverton City Park and THPRD Cedar Hills Park and Rec Center. Over 41,000 breakfasts and lunches were served to children ages 1–18 this past summer. We also partner with the Beaverton City Library and THPRD Nature Mobile to provide enrichment activities for children during summer meal services.

Oregon Department of Education Child Nutrition Program reviewed our summer program last year and noted only three minor items that were corrected the same day. We met or exceeded all other program requirements. The reviewer provided some additional feedback about their "excellent review experience at Beaverton SD." They found that, "The site staff at Chehalem Elementary did a wonderful job! Meals look appealing and were packaged/prepared appropriately for age/grades served. Staff positively engage with students which reflected in positive student behavior."

Child and Adult Care Food Program (CACFP)

After-school supper meal programs are available through the Child and Adult Care Food Program for programs that provide after-school supervised enrichment and are in areas with at least 50% free and reduced eligibility. We currently provide supper meals for eight programs at seven locations and are planning for additional meal services to begin soon.

Farm to Child Nutrition Programs (CNP)

We are in the first year of the 2023-25 Farm to Child Nutrition Program grant. Beaverton School District was awarded $140,308.61. With grant funds we have purchased a variety of fresh local produce including peaches, plums, Asian pears, grapes, and watermelon. We have also purchased locally made yakisoba noodles, granola, hummus, cheese and sausages. We will be featuring several additional locally made products in future months.

We have already spent our initial award of funds for this biennium, and that will allow us to apply for additional Farm to Child Nutrition Program funds as part of the competitive grant process. Only sponsors that have spent all their initial grant funds may apply for additional funds. Farm to Child Nutrition Programs funds allow us to support local growers and producers. The funding has enabled us to transition many menu items to locally made products that we continue to use regardless of the funding source.

Fresh Fruit and Vegetable Program (FFVP)
William Walker, Vose and Barnes take part in the Fresh Fruit and Vegetable Program by providing servings of fresh fruits or vegetables several times a week outside of the breakfast and lunch periods. Nutrition education is also provided as part of the program, and we are finalizing translations of all nutrition education materials into Spanish for the three program schools. We struggled to implement the program at all three locations last year due to staffing shortages, but with improved staffing this year we started the program at all three school sites this October.

Early Learning Programs (Preschool, Head Start and Pre-K)
Nutrition Services provides age-appropriate meals for early learners at 14 district pre-K programs and Preschool Promise at Elmonica. We also provide vended meals for Head Start programs at three additional schools.

Staffing Update

Hiring for open positions has improved dramatically this school year. We have hired 28 permanent employees since August 2023. We added additional positions to increase our school staffing levels and have been very successful hiring qualified candidates. We are also experiencing a higher retention rate of staff which has decreased turnover.

We still experience staffing shortages due to absences and leaves and are continually hiring substitutes. We have hired seven more substitute staff to our pool, and we added an additional Roving Assistant II position to assist with covering absences.

We maintain an ongoing partnership with the Community Transition Program (CTP) where we provide work internship opportunities for BSD students who are interested in pursuing employment in food service. This partnership provides support at some of our busier kitchens and important work experience for students.

Menu Updates

Nutrition Services has made several updates to our menus this year. Once a month we designate a "Feature Entrée Friday" option that is either a seasonal or a farm to school item. Some of the featured items include Tillamook cheddar toasted cheese sandwiches, Zenner's bratwursts, BBQ pulled chicken sandwiches using locally made BBQ sauce, and coconut curry chicken over Umi Organic noodles. Several vegetarian and vegan options were added this year as regular items to the menu including chana masala, hummus cups, vegan burger patties, cheese quesadillas and veggie pizza.

We are updating our fruit and vegetable offerings to add variety and opportunities for students to customize their meals with flavorful accompaniments. We have transitioned away from tater tots and wedge potatoes to a roasted potato medley, as well as adding a roasted corn and bean salad to salad bars. We are piloting roasted vegetables and will be adding roasted broccoli, roasted carrots, and roasted cauliflower to the rotation of available hot sides. We offered a large variety of local fresh fruits on our salad bars this fall and are continuing to work with our vendors to provide additional variety through the winter months while still meeting Buy American requirements. Finally, we have updated our monthly treat offering at elementary schools to a fruit cup with a small amount of whipped topping instead of the traditional cookie treat. These changes have all been well received by students.

We continue to prioritize culturally relevant foods in the development of new menu options and are focusing on more plant-based proteins. We will be working on our menus for next school year starting in January and plan to do new recipe taste testing with students.





Nutrition Requirements

USDA will publish the final rule “Child Nutrition Programs: Revisions to Meal Patterns Consistent with the 2020 Dietary Guidelines for Americans” in April. The changes expected include a proposed timeline to decrease added sugars in school meals, further reductions in sodium, and potential changes to milk and grain offerings. BSD Nutrition Services has been making incremental changes to our menus and ingredients to ensure we will be ahead of the proposed timelines while ensuring students find offered items acceptable.

We have already begun reducing added sugars in menu items. Some of the changes we have implemented to address added sugars this year include no longer offering chocolate milk at breakfast at any level, offering lower sugar breakfast cereal and no longer offering syrup with breakfast entrees at elementary or middle school. We have also indicated on our breakfast menus items that already meet the proposed added sugar guidelines for individual items. We will be making additional changes to the breakfast menus next school year and continue our transitioning to lower sugar items by incorporating more savory breakfast items.

Sodium reductions have been part of the nutrition updates since the Healthy Hunger Free Kids Act of 2010 and we meet current Target 1a sodium requirements for school year 2023-24. We have continued to adjust ingredients and menu offerings to meet the ongoing reductions. We have transitioned to lower sodium cheeses for nachos and macaroni and cheese. We have also selected lower sodium chicken items, potato products and gravies. Further changes will be made to slowly reduce sodium in ways that students will find acceptable.

ITEM FOR INFORMATION

STUDENT INVESTMENT ACCOUNT ANNUAL REPORT

SUMMARY
The Student Investment Account provides funds to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' behavioral or mental health needs. Oregon school districts receiving SIA grant funds are required to submit periodic grant reports to the state and to present their annual report to their school board.

BACKGROUND
The 2019 Oregon Legislature approved the Student Success Act to invest more funds in public schools and improve student outcomes. About half of these funds go directly to Oregon school districts and eligible charter schools through the Student Investment Account, to be used for two purposes: (1) meet students' mental or behavioral health needs, and (2) increase academic achievement for students, including reducing academic disparities for historically underserved groups of students. Allowable uses of Student Investment Account funds are expanding instructional time, addressing student health and safety, reducing class size and caseloads, and providing a well-rounded education.

The district's Student Investment Account plan for 2020–2023 was adopted by the board in March 2020 and renewed in June 2021. The plan was developed through extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise. It was the result of more than six months of work both internally and externally and was reflective of the needs of the district's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities. Beginning July 1, 2023, Oregon incorporated SIA plan requirements into the Aligning for Student Success Plan, and the district's plan was approved by the board in March 2023.

Each year, all SIA grant recipients are required to:
- Respond to four required annual report questions
- Post the annual report on their website
- Present the annual report to the board in an open meeting with the opportunity for public comment

RECOMMENDATION
Staff will provide information about the district's Student Investment Account annual report for 2022–23. No action is needed.

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.

Student Investment Account Annual Report 2022-2023

School Board Meeting — November 28, 2023

BEAVERTON SCHOOL DISTRICT

Outcomes

Outcome 1: Increase the percentage of students who are reading at or above grade level in grades K-3 and close gaps between focal group students and non-focal students.

Outcome 2: Increase student attendance, mental well-being, and attachment to school.

Outcome 3: Increase the ability of staff to implement culturally relevant instructional practices.

Barriers

- Staffing and Substitute Shortages

BEAVERTON SCHOOL DISTRICT

Expenditures

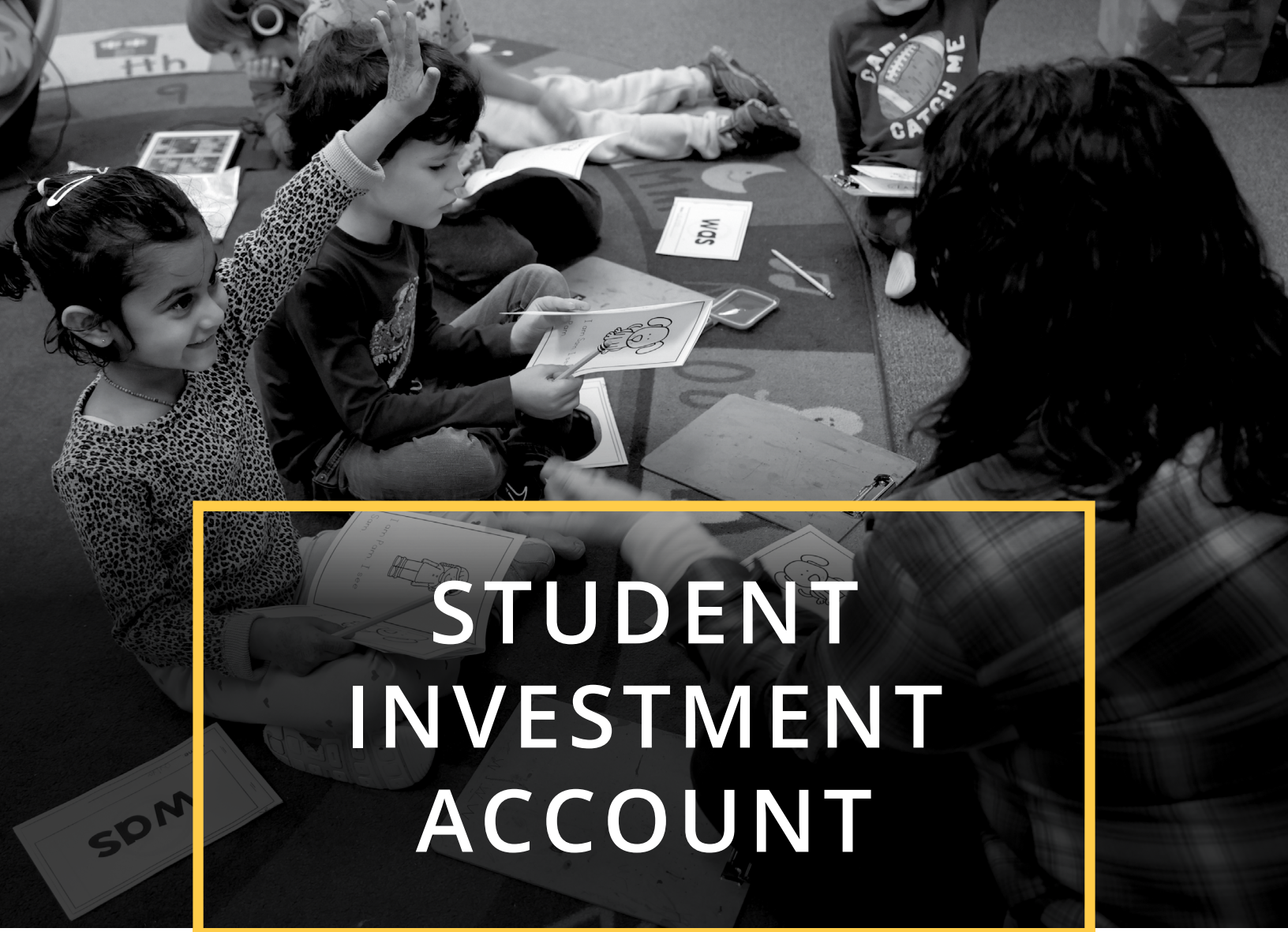
Goal 1: Increase Academic Achievement and Reduce Academic Disparities

$15,356,786

Goal 2: Address Students' Health and Safety Needs

$15,696,156

Question & Comments

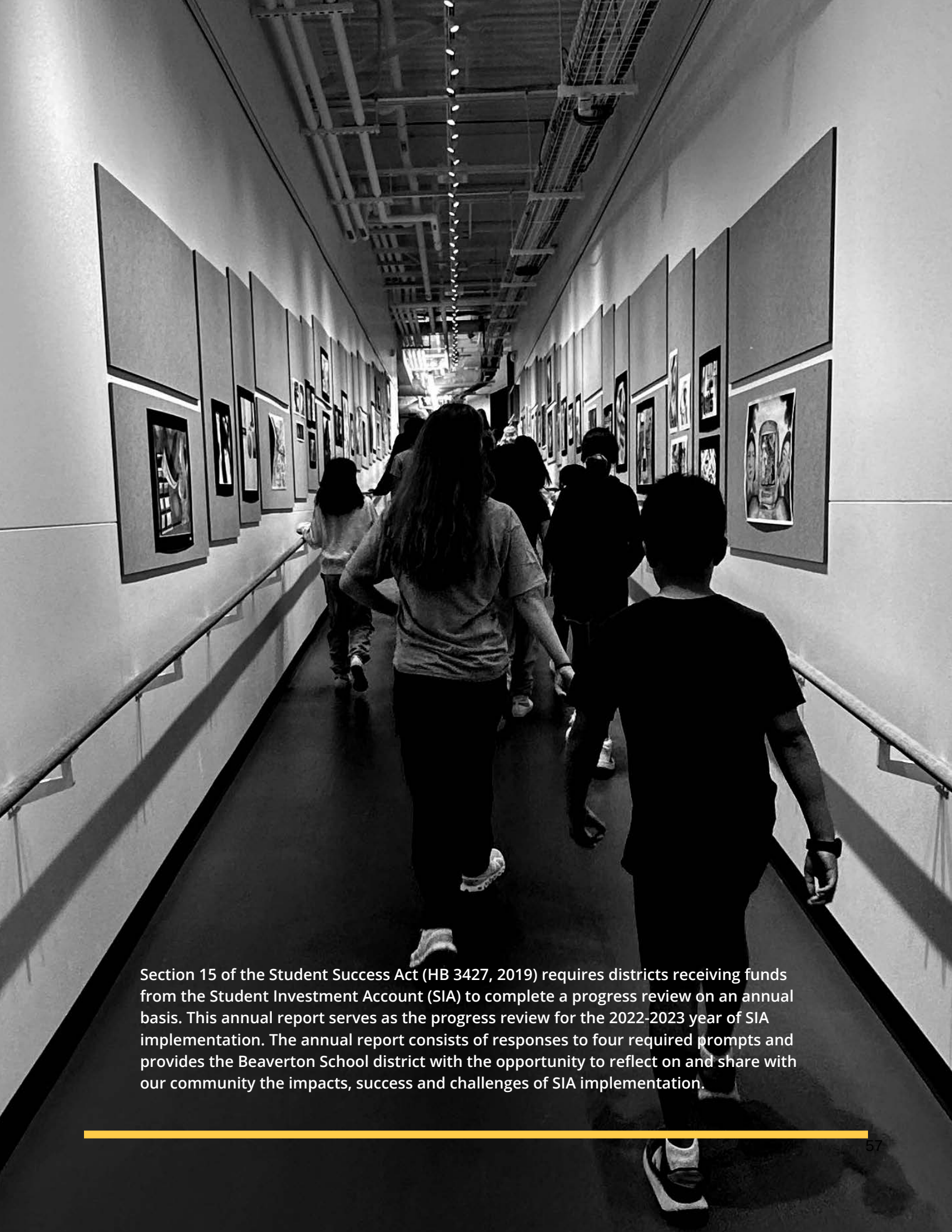


STUDENT INVESTMENT ACCOUNT

ANNUAL REPORT

2022-23

BEAVERTON SCHOOL DISTRICT



Section 15 of the Student Success Act (HB 3427, 2019) requires districts receiving funds from the Student Investment Account (SIA) to complete a progress review on an annual basis. This annual report serves as the progress review for the 2022-2023 year of SIA implementation. The annual report consists of responses to four required prompts and provides the Beaverton School district with the opportunity to reflect on and share with our community the impacts, success and challenges of SIA implementation.

Question 1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Increase student attendance, mental well-being, and well-being in school.

The 2021-22 school year was the first time schools had a comprehensive team of individuals to address the behavioral health and wellness (BH&W) needs of students, as SIA funding allowed the district to hire non-classroom mental health positions to support students . Therefore, the 2022-23 school year marked year two of implementation of these teams. Meetings were held at least monthly by school teams to discuss concerns regarding the needs and steps to success for individual students. BH&W teams analyzed student outcome data regularly to identify needs and improve practice. Additionally, the 2022-23 school year was year two of the district's implementation of Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship. The SIA plan has allowed staff to intervene early and frequently with struggling students to help them experience success and remain in the least restrictive educational environment with access to core instruction. If it were not for the SIA plan, as a district we would continue to rely heavily on the more restrictive supports of Special Education.

Increase the ability of staff to implement culturally relevant instructional practices.

With the addition of a second administrator in the Office of Equity and Inclusion (OEI) during the 2022-23 school year, a great deal of work has been done to expand the district's work around diversity, equity and inclusion. Staff continue to become more skilled and knowledgeable at both gathering and analyzing data for equity gaps and growth opportunities. Additionally, increasing numbers of staff engaged in the Coaching for Educational Equity seminar during the 2022-23 school year to increase the capacity of our district and school leaders to engage in equity-focused leadership, along with a cohort of 19 administrators that participated in facilitator training with WestEd during the summer of 2023 in preparation for engaging all licensed staff districtwide in the Oregon Department of Education's Equity Modules during the 2023-2024 school year. Funds have also been used to train building and department based facilitators for the local facilitation of the Engaging Equity professional learning series.

Increase the percentage of students who are reading at or above grade level in grades K-3.

Forty licensed elementary staff comprised of Academic Coaches, special education resource teachers and classroom teachers participated in the district's second cohort of LETRS training during the 2022-2023 school year. Additionally, during the summer of 2023 a third cohort of licensed elementary staff along with 12 elementary administrators began LETRS training to help support not just students who are identified dyslexic and/or who have dyslexic tendencies, but to support all students at the elementary level by having a better understanding of the Science of Reading and research-based best practices in teaching reading. In addition, reading intervention materials were purchased to support Academic Coaches and teachers of K-3 students.

Question 2

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

The primary barrier to SIA Implementation during the 2022-23 school year was the lack of available staffing resources. This was particularly true regarding the availability of substitutes to allow for professional development, but also true for the hiring of several specialized positions as well.

Impacts of the ongoing staffing shortages included:

- Behavior, Health, and Wellness (BH&W) team members being reallocated to cover sub shortage needs versus being able to fully implement the BH&W plan at the school level.
- A shortage of substitute teachers resulted in an inability to engage in planned professional development and collaboration.

Question 3

SIA implementation includes ongoing engagement with all students, focal students[1], families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.

We continue to expand and sustain our engagement with student, family, staff and community focal groups with an emphasis on affinity-based groups such as the Beaverton Black Parent Union, Bilal Masjid/Cool Islam, Black Student Unions, BMEC/BMAC, Jewish Federation of Greater Portland, KaloHCC, staff AANHPI, student and staff LGBTQ+ affinity groups, and PTCs. Ongoing engagement through the Special Education Parent Advisory council has supported recurring meetings to discuss the Special Education process, use of funds, needs, budgets, and impacts to student services. For ongoing engagement with staff, we are holding quarterly/monthly department meetings with specialized programs, building administrators, and cultural consultancies.



[1] Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

Question 4

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future implementation efforts?

The district's deliberate efforts to engage as many voices as possible from the community, both during the initial SIA process and more recently during the 2022-23 school year as we underwent a comprehensive Strategic Planning process, is evident in the fact that well over 7,800 community members were part of the process. As a district we strongly believe that the inclusion of many voices allows us to better prioritize our efforts and focus on the highest needs, while keeping students at the center of all allocation and spending decisions.



As a district we invested proactively in lower class sizes using an equity-based staffing allocation model, student success teams at each school composed of counselors, English Language Development teachers, nurses, school psychologists, special education teachers, speech and language pathologists, social workers, student success coaches and substance use specialists/drug and alcohol counselors, all as an outcome of community input regarding the prioritization and needs of students.

The primary challenge in administering the SIA grant has been the delay in receiving the grant agreement, and resulting delay in the disbursement of the funds, compared to our staffing timeline. Having a better understanding of the timeline, and a more timely grant allocation that corresponds with the development of our budget each winter, and hiring processes in the spring would allow us to more accurately allocate staffing and funding to schools and programs. We could also begin our recruitment of teachers and specialists much earlier in the hiring season to avoid the challenges of having to staff and hire in the late summer/early fall.

Student Investment Account (SIA) Expenditures 2022-23

Description	Total SIA 2022-23 Expenditures
SIA Goal 1: Increasing academic achievement, including reducing academic disparities for focal populations.	
Equity-based Classroom Investment K-12	$8,541,127
Equity-based Classroom Investment K-2	$4,199,259
K-2 Intervention Specialist Full Time at Title I	$1,133,660
K-3 Literacy PD Dyslexia +Assessments)	$394,529
Middle School Programming (Homework Clubs)	$233,707
Dyslexia Materials Purchase	$50,000
ELD Teachers (Reduces Caseload)	$804,504
	Total **$15,356,786**
SIA Goal 2: Addressing students' health and safety needs.	
College & Career Counselor	$579,692
Nurse/MTSS TOSA	$2,612,827
Social Workers	$4,090,334
Student Success Coaches	$3,438,072
Psychologists	$1,014,677
Resource Room	$1,163,670
SLP	$1,087,892
D&A Counselors (MS)	$191,176
SEL/Behavioral PD	$37,869
NAMI Partnership	$72,742
MLD #2: Facilitators/Liaisons	$606,144
K-12 Equity Training (OCEE)	$211,843
Equity Co-Admin (was TOSA)	$222,752
HR Equity Talent Acquisition	$270,284
Community Engagement Consultant	$96,181
	Total **$15,696,156**
Administrative/Indirect Costs	$500,000
Charter Schools	$507,713
	Total 2022-23 Award **$32,060,655**


BEAVERTON
SCHOOL DISTRICT

ITEM FOR INFORMATION

MONTHLY FINANCIAL UPDATE

SUMMARY
The financial update is provided monthly and includes the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity as required by policy.

BACKGROUND
Attached is the financial report as of October 31, 2023:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2023–24 classroom teacher staffing by school as of October 31, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES

- **State of Oregon Forecast**
  - Another good report for the 2023–2025 biennium

- **General Fund Activity and Forecast**
  - No changes to the forecast this month

- **Grant Report (new)**
  - The business office has put together a report showing grant award amounts for the current year, the original budget and the amount expended through September 30, 2023. This report will be included in the board packet on a quarterly basis.

RECOMMENDATION
Staff will present the monthly financial update for the board to receive and discuss. No action is needed.

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

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of October 31, 2023

($ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	$ 124.0	$ 124.0	$ 138.7	$ -	$ 138.7	$ 138.7
State School Fund:						
State School Fund	305.5	305.5	129.9	-	129.9	309.9
Property Taxes	167.5	167.5	0.3	-	0.3	167.5
Common School Fund	5.4	5.4	-	-	-	5.4
County School Fund	1.0	1.0	0.3	-	0.3	1.0
Local Option Levy	40.5	40.5	-	-	-	40.5
Investment Earnings	4.0	4.0	-	-	-	7.0
NWRESD Appointment	11.1	11.1	-	-	-	11.1
Other	7.3	7.3	1.3	-	1.3	7.3
Total	$ 666.3	$ 666.3	$ 270.5	$ -	$ 270.5	$ 688.4
EXPENDITURES:						
Salaries	$ 304.5	$ 304.5	$ 74.8	$ -	$ 74.8	$ 301.5
Benefits	181.2	181.2	44.1	-	44.1	180.2
Purchased services	37.5	37.5	9.9	8.6	18.5	37.5
Supplies & materials	16.7	16.7	5.4	2.5	7.9	16.7
Capital outlay	0.6	0.6	0.1	0.7	0.8	0.6
Other	3.1	3.1	1.8	0.3	2.1	3.1
Transfers out	6.7	6.7	6.7	-	6.7	6.7
Contingency	116.0	116.0	-	-	-	116.0
Total	$ 666.3	$ 666.3	$ 142.8	$ 12.1	$ 154.9	$ 662.3

Projected Surplus / (Deficit) from Operations	**$ 3.4**
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	**$ 142.1**
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2024 *	**20.6%**

***Projected ending fund balance breakdown:**	Projected EFB	
General Operating Fund	$ 141.6	**20.5%**
Local Option Levy Fund	0.5	**0.1%**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	$ 336.1	$ 336.1	$ 78.0	$ 4.9	$ 82.9	$ 333.1
Support Services	205.3	205.3	56.8	6.9	63.7	204.3
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	8.5	8.5	8.0	0.3	8.3	8.5
Contingencies	116.0	116.0	-	-	-	116.0
Total	$ 666.3	$ 666.3	$ 142.8	$ 12.1	$ 154.9	$ 662.3

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	$ 13,569,000	$ 7,848,458	$ 1,557,099	$ 633,704	$ 2,190,803	16.15%	$ 5,657,655
Categorical	9,932,000	5,665,698	1,914,048	1,983,189	3,897,237	39.24%	1,768,461
Scholarship Fund	550,000	452,759	30,000	25,000	55,000	10.00%	397,759
Grant Fund	144,648,240	5,379,797	24,395,120	10,714,990	35,110,110	24.27%	(29,730,313)
Sustainability Fund	22,600,000	18,900,824	-	-	-	0.00%	18,900,824
Nutrition Services Fund	18,332,235	7,790,291	3,678,739	4,490,407	8,169,146	44.56%	(378,855)
Debt Service Fund	116,516,484	18,245,425	-	-	-	0.00%	18,245,425
Capital Projects Fund	534,962,000	372,762,856	40,141,614	101,014,032	141,155,646	26.39%	231,607,210
Insurance Reserve Fund	11,038,624	11,238,357	2,796,738	917,930	3,714,668	33.65%	7,523,689
Workers' Compensation Fund	5,851,772	4,471,662	872,407	131,767	1,004,174	17.16%	3,467,488
Total	$ 878,000,355	$ 452,756,127	$ 75,385,765	$ 119,911,019	$ 195,296,784		$ 257,459,343

Beaverton School District
Grant Report as of 9/30/23

	2023-24 Award Amount	2023-24 Budget	Actual Expenditures through 9/30/23
Federal			
21st Century Community Learning	$ -	$ 183,114	$ 63,179
ARP - HCY I	-	41,179	7,801
ARP - HCY II	-	218,812	26,954
ARP - Washington County Behavior Health & Wellness	-	95,539	1,025
ESSA Partnerships	-	7,885	-
ESSER II	-	2,800,143	1,896,840
ESSER III	-	20,823,723	3,811,736
Fresh Fruits & Vegetables*	95,000	159,880	-
IDEA	5,701,388	3,324,350	1,180,923
Local Food for Schools (LFS)	-	84,008	-
McKinney Vento*	41,000	-	5,151
Metro Walk & Roll	-	53	-
ODOT Safe Routes to School	-	58,091	14,784
Oregon Department of Human Services Child Care Development*	187,376	20,696	4,868
Perkins	372,105	384,992	79,402
Safe Routes to School	240,000	80,000	457
Teaching Pathways for Bilingual Educators	-	248,498	34,496
Title IA	7,781,702	7,803,838	901,890
Title IC Migrant	707,346	792,514	121,698
Title IC Preschool	37,343	66,967	20,069
Title IC Summer School	-	220,710	111,981
Title IIA	1,021,801	1,444,359	149,166
Title III English Language Acquisition	700,340	1,040,032	393,117
Title III Imimgrant	-	49,133	-
Title IVA	429,879	874,093	377,088
Title VI Indian Education	38,159	38,159	-
	17,353,439	40,860,767	9,202,623
State			
Student Investment Account 2022-23	-	3,437	3,437
Student Investment Account 2023-24	36,895,839	30,389,259	4,843,704
High School Success 2022-23	-	1,983,879	1,983,879
High School Success 2023-24	11,047,835	11,047,835	1,409,861
Early Indicator and Intervention System	112,667	112,667	20,265
Farm to Child Nutrition	140,309	140,309	89,987
Interim/Formative Assessment	-	61,433	-
Oregon Department of Human Services Seamless Transition Summer Employment	-	103,051	35,055
Oregon Department of Transportation Innovative Mobility Program	-	2,118	913
Vision Screening Program*	32,000	32,000	-
OSCIM	-	8,000,000	-
Outdoor School	2,652,865	2,654,189	1,701
Preschool Promise	563,400	563,400	42,323
TAP Absbestos Hazard Assessment	-	5,771	-
	51,444,915	55,099,348	8,431,124
Local			
City of Beaverton Safe Routes to School	20,746	20,746	3,329
Washington County Early Learning & Youth Development	185,000	185,000	43,681
	205,746	205,746	47,010

Beaverton School District
Grant Report as of 9/30/23

	2023-24 Award Amount	2023-24 Budget	Actual Expenditures through 9/30/23
Private			
Beaverton Education Foundation Grants	55,000	138,080	28,589
Children's Institute	116,600	85,829	1,623
Meyer Memorial Trust Native Learning Garden	-	46,727	-
PGE Electric Buses	220,326	543,930	-
Tualatin Soil and Water Conservation District Fir Grove Garden	5,000	5,000	-
	396,926	819,566	30,211
Grand Total	$ 69,401,026	$ 96,985,427	$ 17,710,969

* *Award amounts include estimates for the current year if grant agreement has not yet been received.*

Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

BEAVERTON SCHOOL DISTRICT

2023-24 Classroom Teacher Staffing By School
As of 10/31/23

School	Budgeted Enrollment	10/31/2023 Enrollment	Enrollment Change	Budgeted FTE General Fund	Budgeted FTE Levy	Budgeted FTE SIA	Budgeted FTE ESSER	Budgeted FTE TOTAL	Actual FTE General Fund	Actual FTE Levy	Actual FTE SIA	Actual FTE ESSER	Actual FTE TOTAL
Aloha Huber (K-8)	901	904	3	29.0	9.0	3.0	-	41.0	29.0	9.0	3.0	-	41.0
Barnes	433	436	3	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	-	20.0
Beaver Acres	771	762	(9)	25.0	6.0	4.0	-	35.0	25.0	6.0	4.0	-	35.0
Bethany	428	420	(8)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	-	17.0
Bonny Slope	672	636	(36)	19.0	6.0	2.0	-	27.0	18.0	6.0	2.0	-	26.0
Cedar Mill	337	331	(6)	10.0	2.0	2.0	-	14.0	10.0	2.0	2.0	-	14.0
Chehalem	371	397	26	12.0	3.0	2.0	-	17.0	12.0	3.0	2.0	-	17.0
Cooper Mountain	394	397	3	11.0	3.0	2.0	-	16.0	12.0	3.0	2.0	-	17.0
Elmonica	398	410	12	12.0	3.0	2.0	-	17.0	13.0	3.0	2.0	-	18.0
Errol Hassell	365	341	(24)	10.0	3.0	2.0	-	15.0	9.0	3.0	2.0	-	14.0
Findley	582	558	(24)	15.0	5.0	2.0	-	22.0	15.0	5.0	2.0	-	22.0
Fir Grove	314	343	29	11.0	2.0	2.0	-	15.0	11.0	2.0	2.0	-	15.0
FLEX (K-5)	115	82	(33)	3.0	1.0	-	-	4.0	3.0	1.0		-	4.0
Greenway	258	281	23	7.0	3.0	2.0	-	12.0	7.0	3.0	2.0	-	12.0
Hazeldale	438	433	(5)	13.0	4.0	2.0	-	19.0	13.0	4.0	2.0	-	19.0
Hiteon	472	471	(1)	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	-	19.0
Jacob Wismer	550	576	26	14.0	5.0	2.0	-	21.0	14.0	5.0	2.0	-	21.0
Kinnaman	476	489	13	15.0	4.0	2.0	-	21.0	15.0	4.0	2.0	-	21.0
McKay	259	251	(8)	8.0	2.0	2.0	-	12.0	8.0	2.0	2.0	-	12.0
McKinley	633	649	16	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	-	28.0
Montclair	290	279	(11)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	-	12.0
Nancy Ryles	460	462	2	14.0	3.0	2.0	-	19.0	14.0	3.0	2.0	-	19.0
Oak Hills	495	506	11	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	-	20.0
Raleigh Hills	269	273	4	8.0	3.0	1.0	-	12.0	8.0	3.0	1.0	-	12.0
Raleigh Park	298	304	6	9.0	3.0	1.0	-	13.0	9.0	3.0	1.0	-	13.0
Ridgewood	376	373	(3)	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	-	16.0
Rock Creek	420	425	5	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	-	17.0
Sato	823	844	21	23.0	7.0	3.0	-	33.0	23.0	7.0	3.0	-	33.0
Scholls Heights	617	620	3	18.0	4.0	2.0	-	24.0	18.0	4.0	2.0	-	24.0
Sexton Mountain	439	440	1	13.0	3.0	2.0	-	18.0	13.0	3.0	2.0	-	18.0
Springville	709	731	22	20.0	6.0	2.0	-	28.0	21.0	6.0	2.0	-	29.0
Terra Linda	271	285	14	9.0	2.0	1.0	-	12.0	8.5	2.0	1.0	-	11.5
Vose	685	710	25	22.0	6.0	2.0	-	30.0	22.0	6.0	2.0	-	30.0
West TV	295	293	(2)	7.0	3.0	2.0	-	12.0	8.0	3.0	2.0	-	13.0
William Walker	512	513	1	17.0	4.0	2.0	-	23.0	16.0	4.0	2.0	-	22.0
Elementary School Total	**16,126**	**16,225**	**99**	**478.0**	**136.0**	**67.0**	**-**	**681.0**	**478.5**	**136.0**	**67.0**	**-**	**681.5**
Average Elementary School Staffing Ratio				**33.7**	**26.3**	**23.7**			**33.9**	**26.4**	**23.8**	**-**	

BEAVERTON SCHOOL DISTRICT

2023-24 Classroom Teacher Staffing By School
As of 10/31/23

				Budgeted FTE					Actual FTE				
School	Budgeted Enrollment	10/31/2023 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	659	629	(30)	22.4	5.0	1.0	0.6	29.0	22.4	5.0	1.6	-	29.0
Conestoga	797	839	42	26.6	6.0	1.2	0.8	34.6	26.5	6.0	2.0	-	34.5
Five Oaks	790	780	(10)	27.6	6.2	1.2	0.8	35.8	26.6	6.2	2.0	-	34.8
Highland Park	642	654	12	20.8	4.8	0.8	0.6	27.0	20.8	4.8	1.4	-	27.0
Meadow Park	665	687	22	27.0	5.8	1.0	0.8	34.6	25.9	5.8	1.8	-	33.5
Mountain View	853	810	(43)	31.8	7.4	1.2	1.0	41.4	30.4	7.4	2.2	-	40.0
Stoller	1,001	1,039	38	29.6	7.0	1.2	1.0	38.8	29.3	7.0	2.2	-	38.5
Tumwater	951	962	11	27.8	6.4	1.2	0.8	36.2	28.5	6.4	2.0	-	36.9
Whitford	772	756	(16)	29.0	6.0	1.2	0.8	37.0	28.0	6.0	2.0	-	36.0
Middle School Total	**7,130**	**7,156**	**26**	**242.6**	**54.6**	**10.0**	**7.2**	**314.4**	**238.4**	**54.6**	**17.2**	**-**	**310.2**
Average Middle School Staffing Ratio				**29.4**	**24.0**	**23.2**	**22.7**		**30.0**	**24.4**	**23.1**	**23.1**	
Aloha	1,590	1,601	11	62.2	13.6	2.4	-	78.2	56.4	13.6	2.4	-	72.4
Beaverton	1,428	1,446	18	56.6	11.6	2.2	-	70.4	54.8	11.6	2.2	-	68.6
Mountainside	1,717	1,682	(35)	52.8	12.0	2.4	-	67.2	52.4	12.0	2.4	-	66.8
Southridge	1,405	1,431	26	49.0	11.0	2.0	-	62.0	48.9	11.0	2.0	-	61.9
Sunset	1,874	1,842	(32)	56.0	12.8	2.4	-	71.2	57.0	12.8	2.4	-	72.2
Westview	2,359	2,389	30	74.8	17.0	3.2	-	95.0	74.4	17.0	3.2	-	94.6
High School Total	**10,373**	**10,391**	**18**	**351.4**	**78.0**	**14.6**	**-**	**444.0**	**343.9**	**78.0**	**14.6**	**-**	**436.5**
Average High School Staffing Ratio				**29.5**	**24.2**	**23.4**			**30.2**	**24.6**	**23.8**	**-**	
Arts & Communication Magnet Academy (6-12)	688	665	(23)	25.2	5.0	0.8	-	31.0	23.9	5.0	0.8	-	29.7
Beaverton Academy of Science and Engineering (6-12)	820	847	27	29.8	5.8	1.2	-	36.8	30.2	5.8	1.2	-	37.2
Community School (9-12)	150	137	(13)	7.2	1.2	0.4	-	8.8	6.0	1.2	0.4	-	7.6
FLEX Online School (6-12)	600	413	(187)	19.4	2.4	1.0	-	22.8	19.3	2.4	1.0	-	22.7
International School of Beaverton (6-12)	890	870	(20)	31.6	6.2	1.2	-	39.0	32.1	6.2	1.2	-	39.5
Options Schools Total	**3,148**	**2,932**	**(216)**	**113.2**	**20.6**	**4.6**	**-**	**138.4**	**111.5**	**20.6**	**4.6**	**-**	**136.7**
Average Options Staffing Ratio				**27.8**	**23.5**	**22.7**			**26.3**	**22.2**	**21.4**	**-**	
Address Extreme Class Size K-12	**-**	**-**	**-**	**13.0**	**-**	**-**	**-**	**13.0**	**-**	**-**	**-**	**-**	**-**
District Total	**36,777**	**36,704**	**(73)**	**1,198.2**	**289.2**	**96.2**	**7.2**	**1,590.8**	**1,172.3**	**289.2**	**103.4**	**-**	**1,564.9**

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 202-222 in the 2023-24 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

Class size FTE adopted in ESSER at the middle school level will now be funded by SIA.

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

Beaverton School District
Portfolio Management
Portfolio Summary
October 31, 2023

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	5,000,000.00	4,832,650.00	4,836,100.00	1.01	439	2.750
Commercial Paper Disc. -At Cost	30,000,000.00	29,031,038.82	29,019,056.96	6.06	201	5.689
Federal Agency Coupon Securities	69,400,000.00	68,809,315.00	69,389,990.00	14.49	199	4.430
Federal Agency Disc. -At Cost	102,000,000.00	100,151,490.00	99,418,100.27	20.76	121	5.265
Treasury Coupon Securities	180,000,000.00	171,171,250.00	171,059,737.50	35.72	378	3.253
Treasury Discounts -At Cost	55,000,000.00	54,129,430.27	53,721,520.27	11.22	105	5.206
LGIP	51,482,684.79	51,482,684.79	51,482,684.79	10.75	1	3.750
Investments	**492,882,684.79**	**479,607,858.88**	**478,927,189.79**	**100.00%**	**217**	**4.256**

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	3,096,481.93	8,475,462.80
Average Daily Balance	**488,129,826.61**	
Effective Rate of Return	**7.47%**	

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

_____ _____

Beaverton School District, Prepared By Business Office

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

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency									
Federal Farm Credit Bank									
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024		25,000,000.00	25,034,300.00	24,531,250.00		5.22
				Subtotal	**25,000,000.00**	**25,034,300.00**	**24,531,250.00**	**35.00**	**5.23**
Federal Home Loan Bank									
3130AULY8	11322	Federal Home Loan Bank	07/26/2024		5,000,000.00	5,000,000.00	4,973,050.00		1.04
3130AUJ62	11323	Federal Home Loan Bank	01/26/2024		5,900,000.00	5,900,000.00	5,892,035.00		1.23
3130AVFX5	11328	Federal Home Loan Bank	03/30/2024		15,000,000.00	15,000,000.00	14,961,150.00		3.13
3130ATNX1	11344	Federal Home Loan Bank	04/26/2024		3,500,000.00	3,488,940.00	3,488,380.00		0.72
3130ATNX1	11345	Federal Home Loan Bank	04/26/2024		5,000,000.00	4,984,200.00	4,983,400.00		1.04
3130ATXN2	11346	Federal Home Loan Bank	05/22/2024		5,000,000.00	4,982,550.00	4,981,250.00		1.04
3130AWQ78	11348	Federal Home Loan Bank	04/01/2024		5,000,000.00	5,000,000.00	4,998,800.00		1.04
313384PY9	11337	Federal Home Loan Bank	12/01/2023		15,000,000.00	14,616,466.67	14,871,900.00		3.05
313384PG8	11338	Federal Home Loan Bank	11/15/2023		10,000,000.00	9,810,250.00	9,937,500.00		2.04
313384YC7	11351	Federal Home Loan Bank	06/14/2024		20,000,000.00	19,266,522.22	19,366,600.00		4.02
313384SD2	11352	Federal Home Loan Bank	01/23/2024		5,000,000.00	4,915,333.33	4,940,650.00		1.02
313384UL1	11353	Federal Home Loan Bank	03/18/2024		5,000,000.00	4,877,256.94	4,901,800.00		1.01
313384WR6	11354	Federal Home Loan Bank	05/10/2024		5,000,000.00	4,840,400.00	4,868,100.00		1.01
313384WR6	11355	Federal Home Loan Bank	05/10/2024		5,000,000.00	4,840,400.00	4,868,100.00		1.01
313384WR6	11356	Federal Home Loan Bank	05/10/2024		7,000,000.00	6,776,560.00	6,815,340.00		1.41
313384QR3	11358	Federal Home Loan Bank	12/18/2023		20,000,000.00	19,759,011.11	19,865,600.00		4.12
313384VM8	11369	Federal Home Loan Bank	04/12/2024		5,000,000.00	4,881,000.00	4,884,541.67		1.01
313384YF0	11370	Federal Home Loan Bank	06/17/2024		5,000,000.00	4,834,900.00	4,838,427.78		1.01
				Subtotal	**146,400,000.00**	**143,773,790.27**	**144,436,624.45**	**35.00**	**30.02**
				Total	**171,400,000.00**	**168,808,090.27**	**168,967,874.45**	**100.00**	**35.25**
Corporate Indebtedness									
Apple Corp									
037833DF4	11357	Apple Corp	01/13/2025		5,000,000.00	4,836,100.00	4,832,650.00		1.01
				Subtotal	**5,000,000.00**	**4,836,100.00**	**4,832,650.00**	**5.00**	**1.01**
Credit Agricole CIB NY									
22533TFD3	11360	Credit Agricole CIB NY	06/13/2024		5,000,000.00	4,811,229.17	4,816,688.85		1.00
22533TEF9	11371	Credit Agricole CIB NY	05/15/2024		5,000,000.00	4,847,854.17	4,851,638.89		1.01
				Subtotal	**10,000,000.00**	**9,659,083.34**	**9,668,327.74**	**5.00**	**2.02**

CUSIP	Investment #	Issuer	Maturity Date		Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness									
MUFG Bank									
62479LFD2	11359	MUFG Bank LTD/NY	06/13/2024		5,000,000.00	4,810,166.67	4,816,688.85		1.00
62479LEF8	11372	MUFG Bank LTD/NY	05/15/2024		5,000,000.00	4,847,854.17	4,851,638.89		1.01
				Subtotal	**10,000,000.00**	**9,658,020.84**	**9,668,327.74**	**5.00**	**2.02**
Toyota Cap Corp									
89233GEG7	11364	Toyota Cap Corp	05/16/2024		5,000,000.00	4,839,186.11	4,848,419.44		1.01
89233GDG8	11365	Toyota Cap Corp	04/16/2024		5,000,000.00	4,862,766.67	4,871,966.67		1.01
				Subtotal	**10,000,000.00**	**9,701,952.78**	**9,720,386.11**	**5.00**	**2.03**
				Total	**35,000,000.00**	**33,855,156.96**	**33,889,691.59**	**35.00**	**7.07**
OR Treas Local Govt Inv Pool									
Local Government Inv Pool									
LGIP 4010	FUND 000	LGIP			28,400,180.73	28,400,180.73	28,400,180.73		5.93
LGIP 5173	FUND 300	LGIP			753,045.75	753,045.75	753,045.75		0.15
LGIP 4972	FUND 417	LGIP			9,201,925.46	9,201,925.46	9,201,925.46		1.92
LGIP 6440	FUND 418	LGIP			13,127,532.85	13,127,532.85	13,127,532.85		2.74
				Subtotal	**51,482,684.79**	**51,482,684.79**	**51,482,684.79**	**100.00**	**10.75**
				Total	**51,482,684.79**	**51,482,684.79**	**51,482,684.79**	**100.00**	**10.75**
US Treasuries									
US Treasuries									
91282CEH0	11366	Treasury Bill	04/15/2025		5,000,000.00	4,813,950.00	4,813,950.00		1.00
912797GC5	11363	Treasury Bill	01/11/2024		5,000,000.00	4,939,133.33	4,947,933.33		1.03
912797HG5	11367	Treasury Bill	04/25/2024		3,000,000.00	2,923,225.83	2,921,790.00		0.61
912797GB7	11368	Treasury Bill	07/11/2024		7,000,000.00	6,753,180.00	6,745,900.00		1.41
91282CCX7	11276	U.S. Treasury	09/15/2024		50,000,000.00	47,257,450.00	47,646,500.00		9.86
91282CDS7	11277	U.S. Treasury	01/15/2025		55,000,000.00	52,490,625.00	52,142,750.00		10.96
9128282N9	11279	U.S. Treasury	07/31/2024		15,000,000.00	14,746,875.00	14,590,950.00		3.07
912828ZW3	11286	U.S. Treasury	06/30/2025		20,000,000.00	18,410,937.50	18,381,200.00		3.84
91282CCG4	11287	U.S. Treasury	06/15/2024		15,000,000.00	14,283,300.00	14,461,500.00		2.98
91282CCT6	11350	U.S. Treasury	08/15/2024		20,000,000.00	19,056,600.00	19,134,400.00		3.97
912797FJ1	11336	U.S. Treasury	11/09/2023		5,000,000.00	4,891,451.39	4,994,100.00		1.02
912797GD3	11343	U.S. Treasury	01/18/2024		5,000,000.00	4,869,277.78	4,942,450.00		1.01
912796YT0	11347	U.S. Treasury	11/02/2023		15,000,000.00	14,782,553.33	14,997,750.00		3.08
912797FS1	11361	U.S. Treasury	06/13/2024		10,000,000.00	9,650,791.67	9,676,400.00		2.01
912797JC2	11362	U.S. Treasury	02/06/2024		5,000,000.00	4,911,906.94	4,928,193.05		1.02
				Subtotal	**235,000,000.00**	**224,781,257.77**	**225,325,766.38**	**100.00**	**46.93**
				Total	**235,000,000.00**	**224,781,257.77**	**225,325,766.38**	**100.00**	**46.93**
				Grand Total	**492,882,684.79**	**478,927,189.79**	**479,666,017.21**		

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

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	17	154,300,180.73	151,610,545.45	31.65	5.029	121
Fund: 300 Debt Service						
Subtotal	2	4,253,045.75	4,241,985.75	0.89	5.137	146
Fund: 417 Capital Projects Taxable						
Subtotal	4	24,201,925.46	23,849,110.18	4.98	4.688	58
Fund: 418 Bond Issue Fund						
Subtotal	22	310,127,532.85	299,225,548.41	62.49	3.863	280
Total and Average	**45**	**492,882,684.79**	**478,927,189.79**	**100.00**	**4.284**	**217**

CONSENT AGENDA — ITEM FOR ACTION

PERSONNEL ACTIONS

SUMMARY
A list of employees is being recommended by the superintendent for approval of routine personnel actions, including employment, leaves of absence, and resignation/retirement of teachers and administrators.

RECOMMENDATION
The superintendent recommends the board approve the personnel actions as submitted in board materials.

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.

CONSENT AGENDA — ITEM FOR ACTION

APPROVAL OF BOARD MEETING MINUTES

SUMMARY
Minutes of board meetings are drafted by staff and reviewed and approved by the school board at a subsequent meeting.

RECOMMENDED ACTION
Approve minutes for the following board meetings:
- October 24, 2023 – Work Session
- October 24, 2023 – Business Meeting
- November 14, 2023 – Study Session
- November 14, 2023 – Executive Session

SUGGESTED MOTION IF REMOVED FROM CONSENT AGENDA, WITHOUT REVISION
MOTION: I move to approve the board meeting minutes as submitted.

SUGGESTED MOTION IF REMOVED FROM CONSENT AGENDA, WITH REVISION
MOTION: I move to approve the board meeting minutes with a revision, _____.

or

MAIN MOTION: I move to approve the board meeting minutes.
AMENDMENT: I move to amend the minutes to _____.
VOTE on approval of amendment.
Then, VOTE on approval of the board meeting minutes as amended.

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

BEAVERTON SCHOOL DISTRICT
School Board Work Session
District Office, 1260 NW Waterhouse Ave.
Tuesday, October 24, 2023, 5:30 p.m.

DRAFT MEETING MINUTES – BOARD WORK SESSION OCTOBER 24, 2023

Board Members Present:	**Board Members Absent:**
Dr. Karen Pérez, Chair	Susan Greenberg
Sunita Garg, Vice Chair *(virtually)*	
Dr. Melissa Potter	
Ugonna Enyinnaya *(arrived at 5:34)*	
Justice Rajee	
Dr. Tammy Carpenter	

Staff Present:	
Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent for Teaching & Learning
Dr. Carl Mead	Deputy Superintendent for Operations & Support Services
Michael Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Shellie Bailey-Shah	Public Communications Officer
Camellia Osterink	General Counsel
Steve Sparks	Administrator for Long Range Planning
Robert McCracken	Facilities Planning Coordinator

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the work session to order at 5:30 p.m. She noted five board members would be present in person, with Ugonna Enyinnaya arriving shortly, and Sunita Garg was attending virtually. Susan Greenberg was not able to attend.

II. LONG-RANGE FACILITIES PLANNING

Steve Sparks, Administrator for Long-Range Planning, Dr. Carl Mead, Deputy Superintendent for Operations and Support Services, and Robert McCracken, Facilities Planning Coordinator, presented on long-range facilities planning. The state requires large school districts to have a 10-year long-range facilities plan (LRFP) to guide facility investments. The district's current LRFP was adopted in June 2021 and Mr. Sparks said a new LRFP would be developed and adopted in advance of any future bond package. Mr. McCracken shared enrollment trends and forecasts, showing how enrollment is down since the pandemic and projected to continue to decline back down to 2000–01 student numbers in the next decade; meanwhile the district now is operating several more school buildings.

Staff shared that the district will assemble a facility planning committee composed of diverse community members that will advise the superintendent on long-range planning needs. The committee will receive regular updates on enrollment, facility utilization and other topics; study specific issues and questions;

draft

and provide input on certain district plans such as facility condition assessments, long-range facilities plans, and future bond planning. Staff then answered questions from board members about facilities planning.

III. SUPERINTENDENT EVALUATION PROCESS

The board had a discussion with Dr. Balderas about the process for his yearly performance evaluation. Dr. Balderas talked about the building blocks of the strategic plan and specific targets in these areas set as goals to achieve in 2023–24, including expanding dual language programming, streamlining the curriculum adoption process, developing and implementing a districtwide assessment framework, and continuing to communicate with the community. The superintendent evaluation process and goals would be presented as an item for future action in the October 24 business meeting later that evening, and the board would vote on approval of the item for action at the next business meeting November 28.

IV. CLOSE MEETING

Dr. Pérez adjourned the work session at 6:43 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING OCTOBER 24, 2023

Board Members Present:	**Board Members Absent:**
Dr. Karen Pérez, Chair	Susan Greenberg
Sunita Garg, Vice Chair *(virtually)*	
Dr. Melissa Potter	
Ugonna Enyinnaya	
Justice Rajee	
Dr. Tammy Carpenter	

Staff Present:	
Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent for Teaching & Learning
Dr. Carl Mead	Deputy Superintendent for Operations & Support Services
Michael 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
Dr. Toshiko Maurizio	Administrator for Multilingual Programs
Veronica Galvan	Administrator for Curriculum, Instruction & Assessment
Kristina Hauss	Research & Evaluation Specialist

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:00 p.m. She acknowledged that six board members were present — five attending in-person, and Sunita Garg attending virtually — and Susan Greenberg was excused. The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

A. *Rohan Shah, Smashing Barriers*

Sunset High School junior Rohan Shah was recognized for his efforts with his nonprofit Smashing Barriers, working to encourage a love of tennis and increased confidence in local area youth. The organization's aim is to change and advance the lives of young people through tennis, while helping remove racial, economic and social barriers to success in the sport.

B. *Sirenia Gonzalez, Migrant Educator of the Year*

Sirenia Gonzalez has been named the Migrant Educator of the Year by the Oregon Department of Education. Sirenia was selected in recognition of her work as BSD's Migrant Education Program Pre-K Specialist. In this role, Ms. Gonzalez has been an outstanding supporter of BSD's pre-K students, their families and the overall Migrant Education Program.

C. *Diane Fitzpatrick, Outstanding PLTW Administrator Award*
Diane Fitzpatrick, principal of Beaverton Academy of Science & Engineering (BASE), has been recognized with the 2023–24 Outstanding Project Lead the Way (PLTW) Administrator Award. The award honors Ms. Fitzpatrick's commitment to providing students with meaningful learning experiences through PLTW programs. The Beaverton educator is one of only 14 administrators across the U.S. to earn the award.

III. SUPERINTENDENT'S REPORT
A. *Comments by the Superintendent*
Superintendent Gustavo Balderas shared his thoughts and prayers for everyone affected by the tragic events in the Middle East. Student safety and wellbeing is his paramount concern, and any student or family who feels unsafe can reach out to a trusted BSD staff member or report any harassment or other incidents through the district's new bias reporting tool that is being launched. He spoke about high school start times and noted that in order to have high schools start later to be better for adolescent students' learning and wellbeing, all schools' start times would need to change, to allow for school bus transportation. Lastly, he talked about staff shortages in Beaverton, statewide and nationally. The district's recent job fairs are helping to hire staff.

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 9 speakers — 8 in-person and 1 virtually. The board also received 48 written public comments.

V. ITEMS FOR INFORMATION
A. *Dual Language Expansion Plan* – Presenters: Dr. Toshiko Maurizio and Dr. Josh Fritts
The expansion of dual language programs is a priority area outlined in the district's strategic plan. The district is working to expand dual language programs over time, with the eventual end goal that students in all areas across the district will have the option to choose dual language learning. Results from a survey of BSD families during the 2022–23 school year indicated a high level of interest in dual language programming, with Spanish as families' preferred language and Mandarin Chinese as the next most preferred language for dual language learning.

Multilingual Programs Administrator Dr. Toshiko Maurizio and Executive Administrator for Teaching & Learning Dr. Josh Fritts shared the next phase of the district's plan to expand dual language programming in the 2024–25 and 2025–26 school years. Phase 1 of the expansion began this school year with the addition of a Spanish dual language program at William Walker Elementary School, starting with kindergarten. Phase 2 of the expansion in the 2024–25 school year will add a Mandarin Chinese dual language program at Jacob Wismer starting with kindergarten, a Spanish dual language program at Hazeldale starting with kindergarten, and a Spanish dual language pre-K program at McKinley; William Walker will expand its new Spanish dual language program to grades K–1. Phase 3 of the expansion in the 2025–26 school year will add Spanish dual language at McKinley starting with kindergarten; Jacob Wismer and Hazeldale will expand their DL programs to grades K–1; and William Walker will expand DL to grades K–2. Transportation to dual language programs will be provided to students residing in selected nearby attendance areas. Family engagement sessions will be held to share information to families who may be interested in dual language learning, and an application process and timeline will be provided.

B. *Department Report: Technology* – Presenter: Steve Langford

Draft

Chief Information Officer Steve Langford provided information and answered board members' questions about district technology systems, recent and planned improvements, student and staff user experience, and developments such as generative artificial intelligence. A written report is attached in BoardBook.

C. *Hillsboro School District Property* – Presenter: Dr. Carl Mead
Hillsboro School District has acquired a property, known as the Oberg property, which is located within the service boundary of Beaverton School District, adjoining another parcel HSD owns on the Hillsboro side of the boundary. The purpose of HSD's acquisition is to own land that could be used as a new high school and/or elementary school site in the future should the need arise. The property is outside the current urban growth boundary. The UGB would need to be extended to include the property and HSD would need to obtain written permission from the BSD school board before it could operate a school on the site. Deputy Superintendent for Operations & Support Services Dr. Carl Mead provided information about the property and processes, and answered questions from board members. Detailed information is attached in BoardBook.

The board recessed for a brief break from 8:31–8:39 p.m.

D. *Division 22 Compliance Report* – Presenters: Dr. Josh Fritts, Veronica Galvan and Kristina Hauss
Each year, Oregon school districts must evaluate compliance with the Oregon Standards for Public Elementary and Secondary Schools, and report compliance and corrective actions to the Oregon Department of Education and to the community in a public meeting of the board. For the 2022–23 school year, staff have conducted an internal audit and have determined that the district was in compliance with 55 of 58 Division 22 requirements. The district has corrective action plans underway to get back on cycle with curriculum adoptions and meet requirements for minutes of physical education received by middle school students. The detailed report is attached in BoardBook and will be posted on the district website.

E. *Financial Update* – Presenter: Michael Schofield
Associate Superintendent Mike Schofield presented a monthly financial update to the Board for review and discussion. The financial update included the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity. The detailed report is attached in BoardBook.

F. *Review Policy DFA Investment of Funds* – Presenter: Michael Schofield
Board Policy DFA Investment of Funds requires annual review by the administration and school board. No changes in the policy were recommended.

G. *Discuss Board Meeting Schedule* – Presenter: Dr. Karen Pérez
The board discussed the current schedule of board meetings and whether changes may be needed. By consensus the board will shift the start time of early evening board sessions from 5:30 to 5:45 p.m. The monthly board business meetings will continue to start at 7 p.m.

VI. CONSENT AGENDA – Presenter: Dr. Karen Pérez
A. *Approve Personnel Actions*
B. *Approve Board Meeting Minutes*
   i. School Board Work Session, September 26, 2023
   ii. School Board Business Meeting, September 26, 2023
C. *Approve Public Contracts*
Justice Rajee moved and Sunita Garg seconded to approve the consent agenda as submitted. The motion passed unanimously 6:0.

VII. ITEM FOR ACTION

A. *Board Policy Revisions* – Presenter: Camellia Osterink, Kerry Delf

a. GBL Personnel Records *(revise)*, GBLA Disclosure of Information *(delete)*
b. IB Freedom of Expression *(revise)*
c. JHFE/GBNAB & JHFE/GBNAB-AR Suspected Abuse of a Child Reporting Requirements *(adopt),* JHFE & JHFE-AR Reporting of Suspected Abuse of a Child *(delete)*
d. JHFF/GBNAA Suspected Sexual Conduct With Students and Reporting Requirements *(adopt),* JHFF Reporting Requirements Regarding Sexual Conduct With Students *(delete)*

Justice Rajee moved and Sunita Garg seconded to approve the proposed policy revisions, adoptions and deletions as submitted. The motion passed unanimously 6:0.

IX. ITEM FOR ACTION AT A FUTURE MEETING

A. *Superintendent Evaluation Process* – Presenter: Dr. Gustavo Balderas, Dr. Karen Pérez

The board formally evaluates the superintendent's job performance each year. The superintendent's performance goals and process for evaluation are established in advance. The proposed process and goals, attached in BoardBook, were discussed at greater length by the superintendent and school board in the work session preceding this meeting. The board will vote on approval at the next business meeting on November 28.

B. *Board Operating Agreements* – Presenter: Dr. Karen Pérez, Mike Scott

The board discussed and provided feedback on the current draft of board operating agreements. Board members discussed revisions including adjusting section 4.C.e regarding responding to communications sent to all board members, and clarifying the intent of section 4.D.a and 4.D.b regarding communication with staff. The draft operating agreements are attached in BoardBook. The draft will be revised following the board's discussion and considered for approval at the next business meeting on November 28.

C. *Board Policy Revisions* – Presenter: Camellia Osterink, Kerry Delf

a. GBEB Communicable Diseases - Staff
b. GBEDA & GBEDA-AR Drug Testing of Bus Drivers
c. JHCC & JHCC-AR Communicable Diseases - Students
d. GCBDA Family Medical Leave
e. IIBGA Electronic Communications Systems

The district's General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented policy revisions for consideration and shared information about the proposed policy updates including changes in state law. The proposed policy changes and additional information are attached in BoardBook.

X. BOARD COMMUNICATION

A. *Comments and Committee Reports by Individual Board Members*

Board members shared individual comments on topics including helping students families feel safe during the ongoing conflict in the Middle East, upcoming periodic data reports from the Youth Service Officer program, gratitude for the programs tour board members took, the recent Community Partners Equity & Inclusion Summit, the work of the Beaverton Education Foundation, visits to the Merlo Station campus and the Mountainside Honor Society, and appreciation for the new mechanism for reporting bias incidents and the information campaign about it.

XI. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 9:46 p.m.

draft

DRAFT MEETING MINUTES – BOARD STUDY SESSION NOVEMBER 14, 2023

Board Members Present:	**Board Members Absent:**
Dr. Karen Pérez, Chair	
Sunita Garg, Vice Chair	
Susan Greenberg	
Dr. Melissa Potter	
Ugonna Enyinnaya	
Justice Rajee	
Dr. Tammy Carpenter	

Staff Present:	
Dr. Gustavo Balderas	Superintendent
Dr. Heather Cordie	Deputy Superintendent for Teaching & Learning
Dr. Carl Mead	Deputy Superintendent for Operations & Support Services
Michael Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Camellia Osterink	General Counsel
Shellie Bailey-Shah	Public Communications Officer
Jessica Jones	Budget Manager
Sarah Weiland	Executive Assistant to the Superintendent & Board Secretary

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 5:45 p.m. She acknowledged that all seven board members were attending in-person. In her introductory remarks she noted her experience as a child who experienced unrest in her home country, expressed her compassion for the students, teachers and families affected by turmoil and violence in the Middle East and elsewhere, and encouraged families to connect with school counselors and other school resources to help students through this difficult time.

II. BUDGET PROCESS & FORECAST

Presenters: Mike Schofield, Jessica Jones

Associate Superintendent for Business Services Michael Schofield and Budget Manager Jessica Jones presented and answered questions regarding current and projected funding sources and uses, an overview of the budget process and timeline, and a review of the most recent enrollment and financial data.

The district's 2023–24 all funds budget totals $1,544,321,757. The presented overview, including a breakout of revenues and expenditures including grant, bond and levy funds, is available in board

meeting materials. Mr. Schofield explained that while general fund reserve levels are currently high, budget projections through 2027 show these additional funds will be needed to offset lower revenues in coming years.

Questions and discussion included the spendout and expiration of ESSER pandemic relief funds and positions including the large increase in social workers and other behavioral health and wellness staff that had been funded with temporary resources, state and federal funding for school nutrition and whether there was an opportunity to provide free breakfast and lunch to every child, how school staffing was allocated, and the feasibility of sustaining a business model in which necessary costs grow at a higher rate than state funding for schools.

III. SCHOOL STAFFING ALLOCATION METHODOLOGY

Presenters: Mike Schofield, Jessica Jones, Dr. Heather Cordie

Business office and teaching & learning staff provided an overview of the district's school staffing allocation methodology (SAM), an equity funding model that was developed in 2019 after a robust, multi-year study, and implemented in the 2020–21 school year. The primary driver of the new methodology was to provide more equitable funding across schools in the district, recognizing that students living in poverty need additional supports, and that all schools serve students living in poverty, but at different levels. The SAM model was developed with representation from elementary, middle, high and option schools, teaching & learning, special education, multilingual programs, technology, human resources and business office, and also feedback from students, staff and community members. In addition, staffing models from all over the country were reviewed. Funding and staffing allocations are complex and this model will flex with revisions when needed.

IV. CLOSE MEETING

Dr. Pérez adjourned the board's study session at 7:50 p.m.

CONSENT AGENDA – ITEM FOR ACTION

PUBLIC CONTRACTS AUTHORIZATION

SUMMARY
School board action is required to authorize the attached public contract items. The authorization of contracts for expenditures above the threshold of delegated authority is a routine board action that appears under the consent grouping of the board agenda.

BACKGROUND
Board action is required to authorize the superintendent or a designee to obligate the district for the attached public contract items. The table contains summary information and the following sheets provide additional details about each of the contracts for which authorization is sought.

Board policies DJ District Purchasing, DJCA Personal Services Contracts, and DJC Bidding Requirements and administrative regulations DJ-AR, DJCA-AR, and DJC-AR articulate the school district's public contracting rules in accordance with state recommended model rules.

Appropriate public contracting rules and bidding procedures have been complied with before recommending the attached contracts for board approval.

RECOMMENDATION
The superintendent recommends the board authorize the superintendent or a designee to obligate the district for the public contract items listed herein.

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.

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Secondary Music Program Equipment	Veronica Galvan, Administrator for Curriculum, Instruction and Assessment	OMNIA Partners Region 4 Education Service Center Cooperative Contract #R191204	Wenger Corporation	$228,035.28	11/2023	06/2024	Authorization to Award Contract
Architectural & Engineering (A/E) Services for Substantial Building Renovations and/or Additions to Allen Transportation Facility	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21-0025E	Opsis Architecture LLP	$162,633.00	01/2024	06/2024	Authorization to Award Contract
Key Box Installation for District-Wide Rekey Project	Ron Umali, Administrator for Maintenance Services	State of Minnesota SWIFT Cooperative Contract #221500	Paladin Technologies (USA), Inc.	$361,004.50	01/2024	04/2024	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Secondary Music Program Equipment

- **Contract Scope:** Procurement of secondary music program equipment
- **Contract Timeline:** 11/2023 – 06/2024
- **Contract Amount:** $228,035.28
- **Contractor/Vendor:** Wenger Corporation
- **Funding Source:** 2022 Bond; Music Program Critical Equipment
- **Solicitation Method:** OMNIA Partners Region 4 Education Service Center Cooperative Contract #R191204
- **Recommended By:** Veronica Galvan, Administrator for Curriculum, Instruction and Assessment

ASSOCIATED PROJECT: Secondary Music Program Equipment

- **Project Scope:** Procurement of district-wide fine arts program equipment
- **Project Budget:** $2,500,000
- **Project Timeline:** 11/2023 – 06/2024

BACKGROUND: Secondary music program equipment is included in the 2022 bond program for the purchase of equipment and furniture based on current inventory, condition and need. Purchases are planned for 16 secondary schools to include workstations, music and instrument storage, chairs and chair carts, choral risers, podiums, acoustic shells and additional equipment.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Wenger Corporation, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architectural and Engineering (A/E) Services for Substantial Building Renovations and/or Additions for Allen Transportation Facility

- **Contract Scope:** Architectural and Engineering (A/E) Services for Substantial Building Renovations and/or Additions for Allen Transportation Facility
- **Contract Timeline:** 01/2024 – 06/2024
- **Contract Amount:** $162,633
- **Contractor/Vendor:** Opsis Architecture LLP
- **Funding Source:** 2022 Bond; Allen Transportation Replacement
- **Solicitation Method:** Request for Proposal (RFP) 21-0025E
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Allen Transportation Replacement

- **Project Scope:** Allen Transportation Facility Replacement
- **Project Budget:** $11,000,000
- **Project Timeline:** 01/2024 – 07/2027

BACKGROUND: The 2022 bond measure approved by voters included funds for the replacement or substantial renovation to the Allen Transportation Facility. This contract will provide site analysis, programming, conceptual plan options and cost opinions for the project. After this initial phase of design is complete, it is anticipated that this contract will be amended to add the full scope A/E services for a total contract value of approximately $1.3 million.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Opsis Architecture LLP, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Key Box Installation for District-Wide Rekey Project

- **Contract Scope:** Key box installation and key card access system (Lenel) integration
- **Contract Timeline:** 01/2024 – 04/2024
- **Contract Amount:** $361,004.50
- **Contractor/Vendor:** Paladin Technologies (USA) Inc.
- **Funding Source:** 2014 Bond
- **Solicitation Method:** State of Minnesota SWIFT Cooperative Contract #221500
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: District-Wide Rekeying

- **Project Scope:** Rekey doors and upgrade key storage/access district-wide
- **Project Budget:** $2,979,666
- **Project Timeline:** 07/2023 – 08/2024

BACKGROUND: To support the district rekeying project, we are installing key boxes with card reader access (rather than assigned pin-code access) in order to provide the same level of security as our existing Lenel system. Key boxes will need power and network access along with the ability to interface with the Lenel access control system.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Paladin Technologies (USA) Inc., subject to obtaining terms acceptable to district administration.

CONSENT AGENDA — ITEM FOR ACTION

APPROVE SUPPLEMENTAL DOCUMENTS TO THE SOCIAL SCIENCE ADOPTION

SUMMARY
To ensure compliance with OAR 581-022-2350, ODE has recommended that four items related to the May 2022 social science instructional materials adoption should be submitted to the Beaverton School Board for approval.

BACKGROUND
In May 2022, the Beaverton School Board approved the social science materials adoption for grades K-5 and 9-12. ODE has recommended the following items be submitted to the Beaverton School Board for approval in order to meet all requirements in OAR 581-022-2350:

1. Program titles of instructional materials to be bundled to create the core component of instruction for grade levels 9-12.
2. Copyright dates of all instructional materials selected for grade levels 9-12, including primary resources, supplemental books, and the programs to be bundled to create the core component of instruction.
3. Completed criteria checklist demonstrating the degree to which the proposed instructional materials meet criteria established by the State Board of Education.
4. Statement of assurance that the proposed instructional materials will comply with the most current National Instructional Materials Access Center specifications regarding accessibility.

RECOMMENDATION
The superintendent recommends the board approve the following supplemental items related to the 2022 social science instructional materials adoption:

1. Social Science 9-12 Instructional Materials List
2. Social Science 9-12 Supplemental Materials List
3. Social Science K-5 and 9-12 Criteria Checklists
4. Social Science Statement of Assurance of Accessibility Standards

SUGGESTED MOTION IF REMOVED FROM CONSENT AGENDA
I move that the board approve the supplemental documents for the social science adoption as submitted.

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.

Program Title	Instructional Material Title	Publisher	Copyright Date	9A: Global Studies	10A: US History & Economics	11/12A: Civics	9B: US History	10B: Civics & Economics	11B: World
Choices Program	*Lessons for Ethnic Studies*	Brown University Dept. of History	2022	X	X	X	X	X	X
Choices Program	*Freedom Now: The Civil Rights Movement in Mississippi*	Brown University Dept. of History	2019		X		X		
Choices Program	*Confronting Genocide: Never Again?*	Brown University Dept. of History	2022	X	X		X		X
Choices Program	*The U.S. Role in a Changing World*	Brown University Dept. of History	2021		X		X		
Choices Program	*Climate Change and Questions of Justice*	Brown University Dept. of History	2020	X	X		X		X
Choices Program	*Competing Visions of Human Rights: Questions for U.S. Policy*	Brown University Dept. of History	2016		X		X		
Choices Program	*Immigration and the U.S. Policy Debate*	Brown University Dept. of History	2022		X		X		
Choices Program	*Brazil: A History of Change*	Brown University Dept. of History	2019	X					X
Choices Program	*Between Two Worlds: Mexico at the Crossroads*	Brown University Dept. of History	2015	X					X
Choices Program	*Colonization and Independence in Africa*	Brown University Dept. of History	2019	X					X
Choices Program	*International Trade in a Globalized World*	Brown University Dept. of History	2017	X	X				X
Choices Program	*Immigration and the U.S. Policy Debate*	Brown University Dept. of History	2022						
Choices Program	*Civics Lessons for Student Engagement*	Brown University Dept. of History	2021			X		X	
Choices Program	*Dilemmas of Foreign Aid: Debating U.S. Policies*	Brown University Dept. of History	2021					X	
Center for Civic Education	*Project Citizen, Level 2 (Quigley et al.)*	Center for Civic Education & National Conference of State Legislatures	2016			X		X	
Center for Civic Education	*We the People: The Citizen & The Constitution, Level 3, 4th Edition: (Quigley, Bernstein & Hale)*	Center for Civic Education	2016			X		X	
Civics Learning Project	*Community Action Projects, Current Events, Mock Trial, Project Citizen, Town Halls, We The People.*	Civics Learning Project	2023			X		X	
iCivics	*Curriculum Units*	iCivics	2023			X		X	
DBQ Online	*Document Based Questions in American History*	The DBQ Project	2016		X		X		
DBQ Online	*Document Based Questions in World History*	The DBQ Project	2021	X					X
DBQ Online	*Original US Volume 1 Mini-Qs Units 1-12 (Spanish/English)*	The DBQ Project	2020		X		X		
DBQ Online	*Original US Volume 2 Mini-Qs Units 1-12 (Spanish/English)*	The DBQ Project	2016/2020		X		X		
DBQ Online	*Original US Volume 2 Mini-Qs Units 13-27 (Spanish/English)*	The DBQ Project	2022/2022		X		X		
DBQ Online	*Mini-Qs in World History - Volume 1 (Spanish/English)*	The DBQ Project	2016	X					X
DBQ Online	*Mini-Qs in World History - Volume 2 (Spanish/English)*	The DBQ Project	2016	X					X
DBQ Online	*Mini-Qs in World History - Volume 3 (Spanish/English)*	The DBQ Project	2016/2020	X					X
DBQ Online	*Mini-Qs in Civics (Spanish/English)*	The DBQ Project	2019			X		X	
DBQ Online	*Mini-Qs in Geography (Spanish/English)*	The DBQ Project	2019/2022	X	X		X		X
DBQ Online	*Mini-Qs in Economics (English)*	The DBQ Project	2017		X			X	
History UnErased: Intersections & Connections Curriculum	*Secondary Curriculum: Select Thematic Units & Case Studies*	History UnErased Inc.	2023	X	X	X	X	X	X
Newsela	*Newsela Social Studies & Newsela ELA*	Newsela Inc.	2023	X	X	X	X	X	X
National Council for Economics Education	*Economics in Action: 14 Greatest Hits for Teaching High School Economics (Lopus & Willis, 2003)*	National Council for Economics Education	2003		X			X	
National Council for Economics Education	*Capstone: Exemplary Lessons for High School Economics, Student Activities (Lopus et al., 2008)*	National Council for Economics Education	2008		X			X	
Stanford History Education Group (SHEG)	*Reading Like a Historian Curriculum*	Stanford University	2023	X	X	X	X	X	X
Teacher Libraries / Supplementary Texts	*The high school teacher cadre and content specialists determined that intentionally selected texts and primary and secondary sources for social sciences teacher and team libraries were of central importance, and course book lists were developed collaboratively. Please see 9-12 Social Sciences Supplementary Text Lists For specific titles, copyright dates, and authors.*	Variety	Variety	X	X	X	X	X	X

Grade 9 Global Studies (Model A)

List updated 9/11/2023

Title, Author(s), Year of Publication	Publisher
Unit 1	
This Book is Anti Racist (Jewell, 2020)	*Frances Lincoln*
Unit 2	
Prisoners of Geography (Marshall, 2015)	*Scribner*
The Black History Book: Big Ideas Simply Explained (DK, 2021)	*Penguin Random House*
El Libro de las Culturas Negras (DK, 2021)	*Penguin Random House*
Unit 3	
The Economics Book: Big Ideas Simply Explained (DK, 2018)	*Penguin Random House*
El Libro de la Economia (DK, 2018)	*Penguin Random House*
Unit 4	
Genocide (Springer, 2006)	*Groundwood Books*
The Ten Stages of Genocide: Graphic Novel Set (Stanton, 2016)	*Dallas Holocaust Museum*
Unit 5	
A People's Curriculum for the Earth (Bigelow & Swinehart, 2014)	*Rethinking Schools*
Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming (Hawken, 2017	*Penguin Books*
Supplemental (books for any time of year)	
They Say I Say: The Moves that Matter in Academic Writing (Graff & Birkenstein, 2021)	*W.W. Norton & Company*

Grade 9 U.S. History (Model B)

List updated 9/11/2023

Title, Author(s), Year of Publication	Publisher
Unit 1	
An Indigenous Peoples' History of the United States for Young People (Dunbar-Ortiz, Mendoza & Reese, 2019)	*Beacon Press*
Native American Testimony (Nabokov, 1999)	*Penguin Group*
The First Oregonians (Berg, 2007)	*Oregon Council for the Humanities*
Unit 2	
This Book is Anti Racist (Jewell, 2020)	*Frances Lincoln*
Stamped: Racism, Anti-Racism, and You (Reynolds & Kendi, 2020)	*Little, Brown & Co.*
Stamped: El Racismo, Antiracismo y tu (Reynolds & Kendi, 2020	*Little, Brown & Co.*
The Black History Book: Big Ideas Simply Explained (DK, 2021)	*Penguin Random House*
El Libro de las Culturas Negras (DK, 2021)	*Penguin Random House*
Teaching for Black Lives (Watson, Hagopian & Au, 2018)	*Rethinking Schools*
Making Our Way Home: The Great Migration and the Black American Dream (Imani, 2020)	*Ten Speed Press*
Chicano Movement for Beginners (Montoya, 2016)	*For Beginners LLC*
A Queer History of the United States for Young People (Bronski, 2019)	*Beacon Press*
A Different Mirror for Young People: A History of Multicultural America (Takaki, 2012)	*Seven Stories Press*
Unit 3	
Holocaust & Human Behavior (Facing History & Ourselves, 2018)	*Facing History & Ourselves*
Unit 4	
Rad American History A-Z: Movements and Moments that Demonstrate the Power of the People (Schatz & Stahl, 2020)	*Ten Speed Press*
The Sum of Us: How Racism Hurts Everyone (McGee, 2021)	*One World*

U.S. History & Economics (Model A)

List updated 9/11/2023

Title, Author(s), Year of Publication	Publisher
Unit 1	
This Land is Our Land: A History of American Immigration (Barret Osborne, 2016)	*Abrams*
A Different Mirror for Young People: A History of Multicultural America (Takaki, 2012)	*Seven Stories Press*
Chicano Movement for Beginners (Montoya, 2016)	*For Beginners LLC*
Days of Infamy: How a Century of Bigotry Led to Japanese American Internment (Goldstone, 2022)	*Scholastic*
The First Oregonians (Berg, 2007)	*Oregon Council for the Humanities*
An Indigenous Peoples' History of the United States for Young People (Dunbar-Ortiz, Mendoza & Reese, 2019)	*Beacon Press*
Field Guide to the Global Economy (Anderson, Cavanaugh & Lee, 2005)	*The New Press*
Native American Testimony (Nabokov, 1999)	*Penguin Group*
This Book is Anti Racist (Jewell, 2020)	*Frances Lincoln*
Yes! We Are Latinos! (Ada & Campoy, 2013)	*Charlesbridge*
A Young People's History of the United States (Zinn, 2007)	*Seven Stories Press*
La Otra Historia de los Estados Unidos (Zinn, 2007)	*Seven Stories Press*
Unit 2	
Making Our Way Home: The Great Migration and the Black American Dream (Imani, 2020)	*Ten Speed Press*
Stamped: Racism, Anti-Racism, and You (Reynolds & Kendi, 2020)	*Little, Brown & Co.*
Stamped: El Racismo, Antiracismo y tu (Reynolds & Kendi, 2020	*Little, Brown & Co.*
Making All Black Lives Matter (Ransby, 2018)	*University of California Press*
Teaching for Black Lives (Watson, Hagopian & Au, 2018)	*Rethinking Schools*
A Queer History of the United States for Young People (Bronski, 2019)	*Beacon Press*
Rad American History A-Z: Movements and Moments that Demonstrate the Power of the People (Schatz & Stahl, 2020)	*Ten Speed Press*
The Black History Book: Big Ideas Simply Explained (DK, 2021)	*Penguin Random House*
El Libro de las Culturas Negras (DK, 2021)	*Penguin Random House*

Unit 3	
Economics in Action: 14 Greatest Hits for Teaching High School Economics *Student Edition and Teacher's Guide (Lopus & Willis, 2003)	*National Council on Economic Education*
Capstone: Exemplary Lessons for High School Economics, Student Activities (Lopus et al., 2008)	*National Council on Economic Education*
How We Can Win: Race, History, and Changing the Money Game That's Rigged (Jones, 2021)	*Henry Holt & Company*
The Sum of Us: How Racism Hurts Everyone (McGee, 2021)	*One World*
A Little History of Economics (Kishtainy, 2018)	*Yale University Press*
Economics 101 (Mill, 2016)	*Adams Media*
Unit 4	
How Money Works: The Facts Visually Explained (DK, 2017)	*Penguin Random House*

Grade 10 Civics & Economics (Model B)

List updated 9/11/2023

Title, Author(s), Year of Publication	Publisher
Unit 1	
We the People, Level 3: Teacher Guide & Student Book (Quigley, Bernstein & Hale, 2016)	*Center for Civic Education*
The Constitution Decoded: A Guide to the Document That Shapes Our Nation (Kennedy, 2020)	*Workman Publishing Co.*
The United States Constitution: A Graphic Adaptation (Hennessey, 2008)	*Hill & Wang*
Bill of Rights: A User's Guide (Monk, 2018)	*Hachette*
Units 1 & 2	
The Words We Live By: Your Annotated Guide to the Constitution (Monk, 2015)	*Hachette*
The Law Book: Big Ideas Simply Explained/El Libro de la Ley (DK, 2020)	*Penguin Random House*
El Libro de la Ley (DK, 2020)	*Penguin Random House*
The Supremes' Greatest Hits : The 44 Supreme Court Cases That Most Directly Affect Your Life (Trachtman, 2006)	*Sterling*
Unit 2	
Faultlines: Debating the Issues in American Politics (Canon, Coleman & Mayer, 2018)	*W.W. Norton & Company*
Unit 3	
Project Citizen, Level 2: Teacher Guide & Student Book (Quigley et al., 2010)	*Center for Civic Education*
Units 4 - 6	
Economics in Action: 14 Greatest Hits for Teaching High School Economics *Student Edition and Teacher's Guide (Lopus & Willis, 2003)	*National Council on Economic Education*
Capstone: Exemplary Lessons for High School Economics, Student Activities (Lopus et al., 2008)	*National Council on Economic Education*
The Economics Book: Big Ideas Simply Explained/ El Libro de la Economia (DK, 2018)	*Penguin Random House*
El Libro de la Economia (DK, 2018)	*Penguin Random House*

How Money Works: The Facts Visually Explained (DK, 2017)	*Penguin Random House*
Unit 5	
Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming (Hawken, 2017	*Penguin Books*
Field Guide to the Global Economy (Anderson, Cavanaugh & Lee, 2005)	*The New Press*
How to Change Everything (Klein, 2021)	*Atheneum Books for Young Readers*

Grade 11/12 Civics (Model A)

List updated 9/11/2023

Title, Author(s), Year of Publication	Publisher
Unit 1	
We the People, Level 3: Teacher Guide & Student Book (Quigley, Bernstein & Hale, 2016)	*Center for Civic Education*
The Constitution Decoded: A Guide to the Document That Shapes Our Nation (Kennedy, 2020)	*Workman Publishing Co.*
The United States Constitution: A Graphic Adaptation (Hennessey, 2008)	*Hill & Wang*
Bill of Rights: A User's Guide (Monk, 2018)	*Hachette*
The Words We Live By: Your Annotated Guide to the Constitution (Monk, 2015)	*Hachette*
The Law Book: Big Ideas Simply Explained (DK, 2020)	*Penguin Random House*
El Libro de la Ley (DK, 2020)	*Penguin Random House*
Faultlines: Debating the Issues in American Politics (Canon, Coleman & Mayer, 2018)	*W.W. Norton & Company*
The Supremes' Greatest Hits : The 44 Supreme Court Cases That Most Directly Affect Your Life (Trachtman, 2006)	*Sterling*
Unit 2	
We the People, Level 3: Teacher Guide & Student Book (Quigley, Bernstein & Hale, 2016)	*Center for Civic Education*
Unit 3	
The Economics Book: Big Ideas Simply Explained (DK, 2018)	*Penguin Random House*
El Libro de la Economia (DK, 2018)	*Penguin Random House*
Unit 4	
We the People, Level 3: Teacher Guide & Student Book (Quigley, Bernstein & Hale, 2016)	*Center for Civic Education*
Bill of Rights: A User's Guide (Monk, 2018)	*Hachette*
Faultlines: Debating the Issues in American Politics (Canon, Coleman & Mayer, 2018)	*W.W. Norton & Company*
The Supremes' Greatest Hits : The 44 Supreme Court Cases That Most Directly Affect Your Life (Trachtman, 2006)	*Sterling*

Grade 11/12 Civics (Model A)	
List updated 9/11/2023	
Title, Author(s), Year of Publication	**Publisher**
Unit 5	
Project Citizen, Level 2: Teacher Guide & Student Book (Quigley et al., 2010)	*Center for Civic Education*

Oregon Instructional Material Review Summary

BSD Elementary School Social Sciences 2020-2023

Overall Rating

Publisher:	Variety of Targeted Materials/ Multiple Sources
Title:	K-5 Social Science Adoption
Publishing Date:	Variety (please see Elementary School Materials)
Grade Band:	K-5
Review Date:	Ongoing (2020-2023)

Part 1: Key Criteria	Meets
Legal Requirements	Yes
Section I: Alignment to the Oregon Science Standards	Yes
Section II-V: Instructional Supports and Monitoring Student Progress	Yes

Part 2: Supporting Criteria	Meets
Section II: Student Engagement	Yes
Section III: Differentiated Instruction	partially
Section IV: Extensions & Educator Supports	Yes
Section V: Monitoring Student Progress	Yes

Overall Rating	Meets

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Section I: Alignment to the Oregon Social Sciences Standards		
FOCUS: Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.	3: Adheres to the Criteria	The K-5 grade level units support students in developing the skills and knowledge required by the grade level 2021 Social Sciences Standards with Integrated Ethnic Studies.
FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.	3: Adheres to the Criteria	The K-5 grade level mentor texts and electronic resources included in each of the units represent multiple perspectives through diverse authorship and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. The grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies that are aligned and consistent with 2021 Social Sciences standards - specifically, the integrated ethnic studies standards. The units also include authentic and local resources.
FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.	3: Adheres to the Criteria	The instructional strategies integrated into the units promote age appropiate development of the skills and knowledge required by the grade level 2021 Social Sciences Standards with Integrated Ethnic Studies, and are aligned to the BSD Social Sciences Best Practices document.
RIGOR: Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.	3: Adheres to the Criteria	The K-5 Social Sciences Units provide the opportunity for students to develop and practice critical thinking and implement their learning to approach real world issues.
RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.	3: Adheres to the Criteria	The K-5 Social Sciences Units are anchored in inquiry. Each of the units has a bilingual (English/Spanish) overaching question and multiple bilingual (English/Spanish) supporting questions that students address throughout the unit with the goal of being able to develop the skills and knowledge to respond to these questions in different ways (class work, discussions, etc) by the end of the unit.
COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.	3: Adheres to the Criteria	The K-5 Social Sciences Units provide different civic participation opportunities for students that are age appropriate and aligned to the 2021 Ethnic Studies Social Sciences State Standards. For example, the 4th grade culminating activity "Rotunda Redesign," invites students to apply their learning about standard 4.10 by creating a proposal related to a real life example.
RIGOR & COHERENCE: Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.	3: Adheres to the Criteria	The K-5 Social Sciences Units include explicit connections to Language Arts to promote cross-currricular instruction, integrated learning and the development of literacy skills through social science.
COHERENCE: Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.	3: Adheres to the Criteria	As it was mentioned earlier in this document, the K-5 Social Sciences Units have an overarching question and supporting questions that scaffold students learning through the unit. Additionally, the K-5 Social Sciences Scope and Sequence is designed to support students on building upon their knowleged and skills developed in previous years. This vertical alignment continues through middle and high school.
Section II-V: Instructional Supports and Monitoring Student Progress		
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress		

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.	2: Meets	From kindergarten, students start learning about their needs and responsibilities as members of a class, neighborhood community, etc. They do it through different activities that prepare them to develop the skills and knowledge needed in fifth grade, when they specifically learn about the rigths and responsibilities within the context of government (Ex: Social Science Standard 5.2). The different activities integrated into the units across grade levels support students to apply their learning beyond the classroom. For example,
Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	2: Meets	The K-5 Social Science Units integrate a varierity of hands on activities, discussions, written assignments, and research opportunities that are designed to be performed individually, in small groups, or whole class. These activities have the purpose to guide students in their learning of the 2021 Social Sciences Standards Integrated with Ethnic Studies.
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	1: Partially Meets	Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources. The activities in the units promote the practice of reading, writing, listening and speaking skills; however, educators will need to provide specific scaffolds and supports to allow for a wider range of engagement across each English language proficiency level; some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable.
Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).	2: Meets	Similar to above, many materials will need specific scaffolds and supports to allow for a wider range of engagement across ELL, SPED, and Alternative Education); with some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable, though a significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications (e.g. TAG).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	2: Meets	The K-5 Social Sciences Units include texts that support and guide literacy instruction. Most of the materials correspond to the grade level, although there are some that are above and below grade level to provide opportunites to expand or scaffold content learning through literacy.
Aligned to the Oregon Social Science standards.	2: Meets	All the overarching and supporting questions, as well as the activities integrated into the different units are aligned to the 2021 Social Sciences Standards Integrated with Ethnic Studies. Specific standards are listed into each unit to indicate what standards are addressed.
Provide guidance on discussing controversial or sensitive topics.	2: Meets	The K-5 Social Sciences Units include a teacher background section and multiple scaffolds throughout the activities to provide guidance on discussing controversial or sensitive topics.
Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.	2: Meets	The variety of targeted materials/multiple sources offer a significant variety of age appropriate primary and secondary sources including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.
Emphasize academic vocabulary at all levels.	2: Meets	Each K-5 Social Sciences Unit include a bilingual (Spanish and English) glossary that support students in expanding their academic and content specific vocaulary.
Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.	2: Meets	The formative and summative assessments in the units are aligned to the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies, and provide opportunities to develop Oregon Essential Skills for reading, writing, and applying mathematics. For example, the culminating activity in first grade, unit 2, invites students to create a welcoming sign that could apply to the neighborhood school and/or city. In this culminating activity students have the opportunity to practice and continue developing their reading and writing skills, as well as mathematical notion of space and dimensions.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	2: Meets	The K-5 Social Sciences Units offer to students multiple opportunities to demonstrate their content knowledge, skills, and receive feedback. Each unit includes discussions, oral or writtten reflections, and other assignments that incorporate different learning styles. As a reference for this, please see parts 2 and 3 of the Unit-at-a-Glance for 3rd Grade, Unit 2.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	2: Meets	K-5 formative and summative assessments throughout the units (and in culminating activities) promote the use of higher level thinking skills, however the scoring guides are not based on a proficiency scale. Rather, they are broad and based on the development of academic and social habits and practices that will support students' growth beyond the school setting, as members of a global community.
Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).	2: Meets	As mentioned above, the K-5 assessments throughout the units (and in culminating activities) promote the use of higher level thinking skills. In terms of accessibility, the curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, as well as students who are navigating poverty and/or houselessness. i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students. ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.
Section II: Student Engagement		
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:		
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	2: Meets	The K-5 grade level mentor texts and electronic resources included in each of the units represent multiple perspectives through diverse authorship and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. The student activities for each grade level/unit were created with students at the center, while also aligning to our state standards. For example, in second grade, the summative task for students is to curate their own exhibit for the Class Cultural Museum/heritage center that reflects their own identies, artifacts, etc. Students will create their own expressions of cultural heritage after learning about traditions, customs, and rituals of many different people groups that will include photos, artifacts, statements, etc.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	2: Meets	The K-5 curriculum was co-constructed and purposefully created to include multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups. The curriculum explores historical and current events from multiple and diverse racial, ethnic, and social perspectives to help students gain a deeper and more complex understanding of the larger human experience. The teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes: i. Validating students' lived experiences and values ii. Disrupting power dynamics that privilege dominant groups and perspectives iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	2: Meets	The theme of each grade level highlights an important skill needed to contribute and thrive in a diverse democracy: respecting each other; building a healthy community; expressing ourselves; stewarding resources; recognizing and repairing harm; and governing through rules, rights, and responsibilities. Each grade level offers three inquiries connected to its theme through which students engage with a rich array of primary and secondary sources as well as engaging, interactive activities to learn information that will help them make a claim. In inquiry units, the goal is not that every student answers the essential question in the same way. Instead, students are supported to marshal creative and critical thinking to demonstrate that they are capable of offering a reasoned, well-evidenced justification for their position. Teacher guidance and resources to further personal understanding and background knowledge are included in each unit.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	2: Meets	Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.
Provide activities that incorporate the arts.	2: Meets	Teachers are encouraged to integrate with other content areas as a core element of the adoption. Suggestions are offered on different ways this can be done throughout the units that include integration of singing, music, writing poems, and different mediums of art, including drawing. There are many activities/assessments where students submit a variety of different projects that utilize an array of artistic expression
Section III: Differentiated Instruction		
Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.	1: Partially Meets	While many of the targeted resources offer general teacher guidance in regard to meeting the needs of diverse learners, many materials will benefit from specific scaffolds and supports to allow for a wider range of engagement and differentiation across ELL, SPED, and Alternative Education. A significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications when it comes to TAG.
Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.	1: Partially Meets	Many resources, such as videos and slides, embed seamlessly and securely with Canvas - our district's learning management system - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela). To make all materials more accessible, BSD's one-to-one device distribution (iPad or Chromebook) for K-12 students, as well as students' access to digital tools available to translate text, video subtitles, etc. will be helpful. In addition, our Social Science website has slide decks with video tutorials demonstrating various apps and extensions available for teacher and student use to support our multillingual learners and facilitate translations as students progress in their growth of becoming bi/multilingual and bi/multi-literate.
Section IV: Extensions & Educator Supports		
Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.	2: Meets	The K-5 curriculum was prepared by a national expert in K-5 Social Sciences, in response to directives and feedback from representatives of the elementary curriculum leaders of Beaverton School District. This co-construction was done over a period of time in collaboration with teachers who were early adopters. It was designed with a culturally relevant approach and a culturally responsive Social Sciences education, inviting students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. Lesson plans for each grade level/unit are available online and include present day issues. Curriculum will be adapted as needed. Our content-area TOSA also responds to current events with supplemental resources, as needed.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	2: Meets	A central part of the elementary PD plan is the partnership, consultation, and collaboration with a national expert in K-5 Social Sciences. BSD partnered in two main areas: professional development and the writing of instructional units of inquiry. At the beginning of each grade level unit, there are short video introductions to center key points of each unit, along with teacher background resources embedded in each unit, so teachers can continue their growth and learning throughout the year. Ultimately, the goal of this PD plan is to empower and improve high-quality, culturally-relevant instruction, and to improve culturally-responsive support(s) offered to students. There was district-required PD during the fall of the 2022-2023 school year, as well as multiple pathways for all K-5 teachers to engage in ongoing professional learning in the months that followed. These professional learning opportunities included, but were not limited to, optional and paid after-school sessions with grade-level colleagues across the district and asynchronous learning opportunities.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	2: Meets	One of the core elements of the K-5 curriculum is high-interest picture books representing multiple perspectives through diverse authorship and analytical views of historical and contemporary issues. The grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies. In addition to the gorgeous art work in the books, the units weave in photographs, videos, etc. to fully engage students.
Avoid tokenistic presentations of cultures.	2: Meets	Authentic, lived experiences and voices were prioritized in the adoption of materials to ensure students would be immersed in a curriculum that represents broad perspectives and viewpoints, which is especially present in the variety of supplementary texts. Great care was taken to ensure that cultures, ethnicities and experiences were not presented as a monolith.
Include objectives and learning targets written in student centered language.	2: Meets	The BSD Social Sciences learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly "I can" statements derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis. All the 2021 Oregon Social Science Standards Integrated with Ethnic Studies targets were written in condensed, student-friendly I/We Can statements in both English and Spanish. The standards were then sorted into three buckets that K-5 teachers report on: Knowledge, Critical Thinking, and Research. BSD Learning Targets are aligned K-12, the three K-5 targets are the foundation and then 6-12 targets fold in a fourth target of Communication. The goal of the BSD Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically- minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.
Materials provide access to materials that address current events (digitally, magazine form, etc.)	2: Meets	Instructional materials such as Newsela offer thousands of texts that span diverse perspectives and new content is added daily.The texts are also published at 5 reading levels and have built-in scaffolds such as read aloud and annotation, with some texts available in English and Spanish.
Provide at-home activities with text translation to ensure access.	1: Partially Meets	Many units include videos that embed seamlessly and securely with Seesaw or Canvas - our district's learning management systems - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela and videos on YouTube). To make all materials more accessible, BSD's one-to-one Chromebook (or iPad) distribution for K-5 students, as well as students' access to digital tools available to translate text, video subtitles, etc. are helpful to enable access for Students with Exceptionalities.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Provides varied instructional materials including, but not limited to: a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.)	2: Meets	A key element of our adoption was to integrate a variety of multiple and diverse perspectives, multiple text and non-text resources, and diverse historiography. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that include, for example, but are not limited to: a. maps present in Newsela, Oregon Is Indian Country, Portland Becomes a City, Since Time Immemorial, and Student Atlas of Oregon b. picture books that feature authentic, lived experiences are a core part of our K-5 adoption. Each grade level has a carefully curated bin with an average of 25+ books c. videos are sprinkled throughout grade level units f. each grade level unit has a set of vocabulary words in both English and Spanish g. content presented through multiple means (e.g., art, music, etc.) - see prior comments
Supplemental texts, visuals, & primary sources address Oregon history and geography.	2: Meets	Part of our adoption includes local resources such as Oregon's Shared History/Tribal History curriculum (Oregon Senate Bill 13), which was created for Oregon students and communities. In addition, supplementary texts such as *Oregon is Indian Country, Portland Becomes a City, Since Time Immemorial, and Student Atlas of Oregon* offer grounded, local history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.	2: Meets	Resources from Newsela offer digital updates and websites when materials are updated or made available. Newsela offers digital articles at a variety of text levels, lexiles, and languages to ensure more accessibility.
Section V: Monitoring Student Progress		
The instructional materials support monitoring student progress:		
Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).	2: Meets	All resources have opportunities to share and print resources including but not limited to readings, rubrics, primary source documents, graphs, and maps. Additionally, some resources offer quiz and test banks, such as Newsela.
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	2: Meets	Grade level units offer a wide variety of models of formative and summative assessments. A significant number of the available activities and assessments are suitable as individual and/or collaborative learning experiences.
Provides a variety of exit tickets both written and electronic.	2: Meets	While possibly not framed by name as "exit tickets," many of the variety of targeted materials/multiple sources offer many avenues towards a wide variety of models of diagnostic, formative, and summative assessments, which all serve the same purpose and function as "exit tickets."
Includes embedded online performance tasks that are aligned to state required testing.	2: Meets	Lessons at every grade level require students to evaluate primary and secondary sources, analyze and evaluate their importance, and to take a position and defend a claim with evidence and reasoning. They promote strong writing and thinking about history which aligns with multiple ELA state testing standards, specifically, 9-10.RH.1 & 2, 6, and 9. As part of the units, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based essay/paragraph (in upper grades), or participate in an informed discussion, or collaborative conversation. This aligns with 9-10 WHST.1A & 1B.

Oregon Instructional Material Review Summary

BSD Social Science Grades 9-12 2020-2023

Overall Rating

Publisher:	Variety of Targeted Materials/ Multiple Sources
Title:	9-12 Social Science Adoption
Publishing Date:	Variety (please see Social Science 9-12 Instructional Materials List)
Grade Band:	9-12
Review Date:	Ongoing (2020-2023)

Part 1: Key Criteria	Meets
Legal Requirements	Yes
Section I: Alignment to the Oregon Science Standards	Yes
Section II-V: Instructional Supports and Monitoring Student Progress	Partially

Part 2: Supporting Criteria	Meets
Section II: Student Engagement	Yes
Section III: Differentiated Instruction	Partially
Section IV: Extensions & Educator Supports	Yes
Section V: Monitoring Student Progress	Yes

Overall Rating	Meets

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Section I: Alignment to the Oregon Social Sciences Standards		
FOCUS: Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources are grounded within and across specific instructional units, in specific high school courses, that were all crafted based on specific Social Science standards and domains, including both content standards (e.g. historical knowledge, geography, etc.) as well as skills standards (e.g. historical thinking, social science analysis). All 78 of the High School Social Science standards are addressed through the variety of targeted materials/multiple sources.
FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.	3: Adheres to the Criteria	The targeted materials/multiple sources allowed for a variety of instructional resources from a variety of publishers, authors, genres/types (e.g. print texts, online platforms), which highlights multiple perspectives and civic engagement.
FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.	3: Adheres to the Criteria	Instructional units were created with conceptual framing and sourced with a variety of targeted materials/multiple sources, many of which highlight civic awareness and action.
RIGOR: Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.	3: Adheres to the Criteria	A variety of targeted materials/multiple sources and authorship allows for student critical thinking and research in regard to truth/validity/bias, and specific instructional resources like Newsela and Civics Learning Project allow for authentic inquiry and multiple applications for current real world issues and contexts.
RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.	3: Adheres to the Criteria	Specifically, Choices units are grounded in student inquiry and research that culminates in students collaboratively articulating one option or perspective through an oral, persuasive presentation, or other mediums which include (but are not limited to) advertisiing campaign, political cartoons, debates, multimedia projects, periodicals. etc.
COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.	3: Adheres to the Criteria	Specifically, Civics Learning Project materials including but not limited to We The People and Project Citizen, culminate in active civic participation such as student community action projects, simulated congressional hearings, current events learning and debates, etc.
RIGOR & COHERENCE: Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources includes many opportunities for students to develop content knowledge, critical thinking, research, and communication skills, which is achieved by offering a variety of texts (print texts, primary and secondary sources) and non-texts (political cartoons, maps, charts, graphs) in resources like DBQ Online, History UnErased, and Choices. Also, many topics span the social sciences into other content areas such as Choices: Climate Change and Questions of Justice. The History UnErased urriculum is anchored in copyright-secured primary sources curated from digital and print collections from libraries and archives across the nation, as well as the Library of Congress, National Archives, National Park Service, and more.
COHERENCE: Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources are bundled in specific instructional units that build upon one another, and are grounded in provocative and open-ended essential questions that are central in resources like Choices and DBQ Project.
Section II-V: Instructional Supports and Monitoring Student Progress		
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress		

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.	2: Meets	Specifically, Civics Learning Project materials including but not limited to We The People and Project Citizen, culminate in active civic participation such as student community action projects, simulated congressional hearings, current events learning and policy proposals, etc.
Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	2: Meets	Civics Learning Project offers opportunities for simulated congressional hearings, and resources like Choices offer role plays where students debate different policy choices and actions in regard to a specific historical event or context.
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	1: Partially Meets	Many materials will need specific scaffolds and supports to allow for a wider range of engagement across each English language proficiency level; some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable.
Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).	1: Partially Meets	Similar to above, many materials will need specific scaffolds and supports to allow for a wider range of engagement across ELL, SPED, and Alternative Education); with some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable, though a significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications (e.g. TAG).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	2: Meets	Some resources, like Newsela, are offered in a variety of text levels and lexiles.
Aligned to the Oregon Social Science standards.	2: Meets	The variety of targeted materials/multiple sources are grounded within and across specific instructional units, in specific high school courses, that were all crafted based on specific Social Science standards and domains, including both content standards (e.g. historical knowledge, geography, etc.) as well as skills standards (e.g. historical thinking, social science analysis). All 78 of the High School Social Science standards are addressed through the variety of targeted materials/multiple sources.
Provide guidance on discussing controversial or sensitive topics.	2: Meets	Specific resources, such as Choices units, offer teacher-facing context, guidance, and background knowledge that assist in the thoughtful approach to more sensitive issues, topics, and contexts.
Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.	2: Meets	The variety of targeted materials/multiple sources offer a significant variety of age appropriate primary and secondary sources including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.
Emphasize academic vocabulary at all levels.	2: Meets	The variety of targeted materials/multiple sources offer and emphasize academic vocabulary in a variety of ways.
Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.	1: Partially Meets	Many resources offer a wide variety of models of formative and summative assessment, especially so in reading and writing - e.g. Choices role plays or DBQ Project's argumentative essays and source analysis graphic organizers - though more supports and connections will need to be made to applying mathematics more intentionally.
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	2: Meets	Many resources offer a wide variety of opportunities for engagement - e.g. Choices role plays, DBQ Project's argumentative essays - as well as feedback opportunities through, for example, DBQ Project's online tools and teacher annotations, sticky notes, comments, etc.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	2: Meets	Many resources offer accompanying scoring guides and samples of student work and scoring examples (e.g. DBQ Project's argumentative essays).
Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).	2: Meets	A variety of targeted materials/multiple sources, formats (digital and print), and authorship allows for student critical thinking and research across multiple perspectives and methods (ex. primary source non-text documents, such as a historical painting and accompanying interview with the artist, in a History UnErased resource).
Section II: Student Engagement		
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:		

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	2: Meets	Diverse authorship across the variety of targeted materials/multiple sources and formats allows for a great deal of cultural relevance and responsiveness through highlighting varied lived experiences.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	2: Meets	Civics Learning Project and Choices instructional materials allow for multiple opportunities for student discourse, agency, and action, in varying forms ranging from mock trials to congressional hearings and community action projects.
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	2: Meets	Real world and contemporary contexts and scenarios - across resources like Civics Learning Project and Choices units - offer many opportunities for students to develop sociopolitical consciousness and actively participate in collaborative problem solving by engaging in activities like crafting or critiquing public policies and/or legislation.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	2: Meets	Resources like DBQ Project provide context in forms such as the "background essay," and ensuing discussion questions, prior to launching into the claim, evidence, and reasoning work of a document-based question.
Provide activities that incorporate the arts.	2: Meets	History UnErased, for example, offers activities such as a critical art analysis of artist Angela Alés' painting "Building a Nation," followed by scaffolded analysis of the painting to discover a more diverse and inclusive reflection of the United States of America and ithe concept of indigeneity.
Section III: Differentiated Instruction		
Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.	1: Partially Meets	While many of the targeted resources offer general teacher guidance in regard to meeting the needs of diverse learners, many materials will benefit from specific scaffolds and supports to allow for a wider range of engagement and differentiation across ELL, SPED, and Alternative Education. A significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications when it comes to TAG.
Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.	1: Partially Meets	Many digital resources from the Choices Program, DBQ Online, History UnErased, and Newsela offer educational technology tools to increase accessibility (e.g. text to speech). Some of the targeted resources are available in Spanish (e.g. DBQ Online, Newsela, and some supplementary texts), though some are offered primarily in English (e.g. Choices, many supplementary texts).
Section IV: Extensions & Educator Supports		
Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.	2: Meets	Resources from the Choices Program, Civics Learning Project (Classroom Law Project), History UnErased, National Council for Economics Education, and Newsela offer digital, as well as teacher updates when materials are updated or made available. The digital sources provide BSD educators with the opportunity to select and curate resources to co-construct instructional units and scope & sequences for the new high school courses.
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	2: Meets	Teachers have access to a significant amount of training and professional development inlcuding both synchronous learning on staff development days, and asynchronous avenues such as video tutorials and webinars, from many of our targeted materials/multiple sources including but not limited to Choices Program, Civics Learning Project (Classroom Law Project), DBQ Project, History UnErased, and Newsela. In addition, our 9-12 Social Science website has extensive, detailed material for their content area as well video tutorials that can be watched any time.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	2: Meets	Many resources offer a variety of texts (print texts, primary and secondary written sources) and non-texts (political cartoons, maps, charts, photographs, graphs) in instructional materials like DBQ Online, History UnErased, and Choices.
Avoid tokenistic presentations of cultures.	2: Meets	Authentic, lived experiences and voices were prioritized in the adoption of materials to ensure students would be immersed in a curriculum that represents broad perspectives and viewpoints. Great care was taken to ensure that cultures, ethnicities and experiences were not presented as a monolith, which is especially present in the variety of supplementary texts.
Include objectives and learning targets written in student centered language.	1: Partially Meets	While many resources offer provocative student-friendly essential questions and general objectives, work will be done internally to align specific resources to more specific Beaverton School District learning targets.

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Materials provide access to materials that address current events (digitally, magazine form, etc.)	2: Meets	Instructional materials such as Newsela offer thousands of texts that span diverse perspectives and new content is added daily.The texts are also published at 5 reading levels and have built-in scaffolds such as read aloud and annotation, with some texts available in English and Spanish.
Provide at-home activities with text translation to ensure access.	1: Partially Meets	Many resources, including Choices for example, embed seamlessly and securely with Canvas - our district's learning management system - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela, DBQ Online, History. UnErased), while some others are available primarily in English with future plans for more language offerings (e.g. Choices). To make all materials more accessible, BSD's one-to-one Chromebook distribution for 6-12 students, as well as students' access to digital tools available to translate text, video subtitles, etc. will be helpful. In addition, our Social Science website has slide decks with video tutorials demonstrating various apps and extensions available for teacher and student use to support our multillingual learners and facilitate translations as students progress in their growth of becoming bi/multilingual and bi/multi-literate.
Provides varied instructional materials including, but not limited to: a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.)	2: Meets	A key element of our adoption was to integrate a variety of multiple and diverse perspectives, multiple text and non-text resources, and diverse historiography. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that include, for example, but are not limited to: a. maps present in Choices Units, DBQ Online, Newsela, and History UnErased b. picture books such as the supplementary text: The United States Constitution: A Graphic Adaptation (Hennessey, 2008) c. videos present in Choices Units, DBQ Online, Newsela, and History UnErased d. suggestions for integrated units (chapter books) such as the supplementary text: This Book is Anti Racist (Jewell, 2020). e. supplemental group sets of books (chapter books, guided reading books) such as the texts We The People and Project Citizen. f. vocabulary words with pictures present in Choices Units and Newsela g. content presented through multiple means (e.g., art, music, etc.) present in History UnErased.
Supplemental texts, visuals, & primary sources address Oregon history and geography.	2: Meets	Part of our adoption includes local resources such as Oregon's Shared History/Tribal History curriculum (Oregon Senate Bill 13), which was created for Oregon students and communities. In addition, supplementary texts such as The First Oregonians (Berg, 2007) offer grounded, local history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.	2: Meets	Resources from the Choices Program, Civics Learning Project (Classroom Law Project), History UnErased, and Newsela offer digital updates and websites when materials are updated or made available. Some of these digital sources such as Newsela, are offered at a variety of text levels, lexiles, and languages to ensure more accessibility.
Section V: Monitoring Student Progress		
The instructional materials support monitoring student progress:		
Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).	2: Meets	All resources have opportunities to share and print resources including but not limited to readings, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps. Additionally, some resources offer quiz and test banks, such as Newsela.
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	2: Meets	Many resources offer a wide variety of models of formative and summative assessment, including Choices role plays or DBQ Project's argumentative essays and source analysis graphic organizers. A significant number of the available activities and assessments are suitable as individual and/or collaborative learning experiences.
Provides a variety of exit tickets both written and electronic.	2: Meets	While possibly not framed by name as "exit tickets," many of the variety of targeted materials/multiple sources offer many avenues towards a wide variety of models of diagnostic, formative, and summative assessments, which all serve the same purpose and function as "exit tickets."
Includes embedded online performance tasks that are aligned to state required testing.	2: Meets	DBQ Online's Document-Based Questions (DBQs) require students to evaluate primary and secondary sources, to analyze and evaluate their importance, and to take a position and defend a claim with evidence and reasoning. The DBQ Project promotes strong writing and thinking about history which aligns with multiple ELA state testing standards, specifically, 9-10.RH.1 & 2, 6, and 9. As part of the DBQ process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation. This aligns with 9-10 WHST.1A & 1B.

Curriculum, Instruction & Assessment
1260 NW Waterhouse Avenue | Beaverton, Oregon 97006
503-356-4431
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MEMORANDUM

November 28, 2023

The Beaverton School District offers this statement of assurance that all adopted instructional materials are provided in accessible formats in alignment with standards set forth by the National Instructional Materials Accessibility Standards (NIMAS). The K-5 and 9-12 Social Science instructional materials approved in May 2022 meet these standards.

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

CONSENT AGENDA — ITEM FOR ACTION

INSTRUCTIONAL MATERIALS ACTION PLAN

SUMMARY
Chapter 581, Division 22 of the Oregon Administrative Rules contains the educational standards that either the Oregon Legislature or the State Board of Education has determined must be met to be a standard school district. For each rule, the district either certifies that the district is in compliance, or states that the district is out of compliance and proposes corrective action. The Beaverton School District has been implementing a Division 22 corrective action plan for instructional materials adoptions that was originally approved in 2021.

BACKGROUND
As shared in the board meeting on October 24, the district has been working to get back on schedule with instructional materials adoptions since the original action plan was developed in 2021. In a recent collaboration with the Oregon Department of Education the district was asked to update the action plan to reflect the work that has been conducted since 2021 related to instructional materials adoptions and reflect the adoptions that will occur prior to fall 2028.

The updated instructional materials adoption action plan recently developed in collaboration with the Oregon Department of Education reflects that the district plans to complete its adoption of instructional materials for language arts and English language proficiency (ELP) for grades K–5 this school year and grades 6–12 next school year, followed by math and science in 2025–26, social science and health/PE in 2026–27, and arts and world language in 2027–28, which will bring the district into full compliance with the state adoption schedule. Each adoption would then be implemented in the fall following the school year in which the adoption occurs.

This timeline represents a postponement of instructional materials adoption, but is necessary to allow the district to get back on cycle with the Oregon Department of Education's instructional materials adoption schedule while also:

1) Ensuring that the district can focus upon adoption and implementation of new instructional materials in language arts, which align with Oregon's Early Literacy Framework this year
2) Ensuring that teachers are provided with the necessary professional development for all new adoptions and therefore allow for implementation with fidelity
3) Lessening the workload on elementary teachers who teach all subjects and content areas and therefore must learn to implement new instructional materials or curriculum adoptions each year
4) Allowing the most expensive instructional materials and curriculum adoptions (such as language arts and math) to be spread across multiple fiscal years

During the postponement of the adoptions listed above, the district will continue to use the instructional materials for each content area that are currently in place and previously approved by the board. Further, none of the postponements will delay any future purchases in other subjects or content areas.

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.

RECOMMENDATION

The superintendent recommends the board approve the proposed updated instructional materials action plan.

District Information

Include names, titles, and contact information (email and phone).

Superintendent: Gustavo Baldares, gustavo_baldares@beaverton.k12.or.us 503-356-4401

Main Point of Contact: Heather Cordie, Deputy Superintendent, heather_cordie@beaverton.k12.or.us 503-356-4328

Other Staff: Joshua Fritts, Executive Administrator of Teaching & Learning, joshua_fritt@beaverton.k12.or.us 503-356-4413

Historical Data for Instructional Materials Adoptions

Complete the gray columns in the table below.

Content Area	State Adoption Year	For use in classrooms by fall:	Most recent district adoption year	Independent adoption or from state list?	Notes (e.g. district applied for postponement, etc.)
Mathematics	2015	2016	2017	Independent	Two year postponement approved by School Board, Program evaluation completed in 2022-2023
Science	2016	2017	2020	ES/HS: Independent MS: State list	Two year postponement approved by School Board
Health and Physical Education	2017	2018	Health: 2018 PE: 2021	Health: State list PE: Independent adoption	Elementary Health one year postponement approved by School Board PE two year postponement approved by School Board
Social Sciences	2018	2019	2020 for grades 6-8, 2022 for grades K-5 &	Independent	Two year postponement was in place

			9-12		
World Languages	2020	2021	2023	State and Independent	Two year postponement approved by School Board
English Language Arts	2021	2022	2016		
English Language Proficiency	2021	2022	2017	Independent	

Planned Adoption Schedule

Outline the district's plan for adopting materials over the next several years with a timeline that is both realistic and reflects a sense of urgency. Modify the table as needed by adding or deleting rows. This plan should result in the district coming into alignment with the state adoption schedule, within one or two years, which is the timeframe allowed for postponement. Consider prioritizing content areas that have gone the longest without a new adoption and doing multiple adoptions in the same year when possible.

The state adoption schedule through the year 2026 is included below for your reference.

Oregon State Review Cycle	**For use in classrooms by fall:**
2022: Mathematics	2023
2023: Science	2024
2024: Health & PE	2025
2025: Social Sciences	2026

Instructional Materials Division 22 Action Plan

Beaverton School District

October 9, 2023

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

2026: World Languages & the Arts	2027

School Year	Content Area(s) to be adopted (including Common Curriculum Goals and academic content standards)	Adoption Plan (State List or Independent Adoption)
2023-24 (Fall 2024 implementation)	(K-5) Language Arts and ELP	TBD
2024-25 (Fall 2025 implementation)	(6-12) Language Arts and ELP	TBD
2025-26 (Fall 2026 implementation)	Math, Science	TBD
2026-27 (Fall 2027 implementation)	Social Science, Health/PE	TBD
2027-28 (Fall 2028 implementation)	Arts, World Language	TBD

District Superintendent Signature: _____ 10.10.2023 **Date:**

Next Steps

- Submit a draft plan to ODE staff as soon as possible and **no later than August 24, 2021.**
- ODE staff will either forward the plan as written to the Director (or their designee) for approval OR return it to the district with feedback, questions, and/or suggestions for revision.
    - If applicable, a revised plan should be submitted **no later than August 31, 2021.**
- Note: If you are going to take your plan to your local school board for feedback or approval, we recommend you consult with ODE first in order to avoid having to go back to your Board multiple times.

ITEM FOR ACTION

STUDENT INVESTMENT ACCOUNT GRANT AGREEMENT

SUMMARY
The Student Investment Account provides funds to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' behavioral or mental health needs. BSD's Student Investment Account Plan was approved by the board as part of the Aligning for Student Success Plan in March 2023. The state has approved BSD's SIA grant application, and will release the district's grant funds after the grant agreement has been approved by the board and submitted to the state.

BACKGROUND
The Student Investment Account was created as part of the Student Success Act, which was approved by the 2019 Oregon Legislature to invest more funds in public schools and improve student outcomes. SIA funds can be used for two purposes: increasing academic achievement and closing gaps, and meeting students' mental or behavioral health needs, by expanding instructional time, addressing student health and safety, reducing class size and caseloads, and/or providing a well-rounded education.

The district's Student Investment Account plan for 2020–2023 was approved by the board in March 2020. It was developed with extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise, aiming to reflect the needs of the district's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities.

Starting in 2023, under the Integrated Guidance for Six ODE Initiatives, Oregon has incorporated SIA plan and application requirements into the Aligning for Student Success Plan and combined grant application. The intent of the Integrated Guidance initiative is to align grant application processes and strategies in order to provide better outcomes for students through braided funding of six grants and programs, the largest of which are the Student Investment Account and High School Success funding.

BSD's Aligning for Student Success Plan was developed in 2022–23 with consideration of additional staff and community feedback. The school board approved the plan and the district submitted its application for funding to the Oregon Department of Education in March 2023. The state has approved BSD's application, and the school board is required to approve the grant agreement, including the established longitudinal performance growth targets (LPGTs), before the district may begin receiving the funds that have been allocated through the grant process.

RECOMMENDATION
The superintendent recommends the board approve the grant agreement for the Student Investment Account grant, including the established longitudinal performance growth targets (LPGTs).

SUGGESTED MOTION
I move that the board approve the Student Investment Account grant agreement as submitted.

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.

STATE OF OREGON
GRANT AGREEMENT

"Student Success Act – Student Investment Account"

Grant No. 34329

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and Beaverton SD 48J ("Grantee"), each a "Party" and, together, the "Parties".

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). ORS 327.175 Student Investment Account (4) Moneys in the Student Investment Account are continuously appropriated to the Department of Education for the purposes of distributing grants under ORS 327.195.

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students' mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of July 1, 2023 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2024.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Cassie Medina
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
cassie.medina@ode.oregon.gov

4.2 Grantee's Grant Manager is:

Gustavo Balderas
Beaverton SD 48J
16550 SW Merlo Rd
Beaverton, OR 97003

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to $36,875,458.43 ("Grant Funds") for the Project. Agency will pay the Grant Funds from monies available in the Student Investment Account ("Funding Source"). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.

7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating

deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

8.1.1 Grantee is a District duly organized and validly existing;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any "claim" (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a "false claim" (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 No limitation. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 Intellectual Property Definitions. As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

"Third Party Intellectual Property" means any intellectual property owned by parties other than Grantee or Agency.

"Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 Grantee Ownership. Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency's behalf, and to sublicense the Work Product to other entities without restriction.

9.3 Third Party Ownership. If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

9.4 Real Property. If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

10.1 Confidential Information Definition. Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively "Confidential Information").

10.2 Nondisclosure. Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and

preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

10.3 **Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

10.4 **Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 **Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 **Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section)..

11.2 **Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

12.1 **Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.

12.2 **Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.

12.3 **Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at

least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;

15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or

15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed

against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 **Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 **Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

16.2 **Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;

17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;

17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or

17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;

18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 **Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 **Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 **Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 **Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 **Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 **Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

19.7 **Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

19.8 **Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.

19.9 Intended Beneficiaries. Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

19.10 Assignment and Successors. Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.

19.11 Contracts and Subgrants. Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.

19.12 Time of the Essence. Time is of the essence in Grantee's performance of the Project activities under this Grant.

19.13 Records Maintenance and Access. Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 Headings. The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 **Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Philip Hofmann _____ 11/07/2023
Contracting Officer Date

Beaverton SD 48J

By: _____ _____
Authorized Signature Date

_____ _____
Printed Name Title

_____
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Jake Hogue _____ November 7, 2023, via email
Assistant Attorney General Date

EXHIBIT A
THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families, and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

1) Meeting students' mental or behavioral health needs, and
2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"**Allowable Costs of the Project**" means Grantee's actual costs that are reasonable, necessary and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives".

"Integrated Guidance" means the integration of the following six programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), and Early Indicators Intervention Systems (EIIS). Together operationally, the guidance creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, ODE developed a framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems.

"Integrated Plan" means the plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

"**Local Optional Metrics"** means additional Progress Markers toward the Common Metrics included in the Integrated Plan.

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's Integrated Plan.

"**Ninth-grade On-Track Rate"** has the meaning given in section 12(d) of the Act.

"**Progress Markers"** means sets of indicators set forth in the Integrated Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGTs.

"**Regular Attendance Rate"** has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"Stretch Targets" means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee's Integrated Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2023-2024 School Year, Grantee must begin to implement its Integrated Plan.

Grantee must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or $500,000, whichever is less, of Grantee's total expenditures. Administrative costs may include (A) Ongoing community engagement; (B) costs associated with the administration of the grant.

Grantee must make satisfactory progress on Grantee's Progress Markers and LPGT described in the Exhibit B.

Grantee must periodically review its progress toward meeting Grantee's Progress Markers and LPGT described in Exhibit B..

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

Financial Reports

Beginning in October of 2023 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the performance period.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by September 30 of each grant year, must be returned to Agency for deposit in the Student Investment Account.

Integrated Plan Performance Reporting

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in October of 2023 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its Integrated Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. Reports include providing Progress Marker updates. The yearly report will be due no later than 60 days after the end of the performance period.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a

notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

SECTION V – DISBURSEMENT and REPORTING PROVISIONS

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Disbursement Date	Quarterly Amount
July 1	**25% of funds allocated**
October 1	**25% of funds allocated**
January 1	**25% of funds allocated**
April 1	**25% of funds allocated**

If this Grant is not fully executed by July 1, annually, the Agency will disburse the Grant Funds within 30 days of the Execution Date.

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis. While we encourage grantees to draw funds down following the schedule noted above, 100% of funds must be drawn down by June 30th, each year.

Grantee must submit its financial and performance progress reports by the following dates:

October 31

January 31

April 30

November 30 (Annual Report)

Grantee shall provide to Agency the minutes from the board meeting demonstrating that Grantee's Financial Audit was presented at an open meeting with the opportunity for public comment (not a consent agenda item). These board minutes must be submitted alongside the Second Quarterly Report.

Grantee shall provide to Agency the minutes from the board meeting demonstrating that Grantee's Annual Report was presented at an open meeting with the opportunity for public comment (not a consent agenda item). These board minutes must be submitted alongside the Annual Report.

Grantee must post its Annual Report to Grantee's webpage.

EXHIBIT B
COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK
BEAVERTON SD 48J

SECTION I – PROGRESS MARKERS FOR 2023-2025 BIENNIUM

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly/annual reports. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

A. "Start to See: Early Signs of Progress" Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?

B. "Gaining Traction: Intermediate Changes" Based on your investments and activities, are you seeing any of these impacts?

C. "Profound Progress: Substantial and Significant Changes" Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what ''9th grade on-track'' means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.
7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to

	their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets

Target Type	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Four Year Cohort Graduation					
Baseline Target: All Students	**89.40%**	**89.55%**	**89.70%**	**89.85%**	**90.00%**
Stretch Target: All Students	**90.40%**	**91.05%**	**91.70%**	**92.35%**	**93.00%**
Gap-Closing Target: All Focal Group Students	**87.50%**	**88.40%**	**89.40%**	**90.40%**	**91.40%**
Five Year Cohort Completion					
Baseline Target: All Students	**93.00%**	**93.15%**	**93.30%**	**93.45%**	**93.60%**
Stretch Target: All Students	**93.80%**	**94.30%**	**94.80%**	**>95.00%**	**>95.00%**
Gap-Closing Target: All Focal Group Students	**91.30%**	**92.10%**	**92.90%**	**90.40%**	**94.50%**

9th Grade on-Track					
Baseline Target: All Students	**89.20%**	**89.40%**	**89.60%**	**89.80%**	**90.00%**
Stretch Target: All Students	**89.70%**	**90.40%**	**91.10%**	**91.80%**	**92.50%**
Gap-Closing Target: All Focal Group Students	**86.90%**	**88.00%**	**89.00%**	**90.10%**	**91.20%**
3rd Grade ELA Proficiency					
Baseline Target: All Students	**54.80%**	**56.00%**	**57.80%**	**60.20%**	**63.20%**
Stretch Target: All Students	**55.20%**	**57.70%**	**61.50%**	**66.50%**	**73.50%**
Gap-Closing Target: All Focal Group Students	**48.80%**	**51.80%**	**56.30%**	**62.20%**	**69.60%**
Regular Attenders					
Baseline Target: All Students	**74.90%**	**77.30%**	**79.70%**	**80.80%**	**81.90%**
Stretch Target: All Students	**75.70%**	**78.90%**	**82.10%**	**83.70%**	**85.30%**
Gap-Closing Target: All Focal Group Students	**56.50%**	**62.90%**	**69.30%**	**72.50%**	**75.70%**

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they've described in their Integrated Plan.

	2023-24	2024-25	2025-26	2026-27	2027-28
Local Optional Metrics					
Baseline Target: All Students					
Stretch Target: All Students					
Gap-Closing Target: All Focal Group Students					

EXHIBIT C
INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than $500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than $500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than $5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than $1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than $1,000,000 per claim and not less than $2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient 's completion and Agency's acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than $1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

2023 Longitudinal Performance Growth Targets

In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

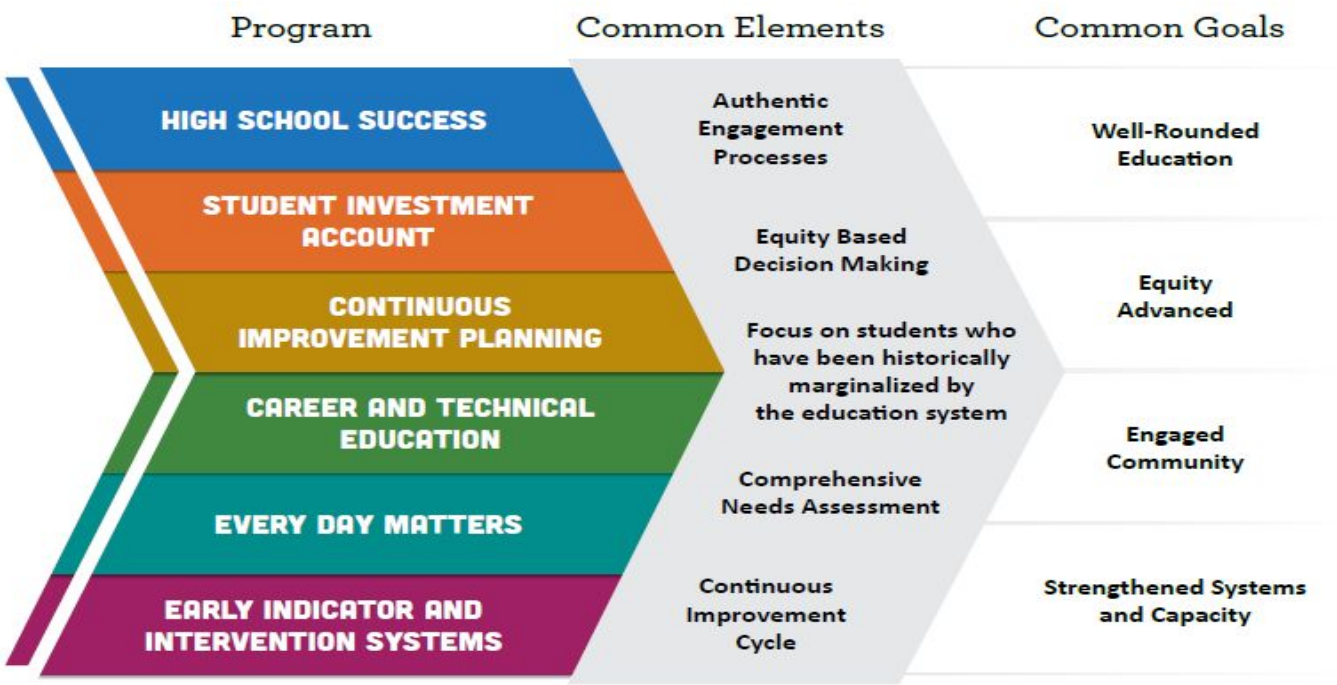
School Board Meeting — November 28, 2023

BEAVERTON SCHOOL DISTRICT

Agenda

- Background & Context
- Share information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- Seek board approval for the Student Investment Account (SIA) Grant Agreement with embedded LPGTs and LOMs

Six Programs & Their Common Goals



BEAVERTON SCHOOL DISTRICT

Summary of Program Purposes

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

Summary of Program Purposes

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

Proposed Plan

Intended Outcomes:

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

Proposed Plan

Intended Outcomes:

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

Proposed Plan

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

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

Proposed Plan

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

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

2.1 Create school communities focused upon equity and inclusive practices

2.2 Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion

2.3 Create opportunities for families to connect and engage

2.4 Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through recruitment, hiring, and mentoring

Proposed Plan

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

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

3.1 Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional

3.2 Provide equitable access to academic support and interventions

3.3 Provide equitable access to behavioral, health, and wellness supports

Proposed Plan

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

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

4.1 Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses

4.2 Expand Dual Language programs to increase access for students districtwide

Proposed Plan

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

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

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

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

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

Proposed Plan

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

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

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

Context for LPGTs

- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

Additional Performance Measures

Besides LPGTs, these additional inputs inform progress:

- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Progress Markers
- Quarterly and Financial Reporting
- Annual Reporting
- Auditing (SIA funds only)
- Performance Reviews

Co-Development Process

- ODE supported districts in co-developing LPGTs & LOMs in collaboration with ESD Liaisons.
- This work included baseline, stretch and gap-closing targets for each of the common metrics detailed on the next slide.
- The aim of co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

LPGTs - What's Required?

- **Four-year Graduation**: The percentage of students earning a regular or modified diploma within four years of entering high school.

- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.

- **Third Grade Reading Proficiency:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.

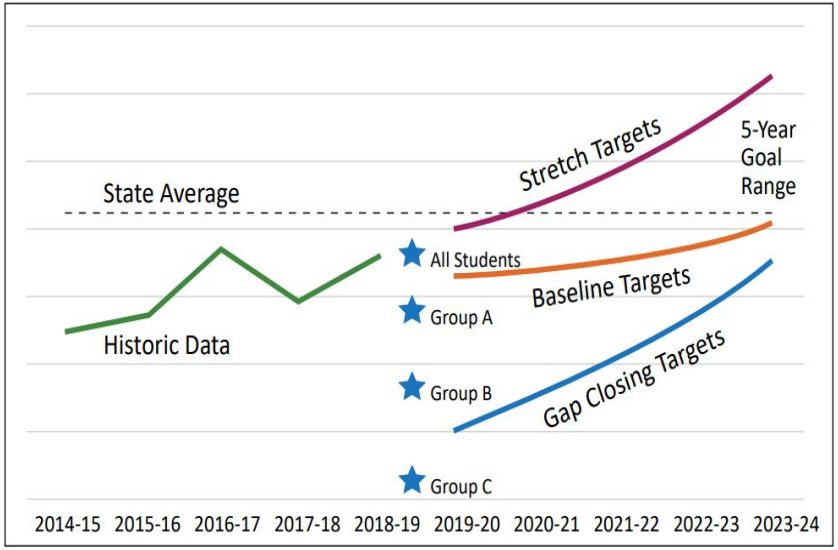
LPGTs - What's Required?

- **Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

LPGTs - What's Required?

- **Baseline** – the minimum level of realistic growth
- **Stretch** – more ambitious, still realistic
- **Gap Closing** – reduction of academic disparities for focal student groups



LPGTs & LOMs Must be: *Realistic and Attainable*

Districts working with ODE considered:

1. Historic trends for that metric
2. An evaluation of the likely impact of new or expanded programs on that metric
3. Statewide averages and trends for LPGTs

CoDeveloped Targets: Four Year Graduation

Metric	Target Type	21-22 Actual	5 Year Average	5 Year Trend	23-24 Target	24-25 Target	25-26 Target	26-27 Target	27-28 Target
Four Year Cohort Graduation									
Four Year Cohort Graduation	Baseline Target: All Students	89.06%	87.80%	0.80%	89.40%	89.55%	89.70%	89.85%	90.00%
Four Year Cohort Graduation	Stretch Target: All Students				90.40%	91.05%	91.70%	92.35%	93.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	85.45%	83.30%	1.40%	87.50%	88.40%	89.40%	90.40%	91.40%

CoDeveloped Targets: Fifth Year Completion

Five Year Cohort Completion									
Five Year Cohort Completion	Baseline Target: All Students	92.70%	92.30%	0.10%	93.00%	93.15%	93.30%	93.45%	93.60%
Five Year Cohort Completion	Stretch Target: All Students				93.80%	94.30%	94.80%	>95%	>95%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	89.71%	89.10%	0.30%	91.30%	92.10%	92.90%	93.70%	94.50%

CoDeveloped Targets: Regular Attenders

Regular Attenders									
Regular Attenders	Baseline Target: All Students	72.51%	81.94%	-2.58%	74.90%	77.30%	79.70%	80.80%	81.90%
Regular Attenders	Stretch Target: All Students				75.70%	78.90%	82.10%	83.70%	85.30%
Regular Attenders	Gap-Closing Target: All Focal Group Students	50.05%	69.47%	-6.18%	56.50%	62.90%	69.30%	72.50%	75.70%

CoDeveloped Targets: 3rd Grade ELA Proficiency

3rd Grade ELA Proficiency									
3rd Grade ELA Proficiency	Baseline Target: All Students	53.65%	60.18%	-1.37%	54.80%	56.00%	57.80%	60.20%	63.20%
3rd Grade ELA Proficiency	Stretch Target: All Students				55.20%	57.70%	61.50%	66.50%	73.50%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	45.82%	48.59%	-0.51%	48.80%	51.80%	56.30%	62.20%	69.60%

CoDeveloped Targets: 9th Grade on Track

9th Grade On-Track									
9th Grade On-Track	Baseline Target: All Students	88.98%	86.40%	-0.30%	89.20%	89.40%	89.60%	89.80%	90.00%
9th Grade On-Track	Stretch Target: All Students				89.70%	90.40%	91.10%	91.80%	92.50%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	85.89%	81.90%	0.20%	86.90%	88.00%	89.00%	90.10%	91.20%

Question & Comments

ITEM FOR ACTION

BOARD OPERATING AGREEMENTS

SUMMARY
The board has discussed and refined draft board operating agreements over multiple sessions and may approve a final draft in this meeting.

BACKGROUND
The board periodically reviews and affirms or revises board operating agreements that outline how board members will work with each other and the superintendent.

The Beaverton School Board is the policy-making body for the district, responsible for determining policies and establishing the long-range direction and vision of the school district as detailed in its strategic plan. The superintendent is its chief executive officer and educational leader, responsible for administering the operations of the district, interpreting and implementing board policies, and executing the district's strategic plan and goals.

To meet the needs of all students, the board and the superintendent must work together in a positive and transparent manner as a high-functioning leadership team. Toward that end, the school board operating agreements serve to clarify the roles and responsibilities of the board and distinguish them from the roles and responsibilities of the superintendent, as they respectfully collaborate to support the success of all students and staff in the district.

The board has discussed and refined draft board operating agreements over multiple meetings. In the last meeting on October 24, discussion focused on the three sections board members thought should be altered: adjusting section 4.C.e regarding responding to communications sent to all board members, and clarifying the intent of sections 4.D.a–b (now 4.D.a–c) regarding communication with staff. The draft has been revised following the board's discussion and may be considered for approval in this meeting. Clean and markup copies of the revised draft have been included in the agenda packet for review.

RECOMMENDATION / OPTIONS
The board may approve the board operating agreements as drafted, approve them with revisions, or discuss and provide feedback for further revisions to be considered for approval in a future meeting.

SUGGESTED MOTION
I move to approve the board operating agreements as submitted.

ALTERNATE MOTION: REVISION
I move to approve the board operating agreements, with the revision _____.

ALTERNATE MOTION: POSTPONEMENT TO REVISE
I move to postpone and consider approval of a revised draft of the board operating agreements at our next business meeting on December 12.

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

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D. Review information before meetings and come prepared to participate fully in discussions.

E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.

F. Use Robert's Rules of Order as the board's parliamentary procedure, including a limit that each board member may speak up to two times in discussion of each topic. Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings.

G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.

H. Maintain confidentiality of information, including all information and materials discussed in executive session.

I. No surprises: Communicate directly with the superintendent and board chair regarding questions and concerns about agenda items, board processes, or other issues, in advance of raising them in a meeting.

J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.

K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

3. BOARD LEADERSHIP: The board chair will…

A. Work with the superintendent to develop efficient and effective agendas for board meetings.

B. Facilitate meetings in a focused and timely manner, starting meetings on time and ending on time to the extent possible.

C. Monitor that the board follows operational agreements and legal requirements, and arrange to provide training as needed to provide awareness and address issues.

D. Speak on behalf of the board to the media and the public.

4. BOARD COMMUNICATIONS

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d. If a board member receives an inquiry from someone in another zone or a school they are not assigned, they will consult with the board member from that zone and/or the chair before responding.

e. If a communication is sent to all board members, the chair or their designee will respond on behalf of the board~~,~~; other board members will not respond. The chair or designee will copy~~ing~~ the superintendent when appropriate, and when relevant may blind copy~~ing~~ or forward the response to the board. Other board members will not reply-all, to avoid engaging in communications that constitute a serial meeting.

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h. Board members will utilize social media websites judiciously and will not denigrate the district, district staff or fellow board members, nor post confidential information about students, staff or district business.

D. Communications with Staff

a. The board's sole employee is the superintendent. The superintendent is responsible for overseeing and directing the work of all other district staff. ¶

b. Board members will direct questions and comments to the superintendent ~~and~~, who will respond or refer them to executive leadership or other staff where appropriate. ~~¶~~ Board members will not directly contact other district employees, even if there is a previous relationship established. ¶

[Clean copy: Board members will direct questions and comments to the superintendent, who will respond or refer them to executive leadership or other staff where appropriate. Board members will not directly contact other district employees, even if there is a previous relationship established.]

c. If contacted by a staff member, as with a member of the public, ~~the~~ board members will ~~acknowledge receipt and refer~~ not seek to resolve operational ~~issues~~ questions and complaints, but will acknowledge receipt and relay them to the superintendent for followup ~~or appropriate district process as with a member of the public~~.

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d. Board members will not intervene in the administration of the district or its schools. No individual board member may direct the superintendent to action without board authorization.

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draft

Approved by the Beaverton School Board on _____, 2023

I, the undersigned, have read and understand these working agreements. I agree to operate under these agreements during my term as an elected school board member.

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draft

QUICK REFERENCE: ROLES & RESPONSIBILITIES OVERVIEW

School Board GOVERNS	**Superintendent** OPERATIONALIZES & ADMINISTERS
Hires and evaluates the superintendent, as the board's sole employee	Responsible for all district staff
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Adopts, reviews, and modifies district policies consistent with State Board of Education rules and with local, state and federal laws.	Recommends policy adoptions and modifications, and implements policies approved by the board
Oversees the district's financial affairs: • Adopts the district's annual budget • Authorizes large contracts that exceed the authority delegated to the superintendent ($150,000) • Approves agreements with employee groups	Manages the district's financial affairs: • Formulates the annual budget for recommendation to the budget committee and school board • Approves expenditures within delegated authority ($150,000) and recommends to the board authorization of expenditures for large contracts beyond delegated authority • Negotiates and approves contracts as authorized by the board or within delegated authority • Negotiates and approves interagency agreements such as intergovernmental agreements and memoranda of understanding • Negotiates agreements with employee groups, subject to board parameters and board approval
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draft

ITEM FOR ACTION

SUPERINTENDENT EVALUATION PROCESS

SUMMARY
The board formally evaluates the superintendent's job performance each year. The superintendent's performance goals and process for evaluation are established in advance.

BACKGROUND
By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance annually. The evaluation provides the opportunity for the board to assess progress on district priorities. The board and superintendent discussed the goals and process for evaluating the superintendent's performance in a work session on November 14.

RECOMMENDATION
It is recommended that the board approve the process for evaluating the superintendent's performance.

SUGGESTED MOTION
I move to approve the superintendent evaluation process as submitted.

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

Beaverton School District
Superintendent Evaluation Process 2023–24
Gustavo Balderas, Superintendent

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance once each year.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress on district priorities. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

The evaluation for the 2022–23 school year includes the following sections, aligned with the foundational building blocks of the district's strategic plan:

1. Engaging & Effective Teaching & Learning Systems
2. Authentic Engagement with Students, Families & Community
3. Facilities & Programs for World-Class Learning
4. Effective Systems & Structures for Student Success
5. Equity & Excellence for All

Evaluation Process

Board leadership will schedule two executive sessions to conduct the evaluation of the superintendent.

During the first executive session, board members will first meet with the superintendent to share his self-assessment and evidence of achievement. The superintendent then will depart from the executive session, and the board will discuss the evaluation and assessment of the superintendent's job performance. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session.

The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority opinion will be reflected in the final written evaluation. Comments that are not agreed on by a majority of the board will not be included.

In a second executive session, the board will meet with the superintendent to share and discuss the performance evaluation.

Board leadership will develop a summary report on the outcome of the annual evaluation of the superintendent and will present it in a public meeting.

DRAFT

Timeline

Fall 2023
Approve annual goals for the superintendent
Approve the process for the superintendent performance evaluation
Finalize and approve the instrument for the superintendent performance evaluation

January–February 2024
Superintendent provides mid-year report on progress toward goals in public session
Board meets with superintendent in executive session for mid-year performance check-in

April 2014
Review evaluation process, timeline and instrument

April–May 2024
Superintendent meets with board in executive session and provides a self-evaluation
Board meets in executive session to develop the performance evaluation

May 2024
Board meets with superintendent in executive session and conducts the evaluation

May–June 2024
Summary of final evaluation is prepared for public distribution
Evaluation summary is presented during a public board meeting in May or June

DRAFT

AREAS OF RESPONSIBILITY

1. Engaging & Effective Teaching & Learning Systems

Key Foundational Block Actions in 5-Year Plan:

A. Establish balanced system of formative, interim and summative assessments aligned to standards at all school levels.
B. Implement comprehensive intervention system for academic, behavioral and social-emotional learning needs.
C. Ensure high-quality curriculum aligned to state standards.
D. Expand offerings and equitable access to dual language, Career Technical Education and pre-K programs.
E. Utilize data to inform and support equitable opportunities, access and inclusion for our diverse student body.

Specific Targets in 2023–24:

- **Develop Multi-Tiered System of Supports, Phase 1** ***(Foundational Block 1.A,B,E)***
  - Develop Districtwide Assessment Framework ***(1.A,E)***
  - Implement Reading Intervention Tools Districtwide ***(1.B)***
  Undertake a multi-year process to develop a districtwide MTSS system to provide needed interventions and accelerations to address both the academic and behavioral / social-emotional needs of all students — in short, a systemic approach to how we provide foundational supports for all students, identify which students need extra help in which areas, and intervene with the supports they need. In 2023–24, **complete Phase 1: Develop and implement a districtwide assessment framework and implement reading intervention tools in all schools.**

- **Restructure Curriculum Adoption Process** ***(Foundational Block 1.C)***
  Streamline and adjust the Quality Curriculum Cycle (QCC) adoption process to a one-year process that includes the essential elements of the curriculum adoption process and honors stakeholder input, in order to best support student learning needs. This will save the district time and funds and continue a high level of public and staff engagement in the selection and adoption of materials.

- **Expand Dual Language Programming** ***(Foundational Block 1.D,E)***
  Work to expand dual language programs throughout the district in a multiyear process, with the end goal that all students have the option to attend a dual language school to acquire bilingual/multilingual skills in elementary through high school. In 2023–24, **implement and support Phase 1 expansion (adding William Walker Elementary)**, and prepare for Phase 2 in 2024–25 (launching a Mandarin Chinese elementary program, a Spanish dual language elementary program, and a Spanish dual language pre-K), and Phase 3 in 2025–26.

- **Assess Career Technical Education Programming** ***(Foundational Block 1.D,E)***
  Undertake an assessment of current CTE course offerings to inform future expansion of robust, articulated career-related programs that target high-skill, high-demand, high-wage occupations.

- **Expand Early Learning Programming** ***(Foundational Block 1.D,E)***
  Continue to expand pre-kindergarten offerings, implementing programs at Elmonica, Kinnaman and Hazeldale (in lieu of Bonny Slope). Develop early literacy plan and successfully apply for Early Literacy Success Grant.

Comments:

DRAFT

AREAS OF RESPONSIBILITY

2. Authentic Engagement with Students, Families & Community

Key Foundational Block Actions in 5-Year Plan:

A. Provide timely, accessible and clear communication throughout the district.
B. Expand authentic, two-way engagement and actively target outreach to all groups.
C. Engage and partner with families and community groups to support student learning and well-being.
D. Establish actively engaged student advisory teams in secondary schools and district.

Specific Targets in 2023–24:

- **Connect With Community** ***(Foundational Block 2.A,B,C,D)***
  Engage regularly with students, parents, staff and community members through opportunities such as Superintendent Coffee Chats, Student Advisory Committee, superintendent messages, and attendance at district and community events, including intentional engagement with diverse communities. Leverage and possibly add other opportunities for engagement such as virtual opportunities, parent advisories, staff advisories.

- **Liaise With Staff** ***(Foundational Block 2.A)***
  Maintain internal communications with staff, including superintendent staff email messages, timely sharing of key information, and engaging with staff in regular visits to schools.

- **Engage With Community Partners** ***(Foundational Block 2.B,C)***
  Work collaboratively with city, county, business, non-profit, service and other community partners to further district initiatives and support students and families. Focus on local Beaverton community assets.

- **Communicate With School Board** ***(Foundational Block 2.A)***
  Provide timely and relevant information about district processes and programs, emergent issues, and decision-making processes. Collaborate with board chair to plan efficient and relevant meeting agendas and present information effectively. Support the board with board development and training to meet the board's needs and interests.

Comments:

DRAFT

AREAS OF RESPONSIBILITY

3. Facilities & Programs for World-Class Learning

Key Foundational Block Actions in 5-Year Plan:

A. Optimize program offerings and school facilities, considering community voice.
B. Modernize classrooms to ensure an equal technology experience at all schools.
C. Target completion of bond construction projects on time and on budget.
D. Prioritize environmentally responsible materials and practices.

Specific Targets in 2023–24:

- **Complete Bond Projects On Time & On Budget *(Foundational Block 3.A,C,D)***
  Continue on-time progress on school improvement projects identified in the bond measure. Prepare for the two largest projects, the replacement of Raleigh Hills Elementary School and Beaverton High School, to begin construction in summer 2024, incorporating environmentally responsible materials and practices.

- **Optimize Technology to Meet Instructional & Operational Needs *(Foundational Block 3.B)***
  Modernize classrooms to ensure an equal technology experience at all schools. This will be done through the creation of a district standard (equality) and centralization of technology purchases (equity) for our students and staff.

- **Undertake Long-Range Facilities Planning to Meet Educational & Community Needs (Foundational Block 3.A)**
  Form and engage a Facilities Planning Committee to study, consider and advise the superintendent on capacity, condition and utilization of district facilities; enrollment trends and evolution of demographics in the district; and planning for future facilities.

Comments:

DRAFT

AREAS OF RESPONSIBILITY

4. Effective Systems & Structures for Student Success

Key Foundational Block Actions in 5-Year Plan:

A. Attract, support and retain a high-quality and diverse workforce.
B. Optimize school schedules and systems to support student success.
C. Implement efficient and effective systems to streamline and support district operations.
D. Identify and eliminate systemic barriers to equitable access and outcomes.

Specific Targets in 2023–24:

- **Optimize School Schedules to Support Student Success *(Foundational Block 4.B,C,D)***

  - Middle School Schedule Review
  The district's current middle school schedule is under review. Over the course of the 2022–23 school year, the district worked with Education Northwest to conduct a qualitative study on the common middle school schedule that was implemented in 2021. In 2023–24, **review the study's findings and recommendations, consider schedule proposals** created in collaboration with school leaders, and **determine any changes to the schedule**.

  - School Start Times
  The district's current high school start times have raised significant concerns and feedback from staff, families and community over the last several years. **Complete a comprehensive review of all school start times and develop a plan** that meets criteria and enables a functional transportation schedule to meet current and expanding needs of district programs.

  Decide changes in school start times and middle school class schedules and inform community by end of 2023 for implementation in 2024–25.

- **Modernize Finance & Human Resources Software System *(Foundational Block 4.C)***
  The district's current Enterprise Resource Planning (ERP) software system, used for business office and human resources management of financial and staff data, has been in use for 23 years and has notable gaps. Replacement or reimplementation will be a multiyear process. In 2023–24, **complete evaluation of the ERP and business and operational needs, determine whether to reimplement or replace the system, and select a vendor.**

- **Develop Balanced Budget Aligned to Strategic Plan *(Foundational Block 4.C)***
  - ESSER Step-Down Plan
  - Sustainable Staffing Plan
  By law, the district must adopt a balanced budget for the coming year by June 30. Beaverton has an unusually large amount of staff and unusually high percentage of our budget going to pay for staffing. Temporary pandemic relief funds that enabled significant increases in staffing are running out. Enrollment and enrollment-based funding also is significantly declining. In 2023–24, **develop a balanced budget for 2024–25 aligned to the strategic plan** and addressing the end of ESSER funds in September 2024 and the necessary step-down of staffing, potentially over multiple years.

- **Bargain Fair and Sustainable Contracts *(Foundational Block 4.A,C)***
  Negotiate successor agreement with BEA and 2024–25 economic reopener with OSEA that serve district and student needs, support high-quality staff, and are financially sustainable.

Comments:

DRAFT

AREAS OF RESPONSIBILITY

5. Equity & Excellence for All

- Principle and priority underlying all foundational building blocks and goals

Specific Targets in 2023–24:

- **Train Staff to Support Educational Equity *(Foundational Block 5)***
  Equity and excellence for all is an underpinning foundation that should be woven into all that we do. Implement required professional development for all district staff to provide a baseline understanding and shared vocabulary for reducing bias and supporting educational equity. **Provide required training to licensed staff in ODE's Engaging Equity Professional Learning Series** in 2023–24, and prepare to expand to additional training and classified staff in 2024–25.

- **Implement Bias Incident Reporting & Response Procedures *(Foundational Block 5)***
  Oregon's Every Student Belongs rule and Board Policy ACB require districts to establish reporting and response procedures for bias incidents. **Implement, communicate and support focused bias incident reporting and response procedures** to supplement and refine the previously existing procedures for reporting concerns and complaints.

- **Attract, Support & Retain a High-Quality Diverse Workforce *(Foundational Block 4.A, 5)***

  - **Improve Hiring System**: **Successfully implement upgraded job application system** to streamline operations, enhance candidate experiences, and contribute to improved efficiency in recruiting, hiring and onboarding high-quality, diverse district staff.

  - **Support Dual Language Expansion: Proactively recruit, hire and support bilingual staff** to support the expansion of dual language programming.

  - **Increase Workforce Diversity: Work to attract, hire and retain more diverse staff** to better reflect the assets and serve the needs of our community and student population.

Comments:

DRAFT

A. Overall effectiveness summary statement:

B. Suggestions for areas of focus for the upcoming year.:

DRAFT

ITEM FOR ACTION

APPROVE REVISIONS TO BOARD POLICIES
GBEB, GBEDA & GBEDA-AR, GCBDA/GDBDA, IIBGA, JHCC & JHCC-AR

SUMMARY
Revisions are recommended to update school board policies GBEB, GBEDA, GCBDA, IIBGA and JHCC, and board-adopted administrative regulations GBEDA-AR and JHCC-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, and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

POLICY DRAFT KEY

Blue Underlined	Recommended language additions or changes
~~Red Strikethrough~~	Removed outdated language

BACKGROUND

GBEB – Communicable Diseases – Staff *(revise)*
Changes made align with revisions prescribed by Oregon Health Authority since the COVID-19 pandemic. OSBA has recommended that districts revise their board policy language to reflect the changes.

JHCC – Communicable Diseases – Students *(revise)*
JHCC-AR – Communicable Diseases – Students *(delete and replace)*
The proposed changes incorporate revisions prescribed by Oregon Health Authority since the COVID-19 pandemic. OSBA has recommended that districts update this policy and delete and replace the administrative regulation to reflect the changes prescribed by OHA. Administrative regulations normally are approved by the superintendent; JHCC-AR is one of a small number of ARs that are required to be approved by the school board.

GBEDA – Drug and Alcohol Testing – Transportation Personnel *(revise)*
GBEDA-AR – Drug and Alcohol Testing – Transportation Personnel *(delete and replace)*
Changes are recommended to reflect the new federal rules on drug and alcohol testing for bus drivers established by the U.S. Department of Transportation for school districts that own and operate their own buses. The administrative regulation has significant changes, and it is recommended that the board delete the existing AR and adopt the proposed new one aligned with the OSBA model AR. GBEDA-AR is another of the few administrative regulations that are required to be approved by the board.

GCBDA/GDBDA – Family Medical Leave *(delete and replace)*
During the 2023 legislative session, multiple bills were passed amending Paid Family Medical Leave Insurance and the Oregon Family Leave Act. OSBA recommends deleting the current policy and replacing it with the new version that reflects these changes.

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.

IIBGA – Electronic Communications System *(revise)*
A collaboration between OSBA and ODE produced a review and recommended revisions to this policy. The proposed changes update language to reflect modern usage and incorporate best practices to support the E-rate program and student safety.

RECOMMENDATION
It is recommended that the board approve the proposed revisions to board policies and board-approved administrative regulations:

- Revisions to board policy GBEB
- Revisions to board policy JHCC
- Adoption of new administrative regulation JHCC-AR and deletion of existing JHCC-AR
- Revisions to board policy GBEDA
- Adoption of new administrative regulation GBEDA-AR and deletion of existing GBEDA-AR
- Adoption of new board policy GCBDA/GDBDA and deletion of existing GCBDA/GDBDA
- Revisions to board policy IIBGA

SUGGESTED MOTION
I move to approve the policy revisions as submitted.

BEAVERTON SCHOOL DISTRICT

Code: GBEB
Adopted: 9/25/17
Readopted:
Orig. Code(s):

Communicable Diseases - Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained ~~generally shall be~~ through immunization, exclusion or other measures as provided ~~for in Oregon Revised Statutes and Oregon Administrative~~ Rules by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee may not attend work while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that the employee has or has been exposed to any disease for which exclusion is required in accordance with law and per administrative regulation GBEB-AR – Communicable Diseases – Staff. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all measures adopted by the district and with all rules set by Oregon Health Authority, Public Health Division, and the county health department. ~~Employees have a responsibility to report to the district when infected with a communicable disease unless stated otherwise by law.~~

Employees shall provide services to students as required ~~who are infected with a communicable disease except as provided~~ by law. In ~~those~~ cases ~~where~~ when a restrictable or reportable ~~a communicable~~ disease is diagnosed and confirmed for a student, the administrator ~~the district~~ shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

~~to all such persons, including those who are infected with a communicable disease, and shall provide the services in accordance with this policy. Where the district knows that a person is infected with a communicable disease it shall inform the employees, as appropriate, to protect against the risk of exposure.~~

~~No employee shall be denied the opportunity to provide service solely on the basis that the employee is infected with a communicable disease except as otherwise required by law. The district may require an employee infected with a communicable disease, which is diagnosed and confirmed, to comply with such reasonable measures, including submission to district paid medical examinations, as may be determined as conditions of continued employment.~~

The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent ~~or designee~~ will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 431.150 to -431.157
ORS 433.001 to -433.526
OAR 333-018
OAR 437-002-0360
OAR 333-019-0010
OAR 437-002-0377
OAR 333-019-0014
OAR 581-022-2220

Oregon Department of Education and Oregon Health Authority, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019).

Cross Reference(s):
EBC/EBCA - Emergency Procedures and Disaster Plans
JHCC - Communicable Diseases

BEAVERTON SCHOOL DISTRICT

Code: IIBGA
Adopted: 4/27/15
Readopted: 2/26/18
Orig. Code(s): IIBGA

Electronic Communications System

The board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's electronic communications system will be used to provide ~~statewide, national and global~~ communications opportunities for staff and students and the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for use of the district's electronic communication system ~~by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff.~~ including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;

2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social *media* ~~networking~~ sites and in chat rooms;

3. Monitoring the online activities of minors;

4. Denying access by minors to inappropriate matter on the internet and *online* ~~World Wide Web~~;

5. Ensuring the safety and security of minors when using e~~lectronic~~ mail, social media, chat rooms and other forms of direct electronic communications;

6. Prohibiting unauthorized access, including ~~so-called~~ "hacking" and other unlawful activities by minors online;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and

8. Installing measures designed to restrict minors' access to materials harmful to minors.

The administrative regulations shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations ~~will~~ may result in discipline up to and including expulsion. Staff violations ~~will~~ may also result in discipline up to and including dismissal. Violations of law ~~will~~ may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

~~ORS 30.765~~
~~ORS 133.739~~
~~ORS 163.435~~
~~ORS 164.345~~
~~ORS 164.365~~
ORS 167.060 to -167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (~~2012~~ 2018); 47 C.F.R. Section 54.520 (~~2017~~ 2019).
Copyrights, 17, U.S.C. §§ 101-1332 (~~2012~~ 2018); 19 C.F.R. Part 133 (~~2017~~ 2020).
~~*Oregon Attorney General's Public Records and Meetings Manual,* Appendix H,(2014).~~
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (~~2012~~ 2018).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (~~2012~~ 2018); 34 C.F.R. Part 84, Subpart F (~~2017~~ 2020).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (~~2012~~ 2018) 21 C.F.R. §§ 1308.11-1308.15 (~~2017~~ 2020).
Americans with Disabilities Act of 1990, 42 U.S.C.§§ 12101-12213 (~~2012~~ 2018); 29 C.F.R. Part 1630 (~~2017~~ 2020); 28 C.F.R. Part 35 (~~2017~~ 2020).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (~~2012~~ 2018); 34 C.F.R. Part 99 (~~2012~~ 2018).
~~Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).~~
Every Student Succeeds Act, 20 U.S.C. § 7131 (~~2012~~ 2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

BEAVERTON SCHOOL DISTRICT

Code: JHCC
Adopted: 1/08/07
Readopted: 5/14/18
Orig. Code(s): JHCC

Communicable Diseases – Students

The district shall ~~comply with state law and rules and state and local health authorities' guidelines regarding communicable diseases~~ provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR – Communicable Diseases – Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with ~~the overall intent of this policy~~ federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent will develop administrative regulations ~~as needed to~~ necessary to implement this policy ~~to reduce the risk of contagion in the school setting~~.

END OF POLICY

Legal Reference(s):

ORS 431.150 to -431.157
ORS 433.001 to -433.526
OAR 333-018
OAR 333-019-0010

OAR 333-019-0014
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (~~2017~~ 2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~ 2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2019).

Cross Reference(s):
EBC/EBCA - Emergency Procedures and Disaster Plans
GBEB - Communicable Diseases – Staff
JHCCA - Students - HIV, HBV and AIDS

BEAVERTON SCHOOL DISTRICT

Code: JHCC-AR
Adopted: 1/3/07
Readopted:11/4/08
Orig. Code(s):

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. "Restrictable diseases" are defined by rule and include but are not limited to COVID-19[1], chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public's health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public's health.
2. "Susceptible" for an employee means lacking evidence of immunity to the disease.
3. "Reportable diseases" means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19[2], unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public's health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.
3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health

[1] Added per OAR 333-019-1010(2).
[2] "Communicable stage of COVID-19" means having a positive presumptive or confirmed test of COVID-19.

department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.

5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.
6. More stringent exclusion standards for students from school may be adopted by the local health department.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health departments.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (*See* policy EBBAA).

BEAVERTON SCHOOL DISTRICT

Code: JHCC-AR
Adopted: 1/3/07
Readopted:11/4/08
Orig. Code(s):

Communicable Diseases – Student

DELETE

In accordance with state law, rule and health authority communicable disease guidelines, procedures, as established below, will be followed:

School Restrictable/School Reportable Diseases

1. Restrictable diseases are communicable diseases which occur in a setting where predictable and/or serious consequences may occur to the public. School restrictable diseases are defined as a disease which can be readily transmitted in a school setting and to which students and/or employees in a school may be particularly susceptible;
2. A District employee who is diagnosed to have a school restrictable disease shall not engage in any occupation which involves contact with students as long as the disease is in a communicable stage;
3. A student who is diagnosed to have a school restrictable disease shall not attend school as long as the disease is in a communicable stage. These restrictions are removed by the written statement of the local health officer or designee or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For those diseases indicated by an asterisk (*) the restriction may be removed by a school nurse. School restrictable diseases include, but are not limited to:
    a. Chicken Pox*;
    b. Cholera;
    c. Diphtheria;
    d. Measles;
    e. Meningococcal disease;
    f. Mumps*;
    g. Pediculosis* (head lice);
    h. Pertussis (whooping cough);
    i. Plague;
    j. Rubella (German measles);
    k. Scabies*;
    l. Staphylococcal skin infections*;
    m. Streptococcal infections*;
    n. Tuberculosis;
    o. Pandemic flu or other declared public health emergency.

The school administrator may, when he/she has reasonable cause to believe the student has a school restrictable disease, exclude that student from attendance until a physician, public health nurse or school nurse certifies that the student is not infectious to others;

4. The local health officer or designee may allow students and employees with diseases in a communicable stage to continue to attend and to work in a school when measures have been taken to prevent the transmission of the disease;
5. More stringent rules for exclusion from school may be adopted by the local health department or by the District through Board-adopted policy;
6. A disease may not be considered to be a school restrictable disease unless it is listed in section 3 above, in accordance with OAR 333-019-0015(2), it has been designated to be a school restrictable disease through Board policy or the local health administrator determines that it presents a significant public health risk in the school setting;
7. The District will comply with the Washington County Department of Health and Human Services Communicable Disease Exclusion Guidelines for schools and Child Care Settings;
8. When a person is diagnosed as having diphtheria, measles, pertussis (whooping cough) or rubella (German measles), the local health officer may exclude from any school in his/her jurisdiction any student or employee who is susceptible to that disease;
9. The District's emergency preparedness plan shall address the District's plan with respect to a declared public health emergency at the local or state level.

Notification

1. Any staff member who has reason to suspect that a student is infected with a reportable, but not school restrictable disease shall so inform the school administrator. All employees shall comply with all reporting measures adopted by the District and with all rules set forth by Oregon Department of Human Services, Health Services, and county health departments.
2. Employees have a responsibility to report to the District when infected with a school restrictable communicable disease unless stated otherwise by law.
3. In the event a school administrator is informed that a staff member or student may have a reportable disease, he/she will seek confirmation and assistance from the local health department to determine the appropriate District response. Reportable diseases include, but are not limited to:
    a. Acquired immunodeficiency syndrome (AIDS);
    b. Amebiasis;
    c. Anthrax;
    d. Botulism;
    e. Brucellosis;
    f. Campylobacteriosis;
    g. Chancroid;
    h. Chlamydia trachomatis infection of the genital tract;
    i. Cholera;
    j. Cryptosporidiosis;
    k. Dipththeria;
    l. Escherichia coli 0157-caused illness;
    m. Food-borne illness;
    n. Giardiasis;
    o. Gonococcal infections;
    p. Haemophilus influenzae-caused invasive disease;
    q. Hemolytic uremic syndrome;
    r. Hepatitis (A; B; non-A, non-B and delta);

DELETE

s. HIV infection*;
t. Leprosy;
u. Leptospirosis;
v. Listeriosis;
w. Lyme disease;
x. Lymphygranuloma venereum;
y. Malaria;
z. Meales (Rubeola);
aa. Meningococcal disease;
bb. Pelvic inflammatory disease, acute, nongonococcal;
cc. Peretussis;
dd. Plague
ee. Poliomyelitis;
ff. Psittacosis;
gg. Q fever;
hh. Rabies *human and animal cases);
ii. Rocky Mountain spotted fever;
jj. Rubella (including congenital rubella syndrome);
kk. Salmonellosis (including typhoid fever);
ll. Shigellosis;
mm. Syphilis;
nn. Tetanus;
oo. Trichiniosis;
pp. Tuberculosis;
qq. Tularemia;
rr. Yersiniosis

*Does not apply to anonymous HIV testing.

4. With consultation and direction from the District's school nurse or appropriate health authorities, the school administrator or designee shall determine which other persons may be informed of the infectious nature of the individual student or employee within guidelines provided in statute.

Education

1. The school administrator or designee shall seek information from the District's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the educational needs of the infected student.
2. The school administrator or designee shall, utilizing information obtained in section 1 above, determine an educational program for the infected student and implement same in an appropriate (regular or alternative) setting.
3. The school administrator or designee shall, from time-to-time, review the appropriateness of the educational program and the setting of each individual student.

DELETE

Equipment and Training

1. The school administrator or designee shall consult with the District's school nurse, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The school administrator or designee shall consult with the District's school nurse or other appropriate health officials as to whether it is necessary to provide special training in the methods of protection from such communicable disease.

All designated District personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure.

DELETE

BEAVERTON SCHOOL DISTRICT

Code: **GBEDA**
Adopted: 5/18/15
Readopted: 9/25/17
Orig. Code(s): GBEDA

Drug and Alcohol Testing and Record Query – Transportation Personnel*

The district adheres to a policy of providing all employees, students and the public an environment which is free of drugs, as defined by the Drug-Free Workplace Act and Board Policy GBEC – Drug-Free Workplace. Further, the district affirms that particularly those employees who are engaged in safety sensitive occupations must be drug and alcohol free.

Therefore, all district personnel holding commercial driver's licenses, assigned to safety sensitive positions, who are required to operate district vehicles which transport 16 or more passengers, including the driver, or who operate a district vehicle with a gross vehicle weight rating ~~(GVWR)~~, or gross combination weight rating ~~(GCWR)~~ of 26,001 lbs. or more; substitute drivers; driver trainers; other designated staff; and contractors/subcontractors engaged in safety sensitive activities on behalf of the district will be subject to pre-employment, random, reasonable suspicion, post-accident, return-to-duty and follow-up testing in accordance with the Omnibus Transportation Employee Testing Act of 1991, as amended, and shall annually certify this information to the Oregon Department of Education.

In a continuing effort to prevent accidents and injuries resulting from the use of drugs and misuse of alcohol by drivers of commercial motor vehicles, the district shall establish a drug and alcohol misuse prevention program. The district's program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991. The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education. The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration.

The superintendent ~~is directed to~~ will develop administrative regulations to carry out this policy and meet the requirements of applicable federal, state and local laws.

END OF POLICY

Legal Reference(s):
ORS 657.176
ORS 825.415
ORS 825.418

OAR 581-053-0220(3)(h)
OAR 581-053-0230(9)(t)
OAR 581-053-0420(4)(b)(B)(ii)
OAR 581-053-0430(13),(14)
OAR 581-053-0531(12),(13)
OAR 581-053-0615(2)(c)(D)(ii)
OAR 581-053-0620(1)(d)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (~~2017~~ 2019).

Cross Reference(s):
EEACA - School Bus Driver Selection and Training

BEAVERTON SCHOOL DISTRICT

Code: **GBEDA-AR**
Readopted: 4/1/00, 11/08/16, 5/14/18
Orig. Code(s):

Drug and Alcohol Testing and Record Query – Transportation Personnel*

The following procedures shall govern the district's drug use and alcohol misuse prevention program:

1. Program Coordinator

   The superintendent or designee will be designated as the district's drug use and alcohol misuse prevention program coordinator. The superintendent or designee will coordinate the district's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The superintendent or designee will:

   a. Ensure that all covered employees receive written materials explaining the district's drug use and alcohol misuse prevention program requirements including:

      1) The district policy and administrative regulations;

      2) A contact person knowledgeable about the materials, policy, administrative regulations and the OTETA;

      3) Categories of employees covered;

      4) Information about the safety-sensitive functions and what period of the workday the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as all on-duty time waiting to be dispatched, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty or follow-up testing, will also be considered as on-duty time;

      5) Specific information concerning prohibited conduct;

      6) Circumstances under which employees will be tested;

      7) Procedures used in the testing process;

      8) The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382;

      9) Explanation of what constitutes a refusal to submit to a drug and/or alcohol test;

      10) Consequences of violations (e.g., discipline up to and including dismissal as may be required by the district and removal from safety-sensitive functions as required by the OTETA) and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of drugs including the names, addresses and telephone numbers of substance abuse professionals (SAP) and counseling and treatment programs. Such information will include the consequences for covered employees found to have a breath alcohol concentration rate of 0.02 or

greater, but less than 0.04, and for those employees found to have a breath alcohol content level greater than 0.04. Minimally, no driver tested and found to have a breath alcohol concentration rate of 0.02 or greater but less than 0.04 shall be permitted to perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test;

11) Information on the effects of drug use and alcohol misuse on an individual's health, work and personal life; signs and symptoms of an alcohol or drug problem (driver's or coworker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available and/or referral to the administration; and

12) Requirement of the district to collect, maintain and report the following information to the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse[1]:

(a) A verified positive, adulterated, or substituted drug test result;
(b) An alcohol confirmation test with a concentration of 0.04 or higher;
(c) A refusal to submit to any test required by subpart C of 49 C.F.R. Part 382;
(d) An employer's report of actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations, including:
    i. On duty alcohol use;
    ii. Pre-duty alcohol use;
    iii. Alcohol use following an accident;
    iv. Controlled substance use.
(e) A SAP's report of the successful completion of the return-to-duty process;
(f) A negative return-to-duty test; and
(g) An employer's report of completion of follow-up testing.

b. Ensure that employees sign statements certifying that they have received the materials;

c. Ensure that administrators or their designee, designated to determine reasonable suspicion, receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech and performance indicators of probable drug use and alcohol misuse;

d. Ensure district compliance with applicable provisions of the OTETA's requirements regarding the district's management information system, retention and confidentiality of records;

e. Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing;

f. Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing;

g. Ensure selection of a laboratory certified by the Oregon Health Authority, Public Health Division ("OHA") to conduct drug specimen analysis;

h. Ensure selection of a qualified medical or osteopathic doctor to serve as a medical review officer (MRO) to verify laboratory drug test results;

i. Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in the OTETA;

j. Ensure the district's drug use and alcohol misuse prevention program is maintained in at least outline form, on file and available for inspection at the district office. The district shall maintain the following:

[1] https://clearinghouse.fmcsa.dot.gov/

1) Information on the effects and consequences of drug and alcohol use on personal health, safety and the work environment;
2) Information on the manifestations and behavioral changes that may indicate drug and alcohol use or abuse;
3) Documentation that drug training for all supervisory personnel has consisted of at least 60 minutes;
4) Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes;
5) Documentation of training given to employees.

k. Ensure the establishment of clearly defined communication procedures to include the method (e.g., mail, facsimile) and frequency (e.g., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the OTETA;

l. Ensure employee organizations receive written notice of the availability of all pertinent drug use and alcohol misuse prevention program information;

m. Ensure compliance with stand-down prohibitions as set forth by the OTETA. "Stand-down" means the practice of temporarily removing an employee from the performance of safety-sensitive functions, based on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test or a substituted test, before the MRO has completed verification of the test results. The district will not stand-down employees, except as provided by the FMCSA below:

1) The district may seek a waiver of the prohibition against standing down an employee;
2) Requests which include all required information will be submitted to FMCSA for approval.

2. Pre-employment and Annual Queries from, and Required Reporting to FMCSA

The district is required to conduct a pre-employment query with FMCSA on drivers who are subject to controlled substance and alcohol testing regulation, and is required to report information obtained through its controlled substance and alcohol testing program to FMCSA. All offers of employment for positions identified by the district, as required by the OTETA, will be contingent upon the results of a pre-employment query.

a. The district will obtain written or electronic consent from a driver subject to controlled substances and alcohol testing to conduct a pre-employment query with FMCSA. The consent will include consent to obtain the following information:

1) If the driver has a verified positive, adulterated, or substituted controlled substances test result;
2) If the driver has an alcohol confirmation test with a concentration of 0.04 or higher;
3) If the driver has refused to submit to a test (in violation of 49 C.F.R. § 382.211); or
4) If the driver has a report submitted by another employer on actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations that included:

(a) On duty alcohol use;
(b) Pre-duty alcohol use;
(c) Alcohol use following an accident; or
(d) Controlled substance use.

The district will conduct annual queries[2] with the FMCSA on employees subject to such queries as required by law.

b. The district will report[3] to FMCSA the following personal information about a driver that is collected and maintained in connection with the district's testing program:

[2] Written consent from the driver is required. This may be a limited query when allowed. If the limited query indicates that the FMCSA contains information on the driver, the district will conduct a full query within 24 hours and must not allow driver to perform safety-sensitive functions.
[3] The district will complete such reporting to FMCSA by close of the third business day following receipt of the information.

1) An alcohol confirmation test with an alcohol concentration of 0.04 or greater;
2) A refusal to submit to an alcohol test pursuant to conditions found in 49 C.F.R. § 40.261 or a refusal to drug test determination made in accordance with 49 C.F.R. § 40.191(a)(1)-(4), (a)(8)-(11) or (d)(1), but in the case of a refusal to test under (a)(11), the district may report only those admissions made to the specimen collector;
3) A SAP's report of the successful completion of the return-to-duty process;
4) A negative return-to-duty test; and
5) An employer's report of completion of follow-up testing.

The report will include, as applicable:

1) Reason for the test;
2) Driver's name, date of birth, and CDL number and State of issuance;
3) Employer name, address, and USDOT number;
4) Date of the test;
5) Date the result was reported; and
6) Test result. The test result must be one of the following:

   (a) Negative (only required for return-to-duty tests administered in accordance with law);
   (b) Positive; or
   (c) Refusal to take a test.

7) An employer's report of a driver's refusal to submit[4] to alcohol or drug testing must include the following information:

   (a) Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the driver was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
   (b) Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable); and
   (c) Documentation, including a certificate of service or other evidence, showing that the employer provided the employee with all documentation reported herein.

8) An employer's report of a violation of one of the following will occur by the close of the third business day following the date on which the employer obtains actual knowledge (as defined at 49 C.F.R. § 382.107):

   (a) On duty alcohol use;
   (b) Pre-duty alcohol use;
   (c) Alcohol use following an accident;
   (d) Controlled substance use.

   This report will include the following information:

   (a) Driver's name, date of birth, CDL number and state of issuance;
   (b) Employer name, address, and USDOT number, if applicable;
   (c) Date the employer obtained actual knowledge of the violation;
   (d) Witnesses to the violation, if any, including contact information;
   (e) Description of the violation;
   (f) Evidence supporting each fact alleged in the description of the violation required under paragraph above in this section, which may include, but is not limited to, affidavits, photographs, video or

[4] 49 C.F.R. § 40.261(a)(1) or 40.191(a)(1)

audio recordings, employee statements (other than admissions pursuant to §382.121), correspondence, or other documentation; and

(g) A certificate of service or other evidence showing that the employer provided the employee with all information reported under paragraph above in this section.

If the district's program coordinator is the subject of the testing, the district will ensure compliance with applicable consent, testing, and reporting requirements pursuant to law.

3. Pre-Employment Testing

The district shall conduct pre-employment testing as follows:

a. All offers of employment for positions as identified by board policy and as required by the OTETA will be contingent upon drug test results;

b. Individuals offered employment with the district and employees transferring to positions subject to the OTETA contingent on drug testing, must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee's successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years;

c. The district shall obtain and review such drug and alcohol information from previous employers of the past two years before the driver is used for the first time. The district will provide the written permission of the driver, for release of information, to the previous employers;

d. The district will maintain a written, confidential record of information obtained from another employer or the good faith efforts to obtain such information, and will maintain the same for three years from the date the driver's service began.

e. [5]Requests received by the district for release of such information to another employer must include written consent from the subject driver. Records will be released immediately in any written form (e.g., fax, email, letter) that ensures confidentiality. The district will maintain a written record and summary of information released, the date, and to whom the information was released;

d. The district must ask a driver, and will not use such driver, if they have a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer in the past two years unless the driver is in compliance with the SAP's treatment program and the OTETA's return-to-duty test requirements;

g. Prior to being directed by the district to a collection site for drug testing, the applicant will be notified that the urine sample collected shall be tested for the presence of drugs;

h. Failure to report to the collection site for testing within the time frame specified by the district shall constitute a refusal to report for testing and result in immediate withdrawal of the employment or transfer offer;

i. Pre-employment drug testing will be paid for by the district;

j. Tests must indicate negative drug test results. Individuals who fail to meet such drug requirements will not be hired or transferred voluntarily or involuntarily to covered positions;

k. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee

[5] Pertains to requests received by the district from other employers.

remains in the random testing pool, additional testing or subsequent pre-employment drug testing will not be necessary following a layoff;

l. The district will notify individuals offered employment with the district contingent on drug testing of the results of such testing upon request within 60 days of being notified of the disposition of the employment application;

m. Refusal to submit to drug and alcohol testing and/or to provide signed permission for the release of past testing information as required by the district shall result in immediate termination from employment or transfer consideration;

n. The individual may request a screening of the split specimen at their own expense. All such requests must be received by the *MRO* no later than 72 hours following notification to the applicant of the positive test results.

4. Post-Accident Testing

The district shall conduct post-accident testing as follows:

a. *As soon as practicable following an occurrence involving a commercial motor vehicle, the district shall test for alcohol for each of its surviving driver(s) (1) who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life or (2) who receives a citation within eight (8) hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or one (1) or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.*

As soon as practicable following an occurrence involving a commercial motor vehicle, the district shall test for controlled substances for each of its surviving drivers(s) (1) who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life or (2) who receives a citation within thirty-two (32) hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or one (1) or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

1) The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident;
2) If alcohol testing has not been administered within two hours, the district shall prepare and maintain on file a record stating the reasons the alcohol test was not promptly administered;
3) If alcohol testing is not administered within eight hours, the district shall cease attempts to administer an alcohol test and shall state and maintain on file a record specifying why the test was not administered;
4) If drug testing has not been administered within 32 hours following the accident, the district will cease attempts to administer such tests and will document why the test was not administered;
5) The employee will contact *their supervisor* as soon as practicable following the accident giving as much detailed information about the accident as possible (e.g., fatalities, injuries, tow-a-ways, traffic citation issued, etc.).

b. The district will provide employees with necessary post-accident testing information, procedures and instructions a a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in district vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone number of the district drug use and alcohol misuse prevention program coordinator or other district officials to contact;

c. The employee shall remain readily available for testing or may be deemed by the district to have refused to submit to testing. Such refusal is treated as if the district received an alcohol test result of 0.04 or greater or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care;

d. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the district and the tests conform to all applicable federal, state and/or local requirements;

e. An employee who is involved in an accident involving a fatality, injury and/or tow-away as described by the OTETA is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

5. Random Testing

The district shall conduct random drug and alcohol testing annually as follows:

a. Not less than 25 percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of the OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the district for testing rate purposes.
b. The testing rate may be adjusted by FMCSA based on industry wide data;
c. The testing process shall, in fact, be random. Unless advised otherwise by their consortium, all employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
d. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the district will ensure that all employees shall have an equal chance of being tested each time selections are made. The district will use the following system:

Computerized system:

A random number generating program will be loaded into a computer along with the employees' social security number, payroll identification number or other comparable identification number for the drivers.

6. Reasonable Suspicion Testing

The district shall conduct reasonable suspicion drug and alcohol testing as follows:

a. The district will test covered employees when there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse;

b. Reasonable suspicion will be based on specific contemporaneous, articulable observations made by a trained supervisor as designated by the district, concerning appearance, behavior, speech or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs;

c. Hearsay or secondhand information is not sufficient to require an employee to submit to testing;

d. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding or just after the period of the workday that the employee is required to be in compliance with this policy, administrative regulations and applicable OTETA provisions;

e. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the administrator or designee authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier;

f. The district will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

7. Referrals, Evaluation and Treatment

The district shall provide information related to referrals, evaluation and treatment as follows:

a. The district shall advise covered employees, who violate the drug and alcohol prohibitions, of referral services available for evaluating and resolving problems associated with the use of drugs and the misuse of alcohol. Such information will include the names, addresses and telephone numbers of SAPs and counseling and treatment programs;

b. An employee who engages in such prohibited conduct shall be evaluated by a SAP;

c. The SAP will determine what assistance if any the employee needs in resolving problems associated with drug use and alcohol misuse;

d. This requirement applies only to current employees and not to job applicants who refuse testing or who test positive for drugs;

e. This requirement shall not be interpreted to require the district to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary;

f. SAPs, as referred to in these administrative regulations, means:

1) Licensed physicians with knowledge of and clinical experience in the diagnosis and treatment of alcohol-related disorders;
2) Licensed or certified psychologists, social workers or employee assistance professionals with like knowledge; and
3) Alcohol and drug abuse counselors certified by the Association for Addiction Professionals (NAADAC). This does not include state-certified counselors.

8. Return-to-Duty Testing

Employees, if they continue employment and before they return to duty, shall comply with the following:

a. When an employee has previously tested greater than or equal to 0.04 for alcohol, the employee must retest (return-to-duty test) with an alcohol concentration of less than 0.02;

b. When an employee has previously tested positive for drug use, the employee must retest (return-to-duty test) with a verified negative test result.

9. Follow-up Testing

Employees, if they continue employment, shall comply with the following:

a. Follow-up testing will be conducted whenever a SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;
b. Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;

c. Follow-up drug and alcohol testing will be unannounced[6];
d. The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:

1) At least 6 unannounced tests in the first 12 months following the driver's return to duty;
2) Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if the SAP determines the testing is no longer needed.

10. Drug and Alcohol Testing Procedures

The district, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures as follows:

a. Drugs

1) The applicant or employee reports to the district-designated collection site and provides positive identification (e.g., photo ID);
2) A urine sample for drug testing is provided. A "split specimen" (two urine specimen bottles) is prepared from the urine sample;
3) Following completion of a chain-of-custody form, both specimen bottles are forwarded to the OHA certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
4) Testing results are reported to the district-selected MRO by mail or electronic transmission. Results may not be given over the phone;
5) The MRO will verify negative and positive testing results;
6) The MRO will report the verified negative testing results to the district;
7) The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found and determine whether there is any valid medical reason for the positive testing results;
8) A verified valid medical reason for a positive test result will be reported as a negative test result to the district;
9) If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the district;
10) The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the employee;
11) Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
12) The MRO will report results of the second screening to the employee and the district;
13) The MRO will meet all the OTETA requirements including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results, report to the FMCSA, and maintenance of confidentiality requirements as may be applicable;
14) Detailed drug testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention coordinator or designee.

b. Alcohol

1) The employee reports to the district-designated testing site and provides positive identification;
2) Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
3) All alcohol screening tests will be conducted by a qualified breath alcohol technician using evidential breath testing devices;
4) Testing may be conducted at an OHA certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of the OTETA;

[6] A follow-up test shall not also serve as a random test, and vice versa.

5) District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained district supervisor may conduct such testing in the absence of another technician;
6) The employee submits to breath or saliva testing;
7) If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
8) The technician will report any invalid tests, confirmed failing and passing results to the district;
9) Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
10) The breath alcohol or screening test technician will meet all OTETA requirements including such testing procedures, Alcohol Testing Form and confidentiality requirements as may be required;
11) Detailed alcohol testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention program coordinator or designee.

11. Positive Test Result

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

12. Record Keeping/Record Reporting

The district shall maintain records of its drug use and alcohol misuse prevention program as follows:

a. Records related to the collection process:

1) Documents relating to the random selection process;
2) Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
3) Documents generated in connection with decisions on post-accident testing;
4) Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
5) An annual calendar year report summarizing results of the district's drug use and alcohol misuse prevention program will be prepared and maintained when requested by FMCSA as part of an inspection, investigation, special study or for statistical purposes;
6) Documentation of breath alcohol or screening test technician training while the individual performs the functions which require the training.

b. Records related to each query:

1) Documents related to consent of any query;
2) Documents related to information received for a pre-employment or annual query;
3) Documents related to meeting reporting requirements.

c. Records related to pre-employment verification with a driver's previous employer;

d. Records related to a driver's test results, including:

1) The district's copy of the alcohol testing form, including the test results;
2) The district's copy of the controlled substance test custody and control form;
3) Documents sent by the MRO to the district;
4) Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
5) Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.

e. Records related to evaluations as follows:

1) Records pertaining to a determination by a SAP concerning an evaluation of covered employees' need for assistance;
2) Records concerning a driver's compliance with recommendations of the SAP.

f. Records related to education and training as follows:

1) Materials on drug use awareness and alcohol misuse including a copy of the district's policy and administrative regulations on drug use and alcohol misuse and related information;
2) Driver's signed receipt of education materials;
3) Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;
4) Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.

g. Records related to alcohol and drug testing as follows:

1) Agreements with collection site facilities, laboratories, MROs and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable;
2) Names and positions of officials and their role in the district's drug and alcohol testing program(s);
3) Semiannual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The district will document laboratory failures to provide statistical summaries and any district follow-up efforts to obtain such reports.

h. Records will be retained by the district as follows:

1) Five Years:

a) Records of employee alcohol-testing results with results indicating an alcohol concentration of 0.02 or greater;
b) Records of verified positive drug testing results;
c) Documentation of refusals to take required drug and/or alcohol tests;
d) Employee evaluation and referrals;
e) Testing program records including violations;
f) A copy of each annual calendar year report summary;
g) Equipment calibration documentation when required (See 12. a. (7)).

2) Three Years:

a) Records related to each query and all information received in response to each query. Documentation of a consent will be retained for three years from the date of the last query.
b) Pre-employment records obtained, or good faith efforts to obtain, from a previous employer about a driver.

3) Two Years:

Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).

4) One Year:

Records of negative and cancelled drug-testing results and alcohol test results with a concentration of less than 0.02.

5) Indefinite Period:

Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the district while the individual performs the functions which require training and for two years after ceasing to perform those functions.

i. Records will be maintained in a secure location with controlled access to ensure confidentiality requirements are met as follows:

1) Drug use and alcohol misuse prevention program records will be maintained at the district office. Records relating to individual employee drug and/or alcohol testing, evaluation and treatment will be maintained separately from the employee's personnel file;
2) Employees are entitled upon written request to obtain copies;
3) The district may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee or National Transportation Safety Board safety investigations;
4) The district shall disclose such information[7] to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. § 382.413).

[7] Information that must be disclosed to subsequent employers upon receipt of proper authorization form/release signed by the employer's ex-driver: (a) Failed alcohol tests (breath alcohol content of 0.04 or greater); (b) Verified positive drug test; (c) Refusals to test.

BEAVERTON SCHOOL DISTRICT

Code: GBEDA-AR
Adopted: 4/1/00
Readopted: 5/14/18
Orig. Code(s):

Drug and Alcohol Testing – Transportation Personnel

DELETE

Section I – Philosophy
The district has a long-standing commitment to maintain the highest standards for driver safety and health. The improper use of alcohol, use of illegal drugs, or unauthorized use of prescription drugs is contrary to these high standards. Therefore, the district will not tolerate the possession or use of alcohol or illegal drugs or unlawful use of prescription drugs by its employees in any job-related context.

Section II – Administrative Information
The district's controlled substance and alcohol testing program meets the requirements of the Department of Transportation (DOT), Federal Motor Carrier Safety Administration (FMCSA), Controlled Substances and Alcohol Use and Testing Rule, Code of Federal Regulations (CFR), Title 49, Section 382 and Part 40, as amended.

A. Responsibilities

1. District Controlled Substance and Alcohol Program Coordinator: Appendix A contains the name, address and telephone number of the individual(s) responsible for questions related to the policy or implementation of the policy;
2. Supervisors: Supervisors are responsible for observing the performance and behaviors of employees and observation/documentation of events suggestive of behavior which is prohibited by this part (i.e. controlled substance use and/or alcohol misuse). It is the supervisor's responsibility to determine when testing for controlled substances and/or alcohol is necessary, based on reasonable cause;
3. Employees: Each employee has the responsibility to be knowledgeable of the requirements of the district's controlled substance and alcohol policy and to fully comply with the provisions of the policy.

B. Who is Covered

1. This policy applies to every district employee who is required to have a commercial driver's license as part of his/her job assignment. These employees are governed by the laws of the Federal Motor Carrier Safety Administration Commercial Driver's License regulations;
2. Any employee holding a Commercial Driver's License (CDL) and who operate district vehicles which transport 16 or more passengers, including the driver, or who operates a district vehicle with a gross vehicle weight rating (GVWR) of 26,001 pounds or more;
3. Any contractor/subcontractor engaged in safety-sensitive activities on behalf of the district.

C. Notification to Employees

Prior to performing a controlled substance or alcohol test under this regulation, the district must notify the CDL employee(s) that the alcohol or controlled substance test is required. All covered employees will be provided with a complete copy of the controlled substance and alcohol policy. Each employee may obtain an additional copy of this policy for his/her review by contacting the district Drug and Alcohol Program Coordinator. Each employee will be required to sign a certificate of receipt certifying he/she has received a copy of the controlled substance and alcohol policy.

Section III – Testing Procedures

A. Specimen Collection Requirements for Controlled Substance and Alcohol Testing

1. All specimen collections for controlled substances and alcohol shall be performed according to the specific guidelines as designated in 49 CFR Part 40. A urine specimen will be collected to test for controlled substances and a breath sample will be collected to test for alcohol.
2. Alcohol tests will be administered on an Evidential Breath Testing Device (EBT) that is on the Conforming Products List published by the National Highway Safety Administration (NHTSA). The tests will be performed by a certified Breath Alcohol Technician (BAT).

B. Substances for Which Testing Must be Conducted

The district will test for evidence of the following substances:

1. Marijuana
2. Cocaine
3. Opiates
4. Phencyclidine (PCP)
5. Amphetamines
6. Alcohol

C. Drug Testing Laboratory

The district shall use a drug testing laboratory certified under Department of Health and Human Services (DHHS) Mandatory Guidelines for Federal Work Place Drug Testing Programs; 53 CFR 11970, April 11, 1988, and subsequent amendments.

D. Time Period Testing is Conducted

An employee may be sent to be tested for controlled substances at any time during the employee's workday. Testing for alcohol must take place just before, during, or just after performing a safety sensitive or covered function.

If the test result of the primary specimen is positive, the MRO will notify the employee who may request the split specimen be tested at the employee's expense at a different DHHS certified laboratory. The employee must make the request within seventy-two (72) hours of notification by the MRO. If the result of the split specimen fails to reconfirm the presence of the drug(s) or drug metabolite(s) found in the primary specimen, the MRO shall cancel the original test results and the cost of the split sample test will be borne by the district. Upon learning the MRO is attempting to contact the employee, the employee must respond by calling the MRO within twenty-four (24) hours of receipt of notification to call or be in violation of this regulation.

Section IV –Types of Tests Required

A. Pre-Employment Testing

A pre-employment controlled substance and alcohol test must be conducted before the first time an employee performs a safety sensitive function. This also applies to regular employees returning from a leave of thirty (30) calendar days or more who have not been participating in the controlled substance and alcohol program and subject to the random selection process. An employee must also take a pre-employment controlled substance and alcohol test when he/she transfers to a safety sensitive position. A negative test result is required prior to performing covered functions.

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B. Random Testing

1. The regulations require that covered employees shall be subject to controlled substance and alcohol testing on an unannounced and random basis. The district shall conduct a number of controlled substance tests according to the following:

    a. The minimum annual percentage rate for random alcohol testing is twenty-five (25) percent of the average number of employees covered under district policy.
    b. The minimum annual percentage rate for random drug/substance testing is fifty (50) percent of the employees covered under district policy.

2. The FMCSA administrator's decision to increase or decrease the minimum annual percentage rate for testing is based on the reported violation rate for the entire industry. This information is drawn from the Alcohol Management Information System Reports.

3. Once the employee has been notified that he/she has been selected for testing, he/she must proceed to the testing site immediately.
4. Alcohol tests will be performed only just before, during, or just after performing a safety sensitive function.
5. The selection of employees for random alcohol and controlled substance testing shall be made by a scientifically valid method such as a number table of a computer based random number generator that matches the employee's social security number, payroll number, or other comparable identifier. Under the selection process used, each employee shall have an equal chance of being tested with each selection made.
6. The district shall ensure that random alcohol and controlled substance tests conducted under this section are unannounced and the dates for administering random alcohol and controlled substance tests are spread reasonably throughout the calendar year.

C. Reasonable Suspicion Testing

Reasonable suspicion testing of an employee is required when there is a reasonable suspicion to believe the employee has violated the prohibitions of this policy (as described in Section V). A supervisor or district official who is trained in detection of the possible symptoms of controlled substance use and/or alcohol abuse shall make the decision to test the employee.

1. Controlled Substances

    a. The determination that reasonable suspicion exists will be based upon specific observations concerning the appearance, behavior, speech, performance indicators, or body odors of the employee(s). The observations may include indications of chronic and/or withdrawal effects of controlled substances.
    b. An employee may be asked to submit to a reasonable suspicion controlled substance test at any time during the work period.

2. Alcohol

    a. The determination that reasonable suspicion exists will be based upon specific observations concerning appearance, behavior, speech, performance indicators, or body odors of the employee.
    b. Alcohol tests for reasonable suspicion must be requested before, during or just after the employee performs a safety sensitive function.
    c. The supervisor who makes the determination to test the employee may not administer the alcohol test. The supervisor or designee shall drive the employee to the district's test site certified under this law.

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d. The employee will not be permitted to return to work to perform safety sensitive functions until:

i. An alcohol test is administered with the result of less than 0.01% BAC

OR

ii. Twenty-four (24) hours have elapsed from the time the determination of reasonable suspicion was made.

3. Supervisor Training

A supervisor who must determine whether an employee shall be tested based on reasonable suspicion must have received training of sixty (60) minutes on alcohol misuse and an additional sixty (60) minutes of training on drug/substance misuse. The training must be specific on physical, behavioral, and performance indicators of controlled substance and alcohol misusers.

D. Post-Accident Testing

1. An employee shall be required to submit to a post-accident alcohol and controlled substance test if he/she was performing a safety sensitive function and is involved in an accident as follows:

a. The accident results in a fatality;

OR

b. The employee receives a citation under state or local law for a moving traffic violation arising from the accident AND there is bodily injury resulting in the injured receiving immediate medical treatment away from the scene of the accident;

OR

c. The employee receives a citation under state or local law for a moving traffic violation arising from the accident AND one or more vehicles incurring disabling damage as a result of the accident needs to be towed away from the scene by a tow truck or other motor vehicle.

2. Every effort will be made to administer an Alcohol test within two (2) hours following the accident. If the Alcohol test is not administered within eight (8) hours following the accident, the district shall cease attempts to administer the test.
3. Every effort will be made to administer a Controlled Substance test within eight (8) hours following the accident. If the Controlled Substance test is not administered within thirty-wo (32) hours following the accident, the district shall cease attempts to administer the test.
4. If the district fails to meet the post-accident testing time lines, the district must prepare and maintain records stating the reason(s) why the test(s) was not promptly administered. Records shall be submitted to FMCSA upon agency request.
5. Post-accident breath, urine or blood tests completed by local, state or federal officials may fulfill the requirements of this policy.
6. A driver who is subject to post-accident testing must remain readily available for such testing or may be deemed by the district as refusing to submit to testing. This policy shall not be construed to require the delay of necessary medical attention for injured parties following an accident; prohibit a driver from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident; or to obtain necessary emergency medical care.
7. The district will provide the employee with information on how to comply with postaccident procedures prior to operating a commercial motor vehicle.

Section V – Prohibited Conduct

A. Refusal to Submit to an Alcohol or Controlled Substance Test

DELETE

No employee shall refuse to submit to any of the required controlled substance and/or alcohol tests, including post-accident, random, reasonable suspicion or follow up tests. Refusal to submit to an alcohol or controlled substance test means that a driver:

1. Fails to provide adequate breath for testing without a valid medical explanation after he/she has received notice of the requirement for breath testing in accordance with this policy;

OR

2. Fails to provide adequate urine for controlled substance testing without a valid medical explanation after he/she has received notice of the requirement of urine testing in accordance with this policy;

OR

3. Leaves the scene of an accident without reason;

OR

4. Engages in conduct that clearly obstructs the testing process.

B. Prohibited Conduct Related to Controlled Substances

1. No employee shall report for duty or remain on duty performing a safety sensitive function when the employee uses a controlled substance, except when the substance is prescribed by a physician, and the physician informs the employee that the substance does not adversely affect the employee's ability to perform the safety sensitive function. The employee is encouraged to report all doctor prescribed drugs used to the district's administrator of the program. Any supervisor who has actual knowledge that an employee has violated this regulation and permits the employee to work will be in violation of this regulation.
2. No employee shall report for duty or remain on duty performing a safety sensitive function after testing positive for a controlled substance.

C. Prohibited Conduct Related to Alcohol

1. No employee shall report to duty or remain on duty requiring the performance of a safety sensitive function with a breath alcohol concentration level of 0.01% or greater. Any supervisor who has actual knowledge that an employee has violated this regulation and permits the employee to work will be in violation of this regulation.
2. No employee shall use alcohol while performing a safety sensitive function.
3. No employee shall possess alcohol while on duty or operating a CMV unless the alcohol is manifested and transported as part of a shipment.
4. No employee shall perform a safety sensitive function within four (4) hours after using alcohol.
5. No employee shall use alcohol within eight (8) hours after an accident or until after an alcohol test has been completed, whichever comes first.

Section VI – Consequences for Prohibited Conduct

Any employee who engages in prohibited conduct as set forth in Section V, shall, upon knowledge of the conduct by the employee's supervisor, be considered in violation of this policy and will subject the employee to disciplinary action up to and including immediate dismissal for a single violation, regardless of the results of subsequent rehabilitation. Such test results will require the employee to be relieved immediately of duties and placed on administrative leave until a determination is made regarding disciplinary action.

Section VII – Refusal to be Tested

An employee's delay in reporting immediately and directly to or refusal to take a drug or alcohol test on a post-accident, reasonable suspicion, return to work, follow-up, or random basis will be considered the same as having a positive result. In such a case, disciplinary action, up to and including immediate dismissal, will proceed as if a violation of this policy had occurred.

Section VIII – Review of Drug Test Results

DELETE

A. Medical Review Officer (MRO)

1. The MRO shall be a licensed physician with knowledge of substance abuse disorders. The function of the MRO is to review all negative and positive controlled substance test results. The MRO interviews employees who test positive before results are transmitted to the employer. A positive test result does not automatically identify an employee/applicant as having used controlled substances in violation of a DOT regulation. An individual with a detailed knowledge of possible alternate medical explanations is essential to the review of results. The MRO may report to the employer by a communication device, but in all instances, a signed, written notification must be forwarded within three (3) business days of completion of the MRO's review.
2. The role of the MRO is to review and interpret confirmed positive test results obtained through the district testing program. In carrying out this responsibility, the MRO shall examine alternate medical explanations for any positive test result. This action could include conducting a medical interview with the individual and review of the individual's medical history, or review of any other relevant biomedical factors. The MRO shall review all medical records made available by the tested individual when a confirmed positive test could have resulted from legally prescribed medication. The MRO shall not, however, consider the results of urine samples that are not obtained or processed in accordance with DOT regulations.
3. The district has contracted with an MRO for the controlled substance testing program in accordance with the requirements of 49 CFR Parts 40 and 382. A listing of the district's MRO(s) which includes their name(s) and address(es) is contained in Appendix A.

B. Release of Results to Other Employers

Information regarding the employee's test results will not be released to other employers without the employee's written consent. All records regarding the employee's controlled substance and alcohol test results are available to the employee.

Section IX – Substance Abuse Professional

The Substance Abuse Professional (SAP) provides information to the employee regarding the following issues:

A. Effects of alcohol/controlled substance use on an individual's health, work, and personal life.

B. Signs and symptoms of alcohol misuse or controlled substance abuse.

C. Methods of intervening when an alcohol or controlled substance problem is suspected.

D. Counseling and treatment programs available for controlled substance abuse and alcohol misuse.

Section X – Employee Drug and Alcohol Volunteer Rehabilitation Program

Any employee who has engaged in conduct prohibited in Section V, and who, prior to being requested to participate in a drug or alcohol test, voluntarily comes forth with a request for professional help, shall be referred to the district's Employee Assistance Program (EAP). The EAP will assist employees with these problems and will also make referrals to appropriate treatment programs.

Employees voluntarily seeking assistance for a substance abuse problem through the district's EAP or a medical source will not be disciplined as a result of their disclosure or prior drug or alcohol use. Treatment by our EAP or another source will be handled in confidence. However, an employee may not avoid discipline for violation of this policy by participating in a treatment program unless he/she does the following:

A. Volunteers for such treatment prior to being confronted by a supervisor or law enforcement personnel with the possible violation of this regulation or before being involved in an accident or an accident occurred in which his/her conduct created a safety hazard;

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B. Successfully adheres to requirements of and completes the prescribed treatment program;

C. Does not thereafter engage in conduct violating this regulation regarding use of alcohol, illegal drugs and unauthorized prescriptions drugs.

In the case of employees returning to work after successful completion of a treatment program, the district reserves the right to test for drug and/or alcohol use on a random, periodic basis.

Appendix A – Controlled Substance and Alcohol Program Personnel and Services

A. District Controlled Substance and Alcohol Program Administrator
Administrator for Transportation
1270 NW 167th Place
Beaverton, OR 97006
(503) 356-4221

B. Medical Review Officer (MRO)
Current information may be found on the Beaverton School District Transportation intranet.

C. Substance Abuse and Mental Health Services
Current information may be found on the Beaverton School District Transportation intranet.

D. Testing Laboratory
Current information may be found on the Beaverton School District Transportation intranet.

E. Testing Clinic
Current information may be found on the Beaverton School District Transportation intranet.

Appendix B – Definitions
For the purposes of this Controlled Substance and Alcohol Policy, the following definitions apply:

1. Accident: (390.5) means an occurrence involving a commercial motor vehicle operating on a public roadway which results in:

    a. A fatality; or
    b. Bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
    c. One (1) or more vehicles incurring disabling damage as a result of the accident, requiring the vehicle to be transported away from the scene by a tow truck or other vehicle.

2. Commercial Motor Vehicle: means a motor vehicle or combination of vehicles used in commerce to transport passengers or property if the motor vehicle:

    a. Has gross combination weight rating of 26,001 or more pounds inclusive of a towed unit with a gross vehicle weight rating of more than 10,001 pounds; or
    b. Has a gross vehicle weight rating of 26,001 or more pounds; or
    c. Is designated to transport sixteen (16) or more passengers, including the driver; or
    d. Is of any size and is used in the transportation of hazardous materials and which require the motor vehicle to be placarded under Hazardous Materials Regulations (49 CFR Part 172, Subpart F).

DELETE

3. Confirmation Test: means a second alcohol test, following a screening test to detect alcohol in an individual's system that provides quantitative data of alcohol concentration. For controlled substances, confirmation test means a second analytical procedure to identify the presence of a specific drug or metabolite. Confirmatory drug testing is independent of the screen test and uses a different technique and chemical principle from that of the screen test in order to ensure reliability and accuracy.

4. Driver: means any person who operates a commercial motor vehicle. This includes, but is not limited to: full-time, regularly employed drivers; casual, intermittent, or occasional drivers; leased drivers and independent owner-operator contractors who are either directly employed by or under lease to an employer or who operate a commercial motor vehicle at the direction of or with consent of an employer. For the purposes of pre-employment testing only, the term driver includes a person applying to an employer to drive a commercial motor vehicle.

5. Fail a Controlled Substance Test or Test Positive: means the confirmation test result shows positive evidence of the presence under DOT procedures of a prohibited drug in the driver's or applicant's system.

6. Fail an Alcohol Test or Test Positive: means the driver's blood alcohol level is higher than 0.01%.

7. Illegal Drugs: means any controlled substance or imitation controlled substance whose unauthorized manufacture, distribution, dispensing, possession, or consumption, use or sale is prohibited by federal or state law.

8. Pass a Controlled Substance Test or Test Negative: means initial testing or confirmation testing under DOT procedures does not show evidence of the presence of a prohibited drug in the driver's or applicant's system

9. Pass an Alcohol Test or Test Negative: means the driver's blood alcohol level is 0.01% or less.

10. Performing a Safety Sensitive Function: means a driver is considered to be performing a safety sensitive function during any period in which he/she is actually performing, ready to perform, or immediately available to perform any safety sensitive function.

11. Prohibited Drug: means marijuana, cocaine, opiates, phencyclidine (PCP), and amphetamines.

12. Refusal to Submit (to an alcohol or controlled substance test): means a driver:

    a. Fails to provide adequate breath for testing without a valid medical explanation after he/she has received notice of the requirement for breath testing in accordance with this policy; or
    b. Fails to provide adequate urine for controlled substance testing without a valid medical explanation after he/she has received notice of the requirement of urine testing in accordance with this policy; or
    c. Engages in conduct that clearly obstructs the testing process.

13. Safety Sensitive Function: means any on-duty functions as described in 49 CFR Part 395.2 On-Duty Time. On-duty time means all the time from the time the driver begins to work or is required to be in readiness to work until the time he/she is relieved from work or the responsibility for performing work.

14. SAMHSA (Substance Abuse and Mental Health Services Administration (formerly National Institute on Drug Abuse)): was established by the DHHS in 1986 to regulate laboratories performing analytical tests (drug tests) on human body fluids for employment purposes in the public sector.

DELETE

Appendix C – Classifications Requiring a Commercial Driver's License (CDL)

1. Bus Driver
2. Field Coordinator, Safety & Training
3. Maintenance Foreman I (Selected Positions)
4. Maintenance Foreman II (Selected Positions)
5. Maintenance Leader I (Selected Positions)
6. Maintenance Leader II (Selected Positions)
7. Mechanic Specialist
8. School Bus Dispatcher
9. School Bus Router
10. School Bus Repair Technician
11. School Bus Service Technician
12. Transportation Field Assistant
13. Transportation Liaison
14. Transportation Parts Purchasing Specialist
15. Transportation Routing Coordinator
16. Transportation Maintenance Supervisor
17. Transportation Operations Supervisor

Appendix D – Certificate of Receipt

CERTIFICATE OF RECEIPT

CONTROLLED SUBSTANCE ABUSE AND ALCOHOL POLICY

I, _____, have been given a copy of the Beaverton School District's Controlled Substance and Alcohol Testing Policy.

I understand that if I violate the Prohibited Conduct rules of this policy, I may be terminated from my employment with the district.

Employee's Printed Name

Employee's Signature

Witness Signature

Date

Appendix E - REASONABLE SUSPICION INCIDENT REPORT INSTRUCTIONS

Note: Reasonable suspicion for DOT can be observed only by a supervisor who has been trained under the DOT regulations. The regulations (49 CFR 382.603) require two (2) hours of training – one (1) hour of training on drugs; one (1) hour of training on alcohol.

DELETE

1. DOT does not require a second supervisor to be involved, but if you decide to involve a second supervisor, that person must also have received the required two-hour training according to DOT regulations.

2. Document the incident using the Reasonable Suspicion Incident Report below. If a second supervisor is included, he/she should also sign each section of the Indecent Checklist.

3. Take the driver to a private location and say something like:

"I have observed you and I am concerned about your [behavior, appearance, ability to perform your job safely]. I have documented what appears to be happening, and I have determined you are not able to operate a vehicle safely. You might have to be tested for drugs and alcohol. Before I make that decision, there are some questions I need to ask you"

4. If you decide the driver should be tested, say:

"This is a requirement under DOT regulations. If the results are negative, you will be paid for any time lost. If the results are positive, you will be subject to further disciplinary action, up to and including termination. If you refuse to be tested, DOT regulations require that we take you out of service. The district's policy is to treat your refusal as if you tested positive and we will proceed as if a violation of this policy had occurred. Do you understand?"

5. Call the collection site to inform them you are bringing an employee for a DOT Reasonable Suspicion test. Make sure you know exactly where to go, and ask for any; information that you need, such as directions to the entrance, name of the person you should ask for when you arrive, etc.

6. Take the driver to the collection site. Do not allow the driver to drive.

7. The collection site will have all the necessary DOT forms for the driver to sign. These forms will accompany the specimen when it is sent to the testing lab.

8. Be sure the collection site understands this is a DOT Reasonable Suspicion Test. The collection site personnel will be sure the specimens are properly sealed, labeled and signed off by both the driver and the collection site personnel.

9. The clinic will courier or overnight the sample to the testing laboratory.

10. If the employee is tested for alcohol, you will know the results immediately. If the test is negative, the driver can return to work. If it is above 0.01%, or if a drug test (urine collection) was also conducted, you will have to arrange transportation home for the driver. Again, do not allow the driver to drive. If the alcohol test was above 0.01%, he/she cannot operate a vehicle. If a drug test was conducted, there is no way to know whether he/she is impaired until the test results are received.

11. Complete the Incident Report, sign and date it. If you have chosen to involve a second supervisor, ensure they sign and date the report as well. Notify the Administrator for Transportation and the Director of Certified Human Resources immediately.

Appendix F - Reasonable Suspicion Incident Report

Directions: Supervisor or Manager, please document your observations of the employee's behavior and indications on this form. You must personally observe the probable indicators of substance and/or alcohol use and note your observations below.

DELETE

Employee Name: Date:

Location of Observations:

Time: Name of Observer:

Speech
□ Slurred, thick
□ Slow
□ Rapid
□ Silent
□ Loud
□ Hostile
□ Talkative
□ Incoherent
□ Difficulty speaking
□ Cursing, inappropriate
□ Nonsensical, silly

Mood
□ Hostile/Angry
□ Elated, “up”
□ Irritable, agitated
□ Anxious
□ Combative
□ Aggressive
□ Violent
□ Evasive
□ Sad/Depressed

Movement
□ Slowed
□ Normal
□ Quickened
□ Shaking
□ Tremors

Eyes
□ Bloodshot/Reddened
□ Pupils dilated
□ Pupils constricted
□ Repetitive jerky motion
□ Glazed appearance
□ Droopy/Partially closed
□ Tearing, watery
□ Unfocused, blank stare

Mental
□ Poor judgment
□ Decreased inhibitions
□ Disoriented
□ Unpredictable
□ Distracted
□ Drowsy/Sleepy
□ Restless
□ Suspicious/Paranoid
□ Withdrawn

Appearance
□ Flushed
□ Sweating
□ Cold, clammy
□ Disheveled, messy
□ Vomit on clothing

Odor
□ Alcohol smell on breath or closing
□ Chemical odor
□ Burnt rope odor
□ Other odor:

Balance
□ Slowed
□ Normal
□ Quickened
□ Staggering
□ Swaying
□ Falling
□ Holding on
□ Unsteady/Uncoordinated
□ Clumsy

Other
□ Frequent use of breath mints, gum, mouthwash
□ Physical evidence (like liquor bottle, drug paraphernalia)
□ Other:

I certify that I have had training in the signs and symptoms of substance use and alcohol abuse, and to the best of my judgment, reasonable suspicion exists based on the physical and behavior indicators noted above.

Signed: Date:

2nd Observer (if used: Date:

DELETE

BEAVERTON SCHOOL DISTRICT

Code: GCBDA/GDBDA
Adopted: 3/9/10
Readopted: 9/25/17
Orig. Code(s):

Family Medical Leave*

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PMFLI is generally available to district employees who have earned $1,000 in subject wages or taxable income during the alternate or base years[1], contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.[2]

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 659A.090

[1] The wages are not required to have been earned for work in the district.
[2] See OAR 471-070-1010 for additional information.

ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 - 659A.186
ORS 659B.010
OAR 839-009-0200 - 0320

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 999 (2023).

BEAVERTON SCHOOL DISTRICT

Code: GCBDA/GDBDA
Adopted: 3/9/10
Readopted: 9/25/17
Orig. Code(s):

Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009 and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, he/she must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12- month period.

In order for an employee to be eligible for the benefits under OFLA, he/she must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

DELETE

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 to -659A.186

OAR 839-009-0200 to -0320

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2012); 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act Amendments Act of 2008.
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

DELETE

ITEM FOR ACTION AT A FUTURE MEETING

CONSIDER PROPOSED REVISIONS TO BOARD POLICIES IGBHA, IGDJ, IK

SUMMARY
Revisions are recommended to update school board policies IGBHA, IGDJ and IK. 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 and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

POLICY DRAFT KEY

Blue Underlined	Recommended language changes/OSBA model policy language
~~Red Strikethrough~~	Removed outdated language
Black Italicized	Existing language moved within policy

BACKGROUND

IGBHA – Alternative Education Programs *(revise)*
Revisions are proposed to update this policy and better align it with ODE's rule governing alternative education programs.

IGDJ – Interscholastic Athletics and Activities *(delete and replace)*
Recommended changes include language that aligns with Division 22 standards regarding interscholastic activities and the model OSBA policy.

IK – Academic Achievement *(revise)*
Updates are recommended to align with Oregon law regarding student assessment, recordkeeping and reporting, and the model OSBA policy.

RECOMMENDATION
The proposed revisions to these policies are presented for initial consideration and will come before the board for approval at its next meeting in December:

- Revisions to board policy IGBHA
- Adoption of new policy IGDJ and deletion of existing policy IGDJ
- Revisions to board policy IK

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

BEAVERTON SCHOOL DISTRICT

Code: IGBHA
Adopted: 10/24/07
Readopted: 2/26/18
Orig. Code(s): IGBHA

Alternative Education Programs**

The board is dedicated to providing educational options for all students. It recognizes that there will be students in the district who may benefit educationally in an alternative program.

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of board-approved alternative programs (See board policy IGBHC - Alternative Education Notification for eligible students) will be adopted annually based on superintendent recommendations. The superintendent shall provide for the involvement of staff, parents or guardians and the community in recommending alternative programs for board approval. Approval and annual evaluation of alternative programs and student performance will be made pursuant to Oregon law. The superintendent will develop administrative regulations as necessary to evaluate the district's alternative education programs.

Alternative programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program~~s~~ shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state laws and rules, and federal law, as applicable. ~~Oregon Revised Statute (ORS) 336.615 to ORS 336.665 and regulations applicable to alternative education programs.~~ Home schooling is not placement in an alternative education program. A student's parent is responsible for enrolling the student in a private alternative program, unless the student is 18 years of age, in which case the student is responsible for enrollment.

A student may be placed ~~upon a parent's request~~ in an alternative education program, after consultation with a parent or guardian, if the district determines that the placement is necessary to meet the student's educational needs and interests and assists the student in achieving district and state academic standards. Placement in an alternative education program for a non-resident student requires the approval of the student's resident district and the district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of the alternative program or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less, *except students placed by the district through the IEP process.* When contracting with a private alternative education program, the district's contract will meet the requirements of law. ~~The district will enter into a written contract with alternative education programs that satisfy Oregon's statutory and regulatory criteria and to which district students actually attend with the district's approval.~~

~~If a parent receives an exemption from compulsory attendance on a semi-annual basis to withdraw a student age 16 or 17, the district has no obligation to pay for an alternative program.~~

~~If a student is not successful in the alternative program selected or the alternative education programs are offered and not accepted by the student and/or parent, the district is not obligated to propose or fund alternatives.~~

END OF POLICY

Legal References:

ORS 329.485
ORS 332.072
ORS 336.014
ORS 336.175
ORS 336.615 to -336.665
ORS 339.030
ORS 339.250

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Cross Reference(s):
IGBHB - Establishment of Alternative Education Programs
IGBHC - Alternative Education Notification
JGEA - Alternative Education Programs Related to Expulsion

BEAVERTON SCHOOL DISTRICT

Code: IGDJ
Adopted: 9/29/14
Readopted: 5/20/19, 2/26/18
Orig. Code(s): IGDJ

Interscholastic Athletics and Activities**

The board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization[2]. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:

    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;

2. Maintains a transparent complaint process that:

    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

[2] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

The district shall allow the following students that reside in the district the opportunity to participate in available interscholastic activities in accordance with Oregon law: homeschooled, those eligible to attend school and are enrolled in a high school equivalency program, and those attending a public charter school that does not provide interscholastic activities.

Interscholastic activities, when provided by the district, will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all eligibility requirements of the district and associated voluntary organization. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated board policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers or students in violation of such policies, rules and/or regulations may be required to remunerate the district in the event fines are assessed as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):
ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 to -339.460

OAR 581-015-2255
OAR 581-021-0045 to -0049
OAR 581-022-2308(2)
OAR 581-026-0005
OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~2012~~ 2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017 ~~2022~~).

~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.~~

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

BEAVERTON SCHOOL DISTRICT

Code: IGDJ
Adopted: 9/29/14
Readopted: 5/20/19, 2/26/18
Orig. Code(s): IGDJ

Interscholastic Athletics and Activities

DELETE

It shall be the policy of the district to encourage interscholastic programs for students in grades 9 - 12.

The interscholastic athletics and activities programs are designed for and should contribute to the students' physical and emotional development, healthful habits, teamwork, citizenship and proper conduct.

The athletic program is one of many school activities and therefore is under the same administration and control as the rest of the school programs.

The health and welfare of the participants is a primary consideration in conducting the athletics and activities programs. Length of practice sessions, number of practices, number of games or events and strenuous trips should be carefully planned with due consideration of the age of the students and the physical, emotional and academic demands upon the participants. With athletic programs, physical examinations, insurance coverage and supervision of recovery time from illness or accident must be provided.

Eligibility to participate in contests and events is regulated by the Oregon School Activities Association (OSAA).

As per Title IX, girls may participate on teams designated for boys in any interscholastic activity if there is no girls' team with equal opportunity for participation.

Schools will check and report on the academic progress of all students involved in OSAA-governed athletics and activities on a periodic basis. Academic checks will consider both current and previous performance, ensuring all students in Fall, Winter and Spring OSAA athletics and activities are monitored and academically struggling students are identified early. Any student with a current failing grade will have 5 school days from the reporting date to raise all grades to passing. Any student who fails to raise all class marks to passing will be required to begin and fulfill an Academic Support Program in order to continue participation. A principal may offer an Academic Support Program to a student prior to receiving a failing grade if the principal deems the student to be at risk of failing based on prior performance. The Academic Support Program shall be developed in collaboration with the student, parents and staff and shall include specific expectations, interventions and regular monitoring to support the student's academic success. Academic Support Programs may remain in place after the athletic season/activity ends to ensure continued student success. The superintendent shall create guidelines for Academic Support Programs to promote consistency among schools and activities.

District employees and activity volunteers are prohibited from making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities eligibility or participation. The principal, activities director and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of students and for verifying that coaches have been certified through the National Federation of High School Coaches Certification program prior to assuming coaching duties. The principal shall ensure that a

program is in place to effectively evaluate the performance of all coaches and activities advisers under his/her their supervision.

Principals must ensure that all coaches and/or volunteer coaches have completed a criminal records check as required by state law and by Board policy GCDA/GDDA - Criminal Records Check and Fingerprinting and its accompanying administrative regulation.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policy, administrative regulations and/or OSAA rules and regulations. They shall notify the superintendent of conduct that violates the terms of this policy and report to OSAA as required.

An employee determined to have violated rules and regulations of OSAA may be subject to discipline, up to and including, dismissal. A student in violation of OSAA rules and regulations will be subject to discipline, up to and including, dismissal from his/her interscholastic activity or program and expulsion from school. Volunteers shall be subject to discipline up to removal from district programs and activities and such other sanctions as may be deemed appropriate by the Board.

Employees, volunteers or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

END OF POLICY

Legal Reference(s):
ORS 326.051

ORS 332.075(1)(e)
ORS 339.450 to -339.460

OAR 581-015-2255
OAR 581-021-0045 to -0049
OAR 581-026-0005
OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Oregon School Activities Association, OSAA Handbook.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

BEAVERTON SCHOOL DISTRICT

Code: IK
Adopted: 6/16/14
Readopted: 2/26/18
Orig. Code(s): IK

Academic Achievement** ~~- Grading and Reporting~~

Strong communication between teachers, parents and students is essential to support home/school partnerships and student success.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level.

The following outlines the principles and requirements for grading and reporting of student achievement.

~~1. The district shall maintain high standards with the goal of preparing all students to be ready for college and career. Student achievement shall include the following elements, which shall be measured and reported separately:~~

1. Parents and students will be informed, at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:

    a. ~~Achievement of current expectations towards academic course goals and standards;~~ Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
    b. ~~Individual student growth;~~ Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
    c. ~~Behavior affecting academic achievement (e.g., attitude, effort and attendance);~~ Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
    d. Student scores on all state and local assessments indicating ~~including~~ any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
    e. ~~The~~ Student~~'s~~ progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.

2. *Parents will be notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration.*

3. Course learning goals and the information and process the teacher will use to assess and determine student achievement shall be communicated to students and parents at the beginning of the course.

4. Reporting of student achievement shall be:

    a. Clear and understandable;
    b. Based on valid and reliable assessment;
    c. Accessible, efficient and manageable for all stakeholders;

d. Timely and at regular intervals.

~~4. Letter grades shall be provided at the high school level on all progress reports and report cards.~~

~~5. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs.~~

~~6. Significant changes at any level will be based on research, circulated to staff and the community for feedback, approved by the superintendent or designee, and approved by the Board. The Board will approve the changes if they meet the requirements of this policy.~~

5. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;

6. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

7. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;

END OF POLICY

Legal Reference(s):
ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

Cross Reference(s):
IGBHC - Alternative Education Notification

ITEM FOR ACTION AT A FUTURE MEETING

OREGON SCHOOL BOARDS ASSOCIATION ELECTION

SUMMARY
At the next business meeting, the board will vote in the Oregon School Boards Association 2023 election on OSBA board position #16, legislative policy committee position #16, and two resolutions — to create a rural school boards caucus with designated seats on the OSBA board and legislative policy committee, and to adopt amendments to the OSBA bylaws.

BACKGROUND
Beaverton School District is a member of the Oregon School Boards Association, a statewide association that supports K–12 public school boards, education service district boards, community college boards and the state board of education.

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and a representative of the caucus of board members of color. OSBA also has a legislative policy committee, consisting of the OSBA board and additional elected regional representatives. Candidates for election must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region's board positions.

Member boards vote on candidates and resolutions during OSBA's annual election period in the fall. Voting is open from November 15 to December 15. Candidates are voted on by member boards in their region, and each board has one vote. Resolutions are voted on statewide, with a weighted voting system based on student population, so as a large district Beaverton has multiple votes. Boards vote as a body, not as individuals; a majority vote determines how the board's votes will be cast with OSBA.

The board is asked to vote on board position 16 and LPC position 16, each with a single candidate. (Washington County is also represented by positions 15 and 20, but no candidates filed to run for either of the board or LPC seats; OSBA will conduct an application and appointment process after the election.)
- OSBA Board Position 16 – Tristan Irvin, Tigard-Tualatin School Board
- OSBA Legislative Policy Committee Position 16 – Becky Tymchuk, Northwest Regional ESD Board

The board also is asked to vote on two resolutions:
- Resolution 1 – Create the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee
- Resolution 2 – Adopt the proposed amendments to the OSBA Bylaws

Detailed information about the proposed resolutions and candidates is included in the agenda packet.

RECOMMENDATION
This is presented for initial consideration and discussion. At the next meeting on December 12 the board will vote as a body on each position and resolution, and staff will record the board's votes with OSBA.

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.

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: September 25, 2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm, September 29, 2023

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Washington Region, Position # 16.

BOARD CANDIDATE INFORMATION

Name: Tristan Irvin
District/ESD/Community College: Tigard-Tualatin School District 23J
Address: 6960 SW Sandburg St.
City: Tigard Oregon ZIP: 97223
E-mail: boardmember.Irvin@ttsd.k12.or.us Phone: 503-431-4000

This nomination was approved by official action of our board of directors at a duly called meeting on September 25, 2023.
(date)

(Board Vice Chair signature)

Board Vice Chair name: David Jaimes
District: Tigard-Tualatin School District 23J
Address: 6960 SW Sandburg St.
City, State, Zip: Tigard, OR 97223

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Tristan Irvin Date: 9/9/23

Address: 7998 SW Bond St

City/Zip: Tigard, OR 97224

Business phone: 541-915-5266

Residence phone: 541-915-5266

Cell phone: 541-915-5266

E-mail: 541-915-5266

District/ESD/CC: Tigard-Tualatin SD

Term expires: 2025 Years on board: 2

Region: Washington County Position #: 16

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name 9/9/23 Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA works to support, advocate, and partner with local school boards in order to improve equitable outcomes for all students and improve student success. OSBA strives to do this by creating and implementing a financial strategic plan in order to create a financially stable organization; continuing to create and develop deep relationships with board and superintendents, and investing in the training and mentoring of new board members which will positively affect the overall health of public school boards in Oregon.

2. What do you want to accomplish by serving on the OSBA board of directors?

   Having worked to create and advocate for equity focused practices and policies in my home district (TTSD), I would love to continue that work and make it the rule, rather than the exception, across the state. Additionally, I would like to be part of communicating best-practices, legislative updates, and other pertinent information to new and seasoned board members with the mission of the OSBA and the core value that "every child can learn" at the forefront.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I believe that as a leader, two of the most important skills I bring are: the ability to seek out and elevate voices and perspectives that may not always be given the space to be heard; and I love collaborating with colleagues about creative solutions and thinking outside the box. And while it's not necessarily a skill, I do think having a good sense of humor never hurts!
   For the last several years, we have had one student representative from each high school on the board. This is a position that allows students to give their perspective on the issues and concerns that they, and their peers, are seeing and experiencing. Each year we have had an increasing number of high school applicants and so, with the mission and core value of elevating voices in mind, last year I recommended expanding our student representatives to two students per school, and this year we increased it again to three per school!

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

I think one (forever) challenge is state school funding (and particularly the numbers they use for their calculations - such as using outdated numbers, rather than current figures that are part of real-time collective bargaining, etc.). Another challenge is the vast difference in equity work happening in school districts across the state. This is a crucial, and ongoing, conversation and it is critical that we advocate for boards to work towards alignment in this area.

5. What do you see as the two most challenging issues faced by your region?

Honestly, I believe that we share the same issues as I mentioned above. With regards to equity, we have seen a lot of push-back from some of our constituents when it comes to equity work. It requires patience, educating, and re-calibrating, but I am hopeful when I see many districts (like TTSD) committed to the work. School funding continues to be a trickle-down issue -- what we are seeing regionally is a continued need for SEL and mental health supports, special education personnel, and ability to compensate our teachers for the tremendous work that they do.

6. What is your plan for communicating with boards in your region?

I plan on contacting former OSBA board members from my region to gain an understanding of what worked, and what didn't, relative to communication during their tenure. I would hope to contact regional board chairs via email or phone to introduce myself and see what communication methods they prefer.

Please continue to the next section.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

School Board Director (Chair) - TTSD • Student Success Act Committee - TTSD • SIA Budget Committee - TTSD • Licensed Bargaining Committee - TTSD • Long Range Facilities Planning Committee - TTSD • Bond Oversight Committee - TTSD • 2024 Bond Planning Committee - TTSD • Boundary Committee - TTSD • Strategic Plan Committee (co-chair) - TTSD • Curriculum Committee - TTSD • SEL & Public Health Committee - TTSD

Other education board positions held/dates:

Foundation for Tigard-Tualatin Schools - Director, VP, and President

Occupation (Include at least the past five years):

Employers:	Dates:
Willamette Connections Academy	2021- present
TTSD	2020 (until COVID)
East Burn Dentistry	2017-2020
Oregon Connections Academy	2012-2017

Schools attended (Include official name of school, where and when):

High school: South Eugene High School; Eugene, OR; 1992-1996

College: Bank Street College of Educ.; NY NY; 2005-2007; Univ. of Oregon; Eugene, OR 1998-2

Degrees earned: MA in Education; BA in International Studies and Education

Education honors and/or awards:

Other applicable training or education:

Leadership Academy - ORCA
Equity Summit - COSA

Activities, other state and local community services:

Board Director - Family Justice Center of Washington County
Packed with Pride - founding volunteer
Board Director (former) - City of Tigard Parks and Rec Advisory Board

Hobbies/special interests:

Lifelong learner (training PD opportunities, etc.)
Outdoor activities (SUPing, kayaking)
All the word puzzles (Wordle, Waffle, Polygonle, Squardle, etc.)
Reading • Dancing

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

1.Describe in your own words the mission and goals of OSBA.
OSBA works to support, advocate, and partner with local school boards in order to improve equitable outcomes for all students and improve student success. OSBA strives to do this by creating and implementing a financial strategic plan in order to create a financially stable organization; continuing to create and develop deep relationships with board and superintendents, and investing in the training and mentoring of new board members which will positively affect the overall health of public school boards in Oregon.

2. What do you want to accomplish by serving on the OSBA board of directors?
Having worked to create and advocate for equity focused practices and policies in my home district (TTSD), I would love to continue that work and make it the rule, rather than the exception, across the state. Additionally, I would like to be part of communicating best-practices, legislative updates, and other pertinent information to new and seasoned board members with the mission of the OSBA and the core value that "every child can learn" at the forefront.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.
I believe that as a leader, two of the most important skills I bring are: the ability to seek out and elevate voices and perspectives that may not always be given the space to be heard; and I love collaborating with colleagues about creative solutions and thinking outside the box. And while it's not necessarily a skill, I do think having a good sense of humor never hurts!

For the last several years, we have had one student representative from each high school on the board. This is a position that allows students to give their perspective on the issues and concerns that they, and their peers, are seeing and experiencing. Each year we have had an increasing number of high school applicants and so, with the mission and core value of elevating voices in mind, last year I recommended expanding our student representatives to two students per school, and this year we increased it again to three per school!

4. What do you see as the two most challenging issues faced by OSBA?
I think one (forever) challenge is state school funding (and particularly the numbers they use for their calculations - such as using outdated numbers, rather than current figures that are part of real-time collective bargaining, etc.). Another challenge is the vast difference in equity work happening in school districts across the state. This is a crucial, and ongoing, conversation and it is critical that we advocate for boards to work towards alignment in this area.

5. What do you see as the two most challenging issues faced by your region?
Honestly, I believe that we share the same issues as I mentioned above. With regards to equity, we have seen a lot of push-back from some of our constituents when it comes to equity work. It requires patience, educating, and re-calibrating, but I am hopeful when I see many districts (like TTSD) committed to the work. School funding continues to be a trickle-down issue -- what we are seeing regionally is a continued need for SEL and mental health supports, special education personnel, and ability to compensate our teachers for the tremendous work that they do.

6. What is your plan for communicating with boards in your region?
I plan on contacting former OSBA board members from my region to gain an understanding of what worked, and what didn't, relative to communication during their tenure. I would hope to contact regional board chairs via email or phone to introduce myself and see what communication methods they prefer.

Work or service performed for OSBA or local district (include committee name and if you were chair):
School Board Director (Chair) - TTSD
Student Success Act Committee - TTSD
SIA Budget Committee - TTSD
Licensed Bargaining Committee - TTSD
Long Range Facilities Planning Committee - TTSD
Bond Oversight Committee - TTSD
2024 Bond Planning Committee - TTSD
Boundary Committee - TTSD
Strategic Plan Committee (co-chair) - TTSD
Curriculum Committee - TTSD
SEL & Public Health Committee - TTSD

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 9/14/2023

Nominations are due by 5 pm, September 29, 2023.

Return this form and all candidate information forms to the OSBA office by email at *OSBAelections(3)osba.org,* or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association 1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: *OSBAelections(g),osba.org*

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Region Washington, Position # 16 Board

LPC CANDIDATE INFORMATION

Name: Becky Tymchuk

District/ESD/Community College: Northwest Regional Education Service District

Address: 5825 NE Ray Circle City: Hillsboro Oregon ZIP: 97124

E-mail: btymchuk@nwresd.k12.or.us Phone: 503.614.1401

This nomination was approved by official action of our board of directors at a duly called meeting on

9/12/2023.

Douglas C. Dougherty
Douglas C. Dougherty (Sep 15, 2023 09:49 PDT)

(Board Chair signature)
Board Chair name: Doug Dougherty
District: Northwest Regional Education Service District
Address: 5825 NE Ray Circle
City, State, Zip: Hillsboro, Oregon 97124

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: BECKY TYMCHUK

Date: SEPTEMBER 26, 2023

Address: 13315 S.W. ANGORA LANE

City/Zip: BEAVERTON/97008

Business phone: (503) 720-5852

Residence phone: (503) 524-4423

Cell phone: (503) 720-5852

E-mail: BTYMCHUK@NWRESD.K12.OR.US

District/ESD/CC: NORTHWEST REGIONAL ESD

Term expires: 2027 Years on board: 3 MOS

Region: WASHINGTON



Position #: 16

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Becky Tymchuk

Name

SEPTEMBER 26, 2023

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   To provide a collective voice and advocate on behalf of the school boards and students from Washington County at the state level.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   Have served as chair and president of several community boards. Was elected two terms to the Beaverton School District Board of Directors, where I served as board vice chair and chair. Chaired two successful local levy and bond campaigns for the Beaverton School District.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   Funding districts at the current service level, especially with ESSER funds coming to an end and with declining student enrollment. To meet the various student needs of urban, rural and suburban districts.

4. What do you see as the two most challenging legislative issues faced by your region?

   Adequate funding for SPED, early childhood and supports to improve attendance and meet mer

5. What is your plan for communicating with boards in your region about legislative issues?

   Share OSBA legislative updates with local districts. Meet with board members at statewide and regional conferences to share ideas and information.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA Legislative Policy Committee: 2015 to present
OSBA: Gold Leadership 2018
Chair - Beaverton School District 2018-21
Chair - Beaverton School District Local Option Levy Campaign 2017
Chair - Beaverton School District Local Bond Campaign 2022

Other education board positions held/dates:

Board Member - Northwest Regional Education Service District - 2023 to present
Board Member - Children's Institute 2023 to current

Occupation (Include at least the past five years):

Employers:	Dates:
Tymchuk Consulting - Owner Non-Profit Consultant/Fundraiser	2003 to present
Junior Achievement - VP Development/Operations/Pres.	1985-2003

Schools attended (Include official name of school, where and when):

High school: Grant Pass High School - Grants Pass Oregon - 1973 to 1977

College: Willamette University - Salem, Oregon - 1977 to 1981

Degrees earned: Bachelor of Science - Speech and Social Science

Education honors and/or awards:

Grants Pass High - National Honor Society/recipient of the National DeKalb Scholarship
Willamette University - Senior Key

Other applicable training or education:

Certified Fund Raising Executive (CFRE) National Ceritification and Distinction for Devolpment Professionals
Masters Degree Course Work - School of Non-Profit Management - Concordia College
OSBA Leadership - Gold Level

Activities, other state and local community services:

Board of Trustees - Oregon Zoo Foundation • Board Member - Oregon Bankers Assoc. Education Foundation
Board Member - Children's Institute • Life Member Board Member - Metro Salvation Army
Emeritus Board Member - Nick Wilson Charitable Group • AVID Tutor

Hobbies/special interests:

Travel, gardening, current events, reading, sports fan and entertaining friends and family.

Business/professional/civic group memberships; offices held and dates:

None

Additional comments:

As I have transitioned from serving on the Beaverton School Board to now serving on the Northwest Regional ESD, I feel it is more important than ever to stay involved in OSBA LPC and to advocate on behalf of Washington County's needs at the state level.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

WHEREAS, the Oregon Rural School Board Advisory Committee has been active and publicly supported by OSBA's Board of Directors since April 22, 2022; and has developed a mission statement and goals; and has established bylaws; and

WHEREAS, the Advisory Committee is ready to elect officers and their Rural Leadership Assembly; and

WHEREAS, the Advisory Committee has articulated its mission as follows: "To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities."

WHEREAS, OSBA's Board of Directors recognizes the importance of the Advisory Committee's value and mission; and

WHEREAS, the Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2023 OSBA election; and

BE IT FURTHER RESOLVED that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS

OF THE

OREGON SCHOOL BOARDS ASSOCIATION

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the "OSBA") exists solely to perform essential governmental functions and all of its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA's mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of rural students.

To this end, The OSBA Board of Directors has formally recognized the Oregon Rural School Board Members Caucus (the "Caucus") to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA's efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS:

2.1 Name: This organization shall be known as the Oregon Rural School Board Members Caucus of the Oregon School Boards Association (OSBA).

2.2 Mission: To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.3 *Goals:*

2.2.1 To elevate the voice of rural school districts and recognize their unique needs.

2.2.2 To build and maintain collaborative relationships between OSBA and rural school boards.

2.2.3 To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.

2.2.4 To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.2.5 To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

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ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association *and serve a school district with a population density of less than 200 people per square mile and/or total school district population less than 20,000 people*. All board members of Oregon Education Service Districts are eligible to participate in the Rural Caucus. If a school board member or district does not meet the aforementioned qualification but feels they are indeed a rural district, an appeal process will be available as outlined in policy. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person (or virtually) *to vote. Voting by proxy shall not be permitted.*

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary/Treasurer.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location (or virtually) within Oregon as designated by the President or the Executive Committee.

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5.3 Notice.

5.3.1 Notice and agenda of every annual meeting, regular or special meeting of members, stating the time and place thereof, shall be posted to the OSBA website, no less than 14 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine *in their sole* discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA. Minutes from each meeting shall be posted to the OSBA website.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

ARTICLE 6

Rural Leadership Assembly

6.1 Composition. The Rural Leadership Assembly of the Caucus shall consist of 9 members, and shall include *one representative from each OSBA district with 10 or more districts defined as rural (Regions 1, 2, 4, 6, 9, and 14), plus 3 at-Large* members. The executive committee (President, Vice-President, Secretary/Treasurer) shall be elected from the body of the Rural Leadership Assembly by the members of the Rural School Board Members Caucus.

6.2 Terms. The Rural Leadership Assembly **members shall each serve two-year terms. The President, Vice-President & Secretary/Treasurer shall each serve a one-year term. The President, Vice-President, Secretary Treasurer, Regional Members, and Members-at-Large may serve any number of consecutive terms.** Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Rural Leadership Assembly members may be nominated by either (a) the nominating committee, or (b) a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting. Positions 1, 4, 9, and at large #1 shall be elected in even numbered years, and positions 2, 6, 14, at large #2 and at large #3 shall be elected in odd numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus.

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6.4.2 Vice President. The Vice President shall have such duties as from time-to-time may be assigned by the Executive Committee, and in the absence of the President, the Vice-President shall have and perform all the powers and duties of the President.

6.4.3 Secretary/Treasurer. The Secretary/Treasurer shall keep the minutes and records and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time-to-time may be assigned by the Executive Committee. The Secretary/Treasurer shall maintain a roster of the current membership. The Secretary/Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Secretary/Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.5 Resignation. A Leadership Assembly member may resign by filing a written resignation with the President or Secretary/Treasurer of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the Leadership Assembly at the next regular or special meeting.

6.7 Removal. Any member of the Leadership Assembly who misses more than two meetings out of any four consecutive meetings, *unless they are* excused by the Executive Committee for a valid reason, may *have their* position vacated by action of the Leadership Assembly.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President, Vice-President, and Secretary/Treasurer.

7.2 *Responsibilities*. *The Executive Committee* shall have the following responsibilities and powers:

(a) To respond to any inquiry or question from OSBA.

(b) To act on behalf of the Caucus when deemed necessary by the President.

(c) To review plans and programs to be presented to the Caucus at its meetings.

(d) *To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.*

(e) Members of the Executive committee will be elected from the Rural Leadership Assembly.

7.3 *Ratification*. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 *Administration*. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

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ARTICLE 8

COMMITTEES

The President may establish committees of 2 or more members to serve at the discretion of the President. These committees would consist of such persons and perform such duties as the President designates from time to time; provided, however, that the committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Leadership Assembly.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

9.1 The Caucus shall appoint one officer from the Rural Leadership Assembly to serve as liaison to the OSBA Board of Directors and to be a voting member of the OSBA Board of Directors for a two year term. That liaison shall hold all of the rights and responsibilities of a member of the OSBA Board of Directors.

9.2 The Caucus shall appoint one member from the Rural Leadership Assembly to serve on the Legislative Policy Committee for a term of two years.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by a majority vote of the members of the Caucus who are present and voting at the annual meeting.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order, when they do not conflict with the Charter.

****

The foregoing charter was adopted by the active membership of the OSBA Rural Caucus on (_____)month (_____) date (_____) year.

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Resolution

Resolution to Amend the OSBA's 2018 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards; and

WHEREAS, in 2017, through a vote of the Membership, OSBA was incorporated under ORS Chapter 65 to nonprofit status and Bylaws replaced the Constitution.

WHEREAS, in 2018, through a vote of the Membership, the Bylaws were amended to expand the OSBA Board of Directors and the Legislative Policy Committee with representatives from the School Board Members of Color Caucus.

WHEREAS, The Bylaws have not been amended since 2018, the OSBA Board of Directors determined, based on its review of the proposed changes, that it was in the membership's best interest to amend the Bylaws; and

WHEREAS, the following only reflects a high-level overview of the proposed changes, all changes are reflected in the proposed bylaws.

- Clarification of the Membership voting process for both resolutions and bylaw amendments.
- Clarification of an exception to the term limits for the OSBA director serving as immediate past president.
- Clarification of the definition of a quorum for the OSBA Board of Directors.
- Combining the Finance and Budget Committees and outline the terms of the members.
- Adding a Rural School Boards Caucus representative to the Board of Directors and the Legislative Policy Committee (LPC).
- Adding language to reflect the School Board Members of Color Caucus representation on the LPC, which was inadvertently omitted during the 2018 amendment.
- Adding information regarding the PACE Board of Trustees under the Committees and Caucus section of the Bylaws.
- Adding language stating caucuses must comply with OSBA policies/guidelines and adding language to establish the Rural caucus.
- Edits to grammar, punctuation, and language for readability.

WHEREAS, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to amend the Bylaws:

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2023 OSBA election; and

BE IT FURTHER RESOLVED that the proposed Bylaws and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

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As Amended by the Membership: December 2018

Suggested Revisions: September 23, 2023

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SECTION 1 PURPOSE

~~A.~~ The Oregon School Boards Association (the "Association") exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association's mission and purpose are as follows:

~~B.~~A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

~~C.~~B. To gather and disseminate information pertinent to the successful operation of public schools.

~~D.~~C. To work for the most efficient and effective organization of public schools of this state. "Public schools" include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.

~~E.~~D. To work for adequate and dependable financial support for the public schools of this state.

~~F.~~E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

~~G.~~F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

~~H.~~G. To study and interpret educational programs and to relate them to the needs of pupils.

~~I.~~H. To promote public understanding of the role of school boards and school board members in the improvement of education.

~~J.~~I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

~~K.~~J. To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.

~~L.~~K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

~~M.~~L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a "political subdivision" as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

2.1.1 Local School District as defined under ORS Chapter 332;

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2.1.2 Education Service District as defined under ORS Chapter 334;

2.1.3 Community College District as defined under ORS Chapter 341;

2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors;

2.3.2 Election and removal of the Legislative Policy Committee ("LPC") members;

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and the

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

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(d) K-12 Local Districts with an ADMr ~~between~~ of 39,000.1 ~~and above~~or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 The board of directors may call a special meeting of the members under Section 2.9, as necessary.

2.6 Regional Election of Directors and LPC Members

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

(a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.

(b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.

(c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.

(d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.

(e) Southern Region includes all of the members located in the counties of Jackson and Josephine.

(f) Lane Region includes all of the members located in the county of Lane.

(g) Clackamas Region includes all of the members located in the county of Clackamas and Hood River.

(h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.

(i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.

(j) Marion Region includes all of the members located in the county of Marion.

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(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.2 Regional elections shall be taken by majority vote of the members within the region.

2.7 Modification of Regions. A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.

2.8 Annual Meetings. An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.

2.9 Special Meetings. A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

2.10 Telephonic/Video Meetings. The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.

2.11 Place of Meetings. Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

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2.12 Action by Written Ballot. Any action required of the members will be taken by written ballot and ~~or permitted to be taken at a members' meeting may be taken without a meeting if~~ the Association will deliver~~s~~ a written ballot to every member entitled to vote on the matter. ~~A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted.~~ Once delivered, a written ballot may not be revoked.

~~**2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.~~

2.13 Quorum ~~and Voting~~. ~~A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members.~~ A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.

2.1.4 Approval: With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when:

2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members; and

2.1.4.2 The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

3.1 Powers. Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of ~~a~~ the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than ~~24~~ 25 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.

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3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past ~~an officer~~president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus and ex-officio nonvoting members as delineated in Section 3.5.4.

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election. The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot

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shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 Designated Representatives. In accordance with their bylaws, caucuses of OSBA~~, The Oregon School Board Members of Color Caucus~~ shall appoint ~~an officer~~ a representative of the Caucus to serve as a director of the Association. The ~~appointee, as defined in the Caucus bylaws~~representative must~~, shall~~ be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

(a) Any director of the National School Boards Association elected from Oregon;

(b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.

(c) The immediate past president of the Oregon Association of School Executives;

(d) The immediate past president of the Confederation of School Administrators;

(e) The board section president of the Oregon Association of Education Service Districts;

(f) The board section president of the Oregon Community College Association;

(g) The chair of the State Board of Education; and

(h) Any other person as the board of directors may appoint.

3.6 Vacancies. In the event that any director position~~,~~ other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in an OSBA caucus-designated director position~~the Members of Color Caucus' director position~~, then the ~~Caucus~~ caucus shall, as set forth in Section 3.5.3, appoint a new ~~Caucus~~ caucus ~~officer~~ representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

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3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings at any location in ~~or out of~~ the State of Oregon.

3.10 Notice of Meetings. All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

3.11 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.12 Quorum ~~and Voting~~. A quorum of the board of directors shall consist of a majority of the number of directors in office ~~immediately before~~ at the time the meeting begins. ~~If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.~~

~~3.12~~3.13 Voting: If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.~~.~~

~~3.13~~3.14 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

(a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and

(b) The director's dissent from the action taken is entered in the minutes of the meeting.

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~~3.14~~3.15 **Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

~~3.15~~3.16 **Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

SECTION 4 COMMITTEES AND CAUCUSES

4.1 Standing Committees. The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

4.1.2 **Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. ~~The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.~~

(a) Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.

(b) The finance committee shall operate within ~~the guidelines of the~~ corporation's investment ~~policy~~guidelines and the Finance Committee o~~O~~perating ~~Manual~~g~~G~~uidelines.

~~4.1.2~~4.1.3 **Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee (LPC).

(a) Purpose**.** The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.

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(b) Composition**.** The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) and one designated voting member as defined in the bylaws ~~o~~f the Oregon School Board Members of Color Caucus and the Oregon Rural School Boards Caucus. All committee members must be elected or appointed directors of a member. The vice president of the ~~board~~ board of directors shall chair the LPC.

(c) Nomination**.** The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

(d) Election**.** Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(d). Such elections shall be held using the procedures described in Section 3.5.2.

~~(e)~~ Term**.** Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

Vacancies**.** In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.1.4 PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE ~~bylaws~~Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. ~~The nominees shall be elected by the OSBA Board of Directors.~~If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

(a) PACE ~~T~~trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

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(a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;

(b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;

(c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or

(d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. Caucuses shall:

4.4.1 Clearly articulate the vision, mission and goals of the Caucus.

4.4.2 Adopt bylaws for operating, programming and governing within the context of the Association bylaws described herein.

4.4.3 Comply with Association policies and guidelines.

~~**4.4.3**~~**4.4.4** Caucuses shall be added or eliminated to this provision through the amendment process described in these bylaws.

4.4.5 ~~With the adoption of this section, the~~ The Oregon School Board Members of Color Caucus ~~is~~ was established by a vote of the membership in 2018.

4.4.5 With the adoption of this section~~s~~, the Oregon Rural School Boards Caucus is established.

4.5 Administration. Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 Appointment. The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be

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required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.2 Designation. The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.3 Compensation and Term of Office. Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

5.4 Removal and Resignation. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.5 Officers. The officers of the Association are as follows:

5.5.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

5.5.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

5.5.3 Vice president: In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

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5.5.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

5.5.5 Immediate past president: The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

5.5.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 GENERAL PROVISIONS

7.1 Amendment of Bylaws.

7.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. ~~Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.~~

7.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

7.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

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7.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

7.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7.1.2~~7.1.6 Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

7.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

7.3 Checks, Drafts, Etc. All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

7.4 Deposits. All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

7.5 Loans or Guarantees. The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

7.6 Execution of Documents. The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

7.7 Insurance. The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

DRAFT

7.8 Fiscal Year. The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

7.9 Severability. A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 14, 2018. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

DRAFT

Section	Proposed Language	What changed
2.12	**Action by Written Ballot.** Any action required of the members will be taken by written ballot and ~~or permitted to be taken at a members' meeting may be taken without a meeting if~~ the Association will deliver a written ballot to every member entitled to vote on the matter. ~~A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted.~~ Once delivered, a written ballot may not be revoked.	This is a major edit that clarifies the process for membership voting. The current language assumed voting by the membership might take place in a face-to-face meeting, which will never occur as we consider our members to be school boards, esd board and community college boards and not individuals board members. This change clarifies the process of action of the membership by written ballot.
~~2.13~~	~~Unanimous Written Consent. Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.~~	Language removed as the organization only allows membership voting via a written ballot. (See above).
~~2.1.4~~ 2.1.3	Quorum.~~and Voting.~~ ~~A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members.~~ A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.	Edited to clarify the definition of a quorum.
2.1.4	Approval: With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when: 2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members; and	Edited to clarify what is needed for approval when the membership is voting by ballot.

	2.1.4.2 The number of approvals equals or exceeds a majority of the number of returned ballots.	
Section	Proposed Language	What changed
3.2	**Qualifications.** Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.	Edit to specify an exception for the past president position only.
3.3	**Number.** The board of directors shall consist of not fewer than three nor more than ~~24~~ 25 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.	Edit to account for Rural Caucus appointee to the Board of Directors.
3.4.3	If a director serving as ~~an officer~~ immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.	New language added to specify an exception for the past president position only.
3.5	**Composition.** The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus and ex-officio nonvoting members as delineated in Section 3.5.4.	**Edit to correct grammar and new language added to** add the Rural Caucus appointee to the Board of Directors.
3.5.3	**Designated Representatives.** In accordance with their bylaws, caucuses of OSBA, ~~The Oregon School Board Members of Color Caucus~~ shall appoint ~~an officer~~ a representative of the Caucus to serve as a director of the Association. The ~~appointee, as defined in the Caucus bylaws~~ representative must~~, shall~~ be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.	Edit to account for Rural Caucus appointee to the Board of Directors and any future Caucus.
3.6	**Vacancies.** In the event that any director position~~,~~ other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region~~,~~ they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in an OSBA caucus-designated director position, ~~Members of Color Caucus' director position,~~	Edit to account for Rural Caucus appointee to the Board of Directors and any future Caucus.

	then the ~~C~~caucus shall, as set forth in Section 3.5.3, appoint a new ~~C~~caucus ~~officer~~ representative to serve the remaining term.	

Section	Proposed Language	What changed
3.12	**Quorum ~~and~~ Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.	Edited to clarify the definition of a quorum for the OSBA Board of Directors. Highlighted text was moved to section 3.13.
3.13	**Voting.** If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.	Language moved from section 3.12 but there is no change to current language.
2.1.2	**Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual. (a) Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. (b) The finance committee shall operate within ~~the guidelines of~~ the corporation's investment ~~policy~~ guideline(s) and the Finance Committee Operating ~~Manual~~ guideline.	Highlighted struck out language moved to (b). New language added related to the terms finance committee members. Language moved from 2.1.2 and edited language to reflect the committee's use of guidelines and not policies.
4.1.3 (b)	Composition. The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus and the	Added language to add the School Board Members of Color caucus, which was inadvertently omitted during the previous amendment. Added language to include the Rural School Boards Caucus.

	Oregon Rural School Boards Caucus. All committee members must be elected or appointed directors of a member. The vice president of the board of directors shall chair the LPC.	
Section	Proposed Language	What changed
4.14	PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors. (a) PACE trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.	This is new language to add PACE Trustees under the Committees and Caucus section and to outline the process for appointment as well as the terms of the members.
4.4 4.4.3 4.4.5 4.4.6	Caucuses Comply with Association policies and guidelines. The Oregon School Board Members of Color Caucus ~~is~~ was established by a vote of the membership in 2018. With the adoption of this section~~s~~, the Oregon Rural School Boards Caucus is established.	New language stating caucuses must comply with OSBA policies/guidelines. Edited language outlining when the OSBMCC was established. New language to establish the Rural caucus.
Section 7.1 7.1.1	Amendment to bylaws Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. ~~Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting.~~ The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. ~~Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.~~	This section was edited for clarity and readability. No substantial change to content. The highlighted language was moved to the next paragraph but there was no change to the language.

7.1.2	The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.	This language was moved from the section above with no changes.

Section	Proposed Language	What changed
7.1.3	**Action by Written Ballot:** The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.	This is new language to outline the process of voting on bylaw changes.
7.1.4	**Approval:** Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.	Language added to clarify approval of the membership on bylaw changes.
7.1.5	**Quorum:** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.	Language added to clarify the definition of a quorum for action on bylaw changes.

Minor Edits

Section	Proposed Language
1	**Purpose:** No change to language – formatting change only
2.4.2	**Voting Power/Resolution:** (d) K-12 Local Districts with an ADMr ~~between~~ of 39,000.1 ~~and above~~ or more shall have five votes.
3.1	**Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of ~~a~~ the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.
3.5.2	**Regional Election.** The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board.
3.9	**Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the

	board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings at any location in ~~or out of~~ the State of Oregon.
4.1.3	**Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee (LPC).

Election - OSBA 2023 - Washington Region (15 16 20)

2023 OSBA Election

*** 1. Board of Directors Position 15**

	Vote
No candidate filed for Board of Directors Position 15	N/A

*** 2. Board of Directors Position 16 (Vote for one)**

- ◯ Tristan Irvin, Tigard-Tualatin 23J
- ◯ Abstain
- ◯ No action taken

*** 3. Board of Directors Position 20**

	Vote
No candidate filed for Board of Directors Position 20	N/A

*** 4. LPC Position 15**

	Vote
No candidate filed for Legislative Policy Committee Position 15	N/A

*** 5. LPC Position 16 (Vote for one)**

- ◯ Becky Tymchuk, Northwest Regional ESD
- ◯ Abstain
- ◯ No action taken

for information only

*** 6. LPC Position 20**

	Vote
No candidate filed for Legislative Policy Committee Position 20	N/A

*** 7. Resolution 1 - Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- ◯ Yes - adopt
- ◯ No - do not adopt
- ◯ Abstain
- ◯ No action taken

*** 8. Resolution 2 - Adopts the proposed amendments to the OSBA Bylaws**

- ◯ Yes - adopt
- ◯ No - do not adopt
- ◯ Abstain
- ◯ No action taken

*** 9. Type the name of the district, ESD, or community college board that officially made this vote.**

*** 10. Type the meeting date when the board officially made this vote.**

*** 11. Type your name and title.**

To retain a record of your vote, you MUST print this page before clicking the Done button.

Done

for information only

ITEM FOR ACTION AT A FUTURE MEETING

EARLY LITERACY SUCCESS PLAN & GRANT APPLICATION

SUMMARY
Oregon's new Early Literacy Success Initiative provides funding targeted to help school districts improve early literacy. The district's plan for the grant funds will be considered for approval in the next meeting.

BACKGROUND
The Oregon Legislature passed House Bill 3198 in June 2023, creating the Early Literacy Success Initiative with four programs: Early Literacy Success Tribal Grants, Early Literacy Success Community Grants, Early Literacy Success School District Grants, and Birth Through Five Literacy Plan. The purpose of the initiative is to: (1) Increase early literacy for children from birth to grade three; (2) Reduce literacy academic disparities for student groups that have historically experienced academic disparities; (3) Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and (4) Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Oregon school districts may apply for Early Literacy Success Grant funding for the 2023-2025 biennium between December 1, 2023 and January 8, 2024. Funding is based upon ADMw for district enrollment in grades K-5. Funding for Beaverton is approximately $2.84 million in the first year and $2.95 million in the second year, and has a required 25% match of funds focused on advancing literacy.

The district is prepared to submit an application during the upcoming submission period that focuses the available grant funds to four key areas allowed as part of the grant, and uses braided funding from the Student Investment Account for the fifth allowed key area to fulfill the required 25% match:

- Adoption and implementation of literacy instructional materials that align with the Oregon Literacy Framework
- Professional development in research-aligned literacy strategies for teachers and administrators in grades K-3
- Summer programming that uses research aligned literacy strategies for students in grades K-3
- High-dosage tutoring that integrates reading and writing
- Matching funds: Literacy specialists, coaches or interventionists to support implementation

A study session preceding the business meeting is slated for the board to receive and discuss information about the legislation, the grant program and process, and the district's proposed use of the grant funds.

RECOMMENDATION
The district's plan for the Early Literacy Success Grant will be considered for approval in the board's business meeting on December 12.

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.

Early Literacy Success Grant

School Board Meeting — November 28, 2023

BEAVERTON SCHOOL DISTRICT

Agenda

- Background of House Bill 3198
- Allowable Uses of Funding
- District's Proposed Plan for Funding

Overview & Purposes

- Increase early literacy for children from birth to 3rd grade;
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
- Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge;
- Increase access to early literacy learning through research-aligned, culturally responsive, student and family centered support

Allowable Uses of Grant Funds

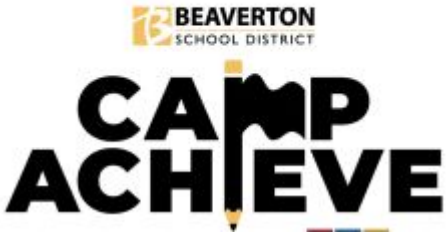
1. Professional development and coaching in research-aligned literacy strategies for teachers and administrators of grades K-3.



Photo by Jason Goodman on Unsplash

Allowable Uses of Grant Funds

2. Extended learning programs that use research aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors.



Allowable Uses of Grant Funds

3. High-dosage tutoring that integrates reading and writing and is delivered by a qualified tutor.

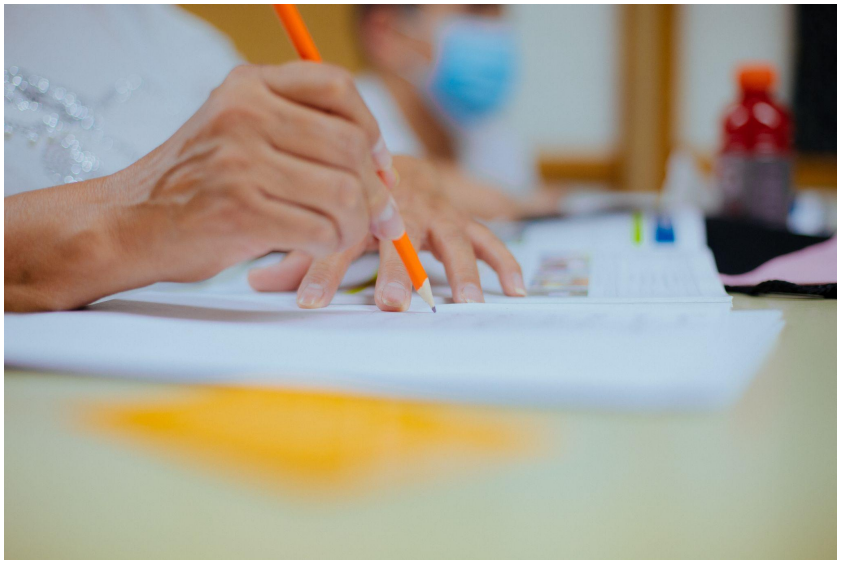


Photo by Kenny Eliason on Unsplash

High-Dosage Tutoring

High-dosage tutoring refers to one-on-one tutoring or tutoring in small groups which is;

- provided in addition to daily instruction;
- provided two or more times each week over at least a 10-week period; and
- uses a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively

Allowable Uses of Grant Funds

4. The adoption and implementation of curricula that uses research-aligned literacy strategies.



Photo by Element5 Digital on Unsplash

Research-Aligned Literacy Strategies

Strategies that:

- are literacy focused;
- are culturally responsive and relevant to diverse learners;
- are based on long-term research derived from the science of reading and writing; and
- apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

Allowable Uses of Grant Funds

5. Literacy specialists, coaches or interventionists to support with the implementation of the first 4 activities allowed under the grant.



Proposed BSD Plan

- Adoption and implementation of research-aligned literacy instructional materials
- Professional Development for teachers and administrators
- Summer Learning opportunities for K-3 students who need additional support in literacy
- High-dosage tutoring for identified students in grades 1-3
- Continuing Academic Coaches/Literacy Specialists at all district Elementary Schools

Question & Comments

Beaverton School District
Early Literacy Success Grant Application

Program Review

1. **Program Review; Student Belonging; What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)**

This is an area of strength, generally, for our early literacy program. In recent years the district has focused upon purchasing instructional materials that represent all of our students, particularly those from historically underrepresented focal groups and as such, several hundred thousand dollars of ESSER funds have been used to purchase classroom and library books that better reflect and honor student identity, language, and culture. Additionally, during the 2022-2023 school year the district conducted an extensive Strategic Planning Process that included the input of approximately 7,800 stakeholders, from this work a new district vision was established; "Belong. Believe. Achieve." and four initial priority areas were identified, the first of which was "Safe & Thriving: Student Safety and Well-Being", as such every one of our district schools worked with their school communities this past summer/fall to establish a School Improvement Goal related to student well-being and belonging.

2. **Family & Community Partnerships; What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)**

Beaverton School District values reciprocal partnerships with caregivers as collaborators.

Professional development has been provided to Early Learning teachers around acculturation, identity, challenging one's assumptions and implicit biases, creating genuine connections with families, and culturally relevant teaching practices that incorporate the rich cultural and linguistic diversity of our families. Every school is equipped with books representing and elevating our diverse community and print materials are accessible in the top 12 languages in our district.

Preschool teachers and caregivers collaborate through multiple home visits and conferences, focusing on families as the first teacher, literacy, and Habits of Mind.

Developmental milestones are celebrated with caregivers at conferences twice a year and caregivers are provided with ideas to supplement and reinforce the learning at home.

Additional opportunities are offered for educators, caregivers and community partners to share space to learn about and be responsive to student and caregivers' values, hopes, and funds of knowledge. Additionally, the district provides an overview of literacy learning progressions, Habits of Mind and Guiding Principles for Dual Language and engages families in playful literacy and storytelling through rich environments and multi-modal learning opportunities. As well as exploring interests through the scientific inquiry and imaginative play, inspiring oral expression, writing, and reading honoring families' full linguistic repertoires. Through group reflection and offering materials and books for their home, families discuss how they can enhance playful literacy methods outside of school.

The Beaverton School District is committed to sustaining and strengthening our early literacy program through consistent partnership with caregivers, educators and community partners.

3. **Oral Language as the Root of Literacy Development; What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)**

Oral language development is a critical foundation for early literacy. There is substantial evidence supporting the idea that oral language plays a large part in the reading and writing skills children will develop as they enter and progress through school. Following are some key indicators of oral language being embedded in the Beaverton School District's early literacy program:

1. Phonological Awareness/Phonics: The district has dedicated many resources to the instruction and professional development of phonological awareness and phonics and the understanding that the primary role of oral language is laying the groundwork for foundational literacy skills. Every academic coach in the district has been, or is in the process of, being LETRS trained. Teachers use materials to provide explicit instruction in phonemic awareness and phonics (Heggerty for phonemic awareness; UFLI and other resources for phonics). The district also uses specific assessments for these foundational skills (Core Phonics Survey and IRLA).

2. Opportunities to Practice and Develop Oral Language: Our early learning department provides training, structures and resources for oral language development in the classroom. Inquiry, playful inquiry and Story Workshop are used and encourage collaboration in home languages. Multilingual skills are considered assets and honored in the classroom. These experiences build vocabulary and background knowledge for all students.

3. Families as Funds of Knowledge: The district engages families in conversations around honoring their full linguistic repertoire as well as inviting their cultural traditions & identities into the classroom. This is done through empathy interviews, family engagement events, caregiver workshops and Family Connect in kindergarten.

4. **Reading Models Based in Research; What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)**

The Beaverton School District recognizes that the "Science of Reading" is a knowledge base rather than a specific curriculum, practice, or book. Professional learning has been provided to all district instructional leaders regarding the Science of Reading and evidence based teaching practices to better inform their understanding of literacy instruction, curriculum, and materials and the district is in its third year of having Academic Coaches and teachers at the elementary level engaging in professional learning related to research based literacy instructional practices. Further, the district is currently undergoing an adoption of Language Arts and English Language Proficiency instructional materials for grades PreK - 5 that align with the Oregon Literacy Framework and the Early Literacy Playbook.

5. **Foundational Skills; What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)**

Knowing that foundational skills are critical to early literacy and the development of reading comprehension, the following resources and practices are embedded in our early literacy program:

1. Access to Instruction, Experiences and Practice: We have a 90 minute reading block which includes instruction in the full range of literacy skills: phonemic awareness,

explicit systematic phonics, vocabulary and language development, comprehension and fluency. Not only do students get explicit, systematic instruction, but they also get time to practice strategies in books and are given ample opportunity to engage with their peers, developing their oral language skills which are critical to building a strong foundation for reading.

2. High Quality Curriculum and Resources for all Children: The Beaverton School District employs a variety of resources to ensure all of the standards are taught. Most resources are in multiple languages and teachers collaborate with the multilingual department to ensure they are using strategies and resources for multilingual learners. The IRLA and Core Phonics Survey are used for ongoing formative assessment. Supports have been created for teachers and administrators to assess the fidelity of programs being used and to check for equity.

3. Collaboration: Co-teaching and collaboration with the multilingual department ensures teachers understand oral language development across diverse languages.

6. **Writing, Reading, Comprehension, Vocabulary & Background Knowledge; What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)**

One of the first things the Beaverton School District did in the most recent adoption, before even adopting curriculum, was investing in classroom libraries. The district focused on bringing the following types of texts into the classroom:

1. Nonfiction Texts: The majority of reading a student will do in their lifetime is nonfiction so the district made sure that 50% of the books purchased were nonfiction and tied to content in order to build vocabulary and background knowledge to aid in access to materials and new learning.

2. Diverse Books: Representation matters, so it was critical that the district purchased texts which depicted the variety of racial, ethnic, and cultural groups within the district. We want our students to be affirmed in their identities while learning about others.

3. Authors of Color: We wanted books that had an authentic voice and lived experience to the stories that were told. What this also does is change the traditional narrative that has omitted or minimized contributions of black Americans. Students see themselves beyond oppression.

The second thing our district did was provide professional development to increase criticality in the classroom through the workshop model. With such a large and diverse selection of texts, there are many examples to draw from for reading & writing instruction and practice. The workshop model offers many opportunities for students to engage in listening to, reading, thinking, talking and writing about texts. Playful inquiry is also embedded in the early grades providing time to explore content through multi-modal experiences, materials and oral language.

7. **Core Instruction & Assessment; What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)**

The district currently uses Units of Study as the core instructional material for literacy at the elementary level (K-5). While this is not a curriculum that is aligned fully with ODEs current criterion for adoption, all district elementary schools currently have access to supplemental and intervention materials (Heggerty, UFLI, and Lexia Core 5) that are aligned with ODE's criterion for adoption. Additionally, the district is undergoing an instructional materials review and adoption for Language Arts and English Language Proficiency this school year, in order to adopt literacy instructional materials for grades PreK-5 that will all fully meet ODE's criterion and provide all students with a high level of rigor while supporting them to meet the grade level learning standards. These instructional materials will be identified and adopted by the board this spring so that professional development can be provided to teachers in August of 2024 in preparation for full implementation at the start of the 2024-2025 school year. Additionally, while the district has used IRLA and ENIL as it's core literacy assessment in the elementary grades in recent years with varying fidelity across its elementary schools, coupled with easyCBM for dyslexia screening of students in grades K-1, a workgroup comprised of a wide variety of stakeholders is currently undergoing a review of all district assessments with a plan to pilot 1-2 universal screeners for reading and math district wide, K-12, this school year with final selection of an assessment tool and framework to be adopted and fully implemented districtwide by fall of 2024.

8. **Reaching All Learners; What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)**

Early learners attending our pre-kindergarten program receive instruction in literacy, with play incorporated into the lessons since young children have shown to improve language, math, and problem-solving skills after playing. Children receive differentiated support and instruction throughout the pre-K program and tutoring support.

For our newcomers that arrive with many years of interrupted education, we differentiate instruction for them by providing wrap around services that incorporate academic support in grade level content, support with first and second language acquisition, social worker support that helps students with social and emotional regulation, and services that help to stabilize the home environment, so students are able to concentrate on academics. Teachers in our newcomer centers are skilled at sheltering academic content and often bridge grade level learning with language acquisition strategies. We assess newcomers with the IRLA in English and ENIL in Spanish so teachers know the stronger language.

Students in our dual language programs starting at preK and up have access to instruction that strategically weaves two languages through bridging techniques. This weaving of languages ensures that students leaving and graduating with a dual language pathway are truly biliterate and are able to read, write, listen, and speak in two or more languages.

Application Planning

1. **Professional Development and Coaching; Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies.**

As the district works to adopt new literacy instructional materials, we need to recognize the changing professional learning needs of our educators to support our staff in getting up to speed on structured, evidence aligned Literacy tools and practices. The district will continue to resource the Early Literacy trainings, LETRS for educators and admin, and Eastern Oregon Reading Clinic coursework coordinated by NWRESD. We will also provide staff costs to attend parts of Oregon Response to Instruction and intervention Statewide Supports. Therefore the district will use funds from this grant on training and extended pay.

2. **Extended Learning; Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors.**

Funding will be used to continue to offer the district's CAMP ACHIEVE summer school program for students in grades K-3 who would benefit from extended learning opportunities over the summer that are focused on literacy using research-aligned literacy instructional strategies.

3. **High-Dosage Tutoring; Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.**

Partnerships have been established with two high-dosage tutoring partners. These partners will begin serving students in grades 1-3 at six of the district's elementary schools during the 2023-24 school year with the goal of expanding to additional schools during the 2024-25 school year.

4. **Student Growth Assessment; If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.**

The district has used IRLA and ENIL as it's core literacy assessment in the elementary grades in recent years with varying fidelity across its elementary schools, coupled with easyCBM for dyslexia screening of students in K-1. A workgroup comprised of a wide variety of stakeholders is currently undergoing a review of all district assessments with a plan to pilot 1-2 universal screeners for reading and math district wide, K-12, this school year with final selection of an assessment tool and framework to be adopted and fully implemented districtwide by fall of 2024. Currently four tools are being considered; STAR, iReady, MAP, and edmentum. Regardless of which tool is ultimately selected the focus will be upon student growth and will be implemented districtwide as part of our MTSS system.

Communication Plan

Reflect on the different ways you communicate with your district's partners. For each partner you'll need to "check the boxes" in your application.

Other School Districts:	Elementary Schools in Your District:	Families in Your District:	Community Members in Your District:
☐Survey	☐Survey X	☐Survey X	☐Survey X
☐Focus Group	☐Focus Group	☐Focus Group X	☐Focus Group
☐Round Table Discussion	☐Round Table Discussion	☐Round Table Discussion	☐Round Table Discussion
☐Community Group Meeting	☐Community Group Meeting X	☐Community Group Meeting X	☐Community Group Meeting X
☐Website	☐Website X	☐Website X	☐Website X
☐Email	☐Email X	☐Email X	☐Email
☐Paper Newsletter	☐Paper Newsletter	☐Paper Newsletter	☐Paper Newsletter
☐Social Media	☐Social Media X	☐Social Media X	☐Social Media X
☐School Board Meeting	☐School Board Meeting X	☐School Board Meeting X	☐School Board Meeting X
☐Quarterly Report	☐Quarterly Report	☐Quarterly Report	☐Quarterly Report
☐Annual Report	☐Annual Report	☐Annual Report	☐Annual Report
☐Open House Night	☐Open House Night X	☐Open House Night	☐Open House Night
☐Other (type out)* NWRESD C&I Meetings	☐Other (type out)* ParentSquare X	☐Other (type out)* ParentSquare X	☐Other (type out)* Community Partnerships eg. Chamber of Commerce X

Matching Funds

Step 1: Review the Preliminary Allocations for your District. Calculate what .25 of that amount is.
Step 2: Reflect on the different ways you are spending $ on PreK-3rd grade. For this Jumpstart Biennium the matching funds can be used broadly to support literacy.

Beaverton School District Required Matching funds:
2023-24 School Year: $710,729.16

2024-25 School Year: $739,738.52

Hiring	The district has used SIA funds to hire 17 FTE of Academic Coaches to support literacy at the elementary level at a cost of $2,358,032.77 during the 2023-24 school year and an additional $2,499,514.74 has been allocated for the 2024-25 school year.
Purchasing Curricula & Materials	The district has allocated $316,888.25 on Elementary Literacy Professional Development and materials for the 2023-24 School year, as well as an additional $316,888.25 for the 2024-25 School year using SIA funding. Additionally, $1,100,000 has been allocated for the purchase of Elementary Instructional Materials and Professional Development during the 2023-24 School year using general funds (State School Funds).

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

Please provide contact information for the person completing this budget	
Name	Joshua Fritts
Phone	503-356-4413
Email	joshua_fritts@beaverton.k12.or.us

Type of Material (Dropdown Menu)	If other, please describe	Title of literacy assessments, tools, curricula and digital resources	Name of Vendor / Developer / Publisher	**Print or Digital** (Dropdown Menu)	**Grades - Select All that Apply** (Dropdown Menu)	**Was this adopted from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption?** (Dropdown Menu)	**If adopted instructional material are from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list, please indicate which one from the list below.** (Dropdown Menu) (If Applicable)	**If Independent adoption, did your school board use the SBE ELA Adoption Criteria?** (Dropdown Menu) (If Applicable)	**Date of Adoption**	**Is this your student growth assessment?** (Dropdown Menu)	**Please describe any planned changes or updates for materials that are not currently research-aligned.** **If your school board did NOT use the SBE ELA Adoption Criteria, this question is required for your core curriculum. Please include the anticipated date of new adoption.** (If Applicable)
Core Materials		Units of Study Reading	Heinemann	Both	Kindergarten	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Reading	Heinemann	Both	First	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Reading	Heinemann	Both	Second	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Reading	Heinemann	Both	Third	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Reading	Heinemann	Both	Fourth	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Reading	Heinemann	Both	Fifth	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	Kindergarten	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	First	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	Second	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	Third	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	Fourth	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Units of Study Writing	Heinemann	Both	Fifth	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Learning Without Tears	Learning Without Tears	Print	Kindergarten	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Learning Without Tears	Learning Without Tears	Print	First	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Core Materials		Learning Without Tears	Learning Without Tears	Print	Second	Independent Adoption		Yes	2016	No	We have supplemented the core curriculum with materials aligned to the science of reading and are currently in the middle of a Language Arts adoption to be implemented by Fall 2024.
Formative Assessment Materials		IRLA	American Reading Company	Both	Kindergarten	Independent Adoption		Yes	2016	Yes	
Formative Assessment Materials		IRLA	American Reading Company	Both	First	Independent Adoption		Yes	2016	Yes	
Formative Assessment Materials		IRLA	American Reading Company	Both	Second	Independent Adoption		Yes	2016	Yes	
Formative Assessment Materials		IRLA	American Reading Company	Both	Third	Independent Adoption		Yes	2016	Yes	
Formative Assessment Materials		IRLA	American Reading Company	Both	Fourth	Independent Adoption		Yes	2016	Yes	
Formative Assessment Materials		IRLA	American Reading Company	Both	Fifth	Independent Adoption		Yes	2016	Yes	
Supplemental Materials		Heggerty Phonemic Awareness	Heggerty	Print	Kindergarten			Yes		No	
Supplemental Materials		Heggerty Phonemic Awareness	Heggerty	Print	First			Yes		No	
Supplemental Materials		Heggerty Phonemic Awareness	Heggerty	Print	Second			Yes		No	
Supplemental Materials		Heggerty Phonemic Awareness	Heggerty	Print	Third			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	Kindergarten			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	First			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	Second			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	Third			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	Fourth			Yes		No	
Supplemental Materials		UFLI Phonics	Ventris Learning	Print	Fifth			Yes		No	
Core Materials		Units of Study Phonics	Heinemann	Both	Kindergarten	Independent Adoption		Yes	2016	No	
Core Materials		Units of Study Phonics	Heinemann	Both	First	Independent Adoption		Yes	2016	No	
Core Materials		Units of Study Phonics	Heinemann	Both	Second	Independent Adoption		Yes	2016	No	
Core Materials		Fountas & Pinnell Phonics	Heinemann	Print	Kindergarten	Independent Adoption		Yes	2016	No	
Core Materials		Fountas & Pinnell Phonics	Heinemann	Print	First	Independent Adoption		Yes	2016	No	
Core Materials		Fountas & Pinnell Phonics	Heinemann	Print	Second	Independent Adoption		Yes	2016	No	
Supplemental Materials		Secret Stories	Marenem	Print	Kindergarten			Yes		No	
Supplemental Materials		Secret Stories	Marenem	Print	First			Yes		No	
Supplemental Materials		Secret Stories	Marenem	Print	Second			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	Kindergarten			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	First			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	Second			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	Third			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	Fourth			Yes		No	
Supplemental Materials		Flyleaf	Flyleaf Publishing	Print	Fifth			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	Kindergarten			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	First			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	Second			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	Third			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	Fourth			Yes		No	
Intervention/Acceleration Materials		Lexia CoreS	Lexia	Digital	Fifth			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	Kindergarten			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	First			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	Second			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	Third			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	Fourth			Yes		No	
Intervention/Acceleration Materials		Leveled Literacy Intervention	Heinemann	Print	Fifth			Yes		No	

Grant Allowable Use Category						Total Allocation 2023-24 (Autofill from Start Here tab):	Overall Literacy Budget (23-24)
							$2,842,916.65
						Total Budgeted Amounts (Autosum):	$2,842,916.65
						Unbudgeted (Autocalculate):	($0.00)
	Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Administrative Costs	690 Grant Indirect Charges/Administrative Indirect				690		$142,145.00
Purchasing Curricula & Materials	Purchase Culturally Relevant Curricula & Materials			CRCM	4XX		$2,265,131.65
High-Dosage Tutoring	Small Group High Dosage Tutoring			SGHDT	640		$38,000.00
High-Dosage Tutoring	1:1 High Dosage Tutoring			1:1HDT	640		$103,500.00
Extended Learning Programs	Extended Learning Programs - Intensive Summer School			ELPSS	111		$0.00
Extended Learning Programs	Extended Learning Programs - Intensive Summer School			ELPSS	2XX		$0.00
Professional Development & Coaching	Professional Development & Coaching			PDC	640		$294,140.00

Grant Allowable Use Category							Overall Literacy Budget (23-24)
						Total Allocation 2023-24 (Autofill from Start Here tab):	$2,958,954.06
						Total Budgeted Amounts (Autosum):	$1,894,907.00
						Unbudgeted (Autocalculate):	$1,064,047.06
	Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Administrative Costs	690 Grant Indirect Charges/Administrative Indirect				690		$147,947.00
Purchasing Curricula & Materials	Purchase Culturally Relevant Curricula & Materials			CRCM	4XX		1,064047.06
High-Dosage Tutoring	Small Group High Dosage Tutoring			SGHDT	640		$100,000.00
High-Dosage Tutoring	1:1 High Dosage Tutoring			1:1HDT	640		$450,000.00
Extended Learning Programs	Extended Learning Programs - Intensive Summer School			ELPSS	111		$750,000.00
Extended Learning Programs	Extended Learning Programs - Intensive Summer School			ELPSS	2XX		$250,000.00
Professional Development & Coaching	Professional Development & Coaching			PDC	640		$196,960.00

Allowable Use Code	Code
Purchase Culturally Relevant Curricula & Materials	CRCM
Curricula Training & PD	CTPD
Professional Development and Coaching	PDC
1:1 High Dosage Tutoring	1:1HDT
Small Group High Dosage Tutoring	SGHDT
Extended Learning Programs - Home-based Summer Reading	ELPH
Extended Learning Programs - Intensive Summer School	ELPSS
Extended Learning Programs - Other	ELPO

ALL Object Codes	Code
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit	111
112 Classified Salaries for work performed by "Classified Employees"	112
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"	11X
Administrative Salaries	113
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary	2XX
12X Substitute Salaries for employees who are hired on a temporary or substitute basis	12X
Additional Salaries	13X
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services	31X
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)	34X
Other Supplies and Materials	4XX
Capital Outlay	5XX
690 Grant Indirect Charges/Administrative Indirect	690
Dues and Fees	640
Miscellaneous	8XX
Other	Other

4555-Academy for Character Education	4555	Academy for Character Education	
2063-Adel SD 21	2063	Adel SD 21	Amplify Education | Core K
2113-Adrian SD 61	2113	Adrian SD 61	Benchmark Education | Be
4585-Alliance Charter Academy	4585	Alliance Charter Academy	Imagine Learning LLC (form
1899-Alsea SD 7J	1899	Alsea SD 7J	Great Minds PBC and Wils
2252-Amity SD 4J	2252	Amity SD 4J	Houghton Mifflin Harcourt
705-Annex Charter School	705	Annex Charter School	McGraw Hill LLC | Wonder
4805-Arco Iris Spanish Immersion School	4805	Arco Iris Spanish Immersion School	Savvas Learning Company
2005-Arlington SD 3	2005	Arlington SD 3	Amplify Education (update
3580-Arthur Academy	3580	Arthur Academy	Benchmark Education | Be
2041-Ashland SD 5	2041	Ashland SD 5	Imagine Learning LLC (form
2051-Ashwood SD 8	2051	Ashwood SD 8	Great Minds PBC and Wils
1933-Astoria SD 1	1933	Astoria SD 1	Houghton Mifflin Harcourt
2208-Athena-Weston SD 29RJ	2208	Athena-Weston SD 29RJ	McGraw Hill LLC | Wonder
1894-Baker SD 5J	1894	Baker SD 5J	OpenUp Resources | EL Ed
1969-Bandon SD 54	1969	Bandon SD 54	Savvas Learning Company
2240-Banks SD 13	2240	Banks SD 13	Not applicable
2243-Beaverton SD 48J	2243	Beaverton SD 48J	Student Belonging
5309-Bend International School	5309	Bend International School	Family & Community Partn
1976-Bend-LaPine Administrative SD 1	1976	Bend-LaPine Administrative SD 1	Oral Langauge as the Root
784-Bethany Charter School	784	Bethany Charter School	Reading Models Based in R
2088-Bethel SD 52	2088	Bethel SD 52	Foundational Skills
2095-Blachly SD 90	2095	Blachly SD 90	Writing, Reading, Compreh
2052-Black Butte SD 41	2052	Black Butte SD 41	Core Instruction & Assessn
5349-Bridge Charter Academy	5349	Bridge Charter Academy	Reaching All Learners
1974-Brookings-Harbor SD 17C	1974	Brookings-Harbor SD 17C	Vision
1896-Burnt River SD 30J	1896	Burnt River SD 30J	Materials
2046-Butte Falls SD 91	2046	Butte Falls SD 91	Data
1995-Camas Valley SD 21J	1995	Camas Valley SD 21J	Team
1929-Canby SD 86	1929	Canby SD 86	Time
4475-Cascade Heights Public Charter School	4475	Cascade Heights Public Charter School	
2139-Cascade SD 5	2139	Cascade SD 5	Core Materials
2185-Centennial SD 28J	2185	Centennial SD 28J	Supplemental Materials
1972-Central Curry SD 1	1972	Central Curry SD 1	Intervention/Acceleration
2105-Central Linn SD 552	2105	Central Linn SD 552	Progress Monitoring Mate
2042-Central Point SD 6	2042	Central Point SD 6	Formative Assessment Ma
2191-Central SD 13J	2191	Central SD 13J	Benchmark or Summative
4395-Childs Way Charter School	4395	Childs Way Charter School	Student Growth Assessme
			Other
4206-City View Charter School	4206	City View Charter School	
1945-Clatskanie SD 6J	1945	Clatskanie SD 6J	
507-Coburg Community Charter School	507	Coburg Community Charter School	
1927-Colton SD 53	1927	Colton SD 53	
2006-Condon SD 25J	2006	Condon SD 25J	
1965-Coos Bay SD 9	1965	Coos Bay SD 9	
1964-Coquille SD 8	1964	Coquille SD 8	
4592-Corbett School	4592	Corbett School	
2186-Corbett SD 39	2186	Corbett SD 39	
1901-Corvallis SD 509J	1901	Corvallis SD 509J	
2216-Cove SD 15	2216	Cove SD 15	
2023-Crane Consortium	2023	Crane Consortium	
5251-Crater Lake Academy	5251	Crater Lake Academy	
2086-Creswell SD 40	2086	Creswell SD 40	
1970-Crook County SD	1970	Crook County SD	
2089-Crow-Applegate-Lorane SD 66	2089	Crow-Applegate-Lorane SD 66	
2050-Culver SD 4	2050	Culver SD 4	
5298-Dallas Community Charter	5298	Dallas Community Charter	
2190-Dallas SD 2	2190	Dallas SD 2	
2187-David Douglas SD 40	2187	David Douglas SD 40	
2253-Dayton SD 8	2253	Dayton SD 8	
2011-Dayville SD 16J	2011	Dayville SD 16J	
5384-Desert Sky Montessori	5384	Desert Sky Montessori	
1993-Douglas County SD 15	1993	Douglas County SD 15	
1991-Douglas County SD 4	1991	Douglas County SD 4	
2229-Dufur SD 29	2229	Dufur SD 29	
4850-Eagle Charter School	4850	Eagle Charter School	
2043-Eagle Point SD 9	2043	Eagle Point SD 9	
2203-Echo SD 5	2203	Echo SD 5	
3361-Eddyville Charter School	3361	Eddyville Charter School	
2217-Elgin SD 23	2217	Elgin SD 23	
1998-Elkton SD 34	1998	Elkton SD 34	
3991-Emerson School	3991	Emerson School	
2221-Enterprise SD 21	2221	Enterprise SD 21	
1930-Estacada SD 108	1930	Estacada SD 108	
2082-Eugene SD 4J	2082	Eugene SD 4J	
2193-Falls City SD 57	2193	Falls City SD 57	
2084-Fern Ridge SD 28J	2084	Fern Ridge SD 28J	
4595-Forest Grove Community School	4595	Forest Grove Community School	
2241-Forest Grove SD 15	2241	Forest Grove SD 15	
4040-Four Rivers Community School	4040	Four Rivers Community School	
2245-Gaston SD 511J	2245	Gaston SD 511J	
2137-Gervais SD 1	2137	Gervais SD 1	
1931-Gladstone SD 115	1931	Gladstone SD 115	
307-Glendale Community Charter School Pre-K-12	307	Glendale Community Charter School Pre-K-12	
2000-Glendale SD 77	2000	Glendale SD 77	
1992-Glide SD 12	1992	Glide SD 12	
2054-Grants Pass SD 7	2054	Grants Pass SD 7	
2100-Greater Albany Public SD 8J	2100	Greater Albany Public SD 8J	
4601-Gresham Arthur Academy	4601	Gresham Arthur Academy	
2183-Gresham-Barlow SD 10J	2183	Gresham-Barlow SD 10J	
2014-Harney 3 Monroe Consortium	2014	Harney 3 Monroe Consortium	
2013-Harney Region Consortium	2013	Harney Region Consortium	
2114-Harper SD 66	2114	Harper SD 66	
2099-Harrisburg SD 7J	2099	Harrisburg SD 7J	
2201-Helix SD 1	2201	Helix SD 1	
2206-Hermiston SD 8	2206	Hermiston SD 8	
2239-Hillsboro SD 1J	2239	Hillsboro SD 1J	
5732-HOLLA School	5732	HOLLA School	
2024-Hood River County SD	2024	Hood River County SD	
4867-Hope Chinese Charter School	4867	Hope Chinese Charter School	
1895-Huntington SD 16J	1895	Huntington SD 16J	
2215-Imbler SD 11	2215	Imbler SD 11	
4637-Inavale Community Partners dba Muddy Creek Charter School	4637	Inavale Community Partners dba Muddy Creek Charter School	
3997-Ione SD R2	3997	Ione SD R2	
2053-Jefferson County SD 509J	2053	Jefferson County SD 509J	
2140-Jefferson SD 14J	2140	Jefferson SD 14J	
1934-Jewell SD 8	1934	Jewell SD 8	
2008-John Day SD 3	2008	John Day SD 3	
2107-Jordan Valley SD 3	2107	Jordan Valley SD 3	
1087-Joseph Charter School	1087	Joseph Charter School	
2219-Joseph SD 6	2219	Joseph SD 6	
2091-Junction City SD 69	2091	Junction City SD 69	
5218-Kairos PDX	5218	Kairos PDX	
5205-Kids Unlimited Academy	5205	Kids Unlimited Academy	
5572-Kids Unlimited Academy White City	5572	Kids Unlimited Academy White City	
3440-Kings Valley Charter School	3440	Kings Valley Charter School	
2057-Klamath County SD	2057	Klamath County SD	
2056-Klamath Falls City Schools	2056	Klamath Falls City Schools	
2262-Knappa SD 4	2262	Knappa SD 4	
2212-La Grande SD 1	2212	La Grande SD 1	
2059-Lake County SD 7	2059	Lake County SD 7	
1923-Lake Oswego SD 7J	1923	Lake Oswego SD 7J	
5060-Le Monde French Immersion Public Charter School	5060	Le Monde French Immersion Public Charter School	
2101-Lebanon Community SD 9	2101	Lebanon Community SD 9	
4667-Lewis and Clark Montessori Charter School	4667	Lewis and Clark Montessori Charter School	
3615-Lighthouse Charter School	3615	Lighthouse Charter School	
2097-Lincoln County SD	2097	Lincoln County SD	
4821-Logos Charter School	4821	Logos Charter School	
2012-Long Creek SD 17	2012	Long Creek SD 17	
2994-Lourdes School	2994	Lourdes School	
2092-Lowell SD 71	2092	Lowell SD 71	
3461-Luckiamute Valley Charter School	3461	Luckiamute Valley Charter School	
4593-Madrone Trail Public Charter School	4593	Madrone Trail Public Charter School	
2106-Malheur ESD Region 14	2106	Malheur ESD Region 14	
2085-Mapleton SD 32	2085	Mapleton SD 32	
2094-Marcola SD 79J	2094	Marcola SD 79J	
2090-McKenzie SD 68	2090	McKenzie SD 68	
2256-McMinnville SD 40	2256	McMinnville SD 40	
2048-Medford SD 549C	2048	Medford SD 549C	
2205-Milton-Freewater Unified SD 7	2205	Milton-Freewater Unified SD 7	
2249-Mitchell SD 55	2249	Mitchell SD 55	
4745-Molalla River Academy	4745	Molalla River Academy	
1925-Molalla River SD 35	1925	Molalla River SD 35	
1898-Monroe SD 1J	1898	Monroe SD 1J	
2010-Monument SD 8	2010	Monument SD 8	
2147-Morrow SD 1	2147	Morrow SD 1	
1095-Mosier Community School	1095	Mosier Community School	
5252-Mountain View Academy	5252	Mountain View Academy	
2145-Mt Angel SD 91	2145	Mt Angel SD 91	
3579-Multi-sensory Instruction Teaching Children Hands-On (MITCH)	3579	Multi-sensory Instruction Teaching Children Hands-On (MITCH)	
3490-Multnomah Learning Academy	3490	Multnomah Learning Academy	
1968-Myrtle Point SD 41	1968	Myrtle Point SD 41	
2198-Neah-Kah-Nie SD 56	2198	Neah-Kah-Nie SD 56	
2199-Nestucca Valley SD 101J	2199	Nestucca Valley SD 101J	
2254-Newberg SD 29J	2254	Newberg SD 29J	
1966-North Bend SD 13	1966	North Bend SD 13	
1924-North Clackamas SD 12	1924	North Clackamas SD 12	
1996-North Douglas SD 22	1996	North Douglas SD 22	
2061-North Lake SD 14	2061	North Lake SD 14	
2141-North Marion SD 15	2141	North Marion SD 15	
2214-North Powder SD 8J	2214	North Powder SD 8J	
2143-North Santiam SD 29J	2143	North Santiam SD 29J	
4131-North Wasco County Consortium	4131	North Wasco County Consortium	
2110-Nyssa SD 26	2110	Nyssa SD 26	
1990-Oakland SD 1	1990	Oakland SD 1	
2093-Oakridge SD 76	2093	Oakridge SD 76	
2108-Ontario SD 8C	2108	Ontario SD 8C	
3528-Optimum Learning Environment Charter School	3528	Optimum Learning Environment Charter School	
1928-Oregon City SD 62	1928	Oregon City SD 62	
4820-Oregon Trail Academy	4820	Oregon Trail Academy	
1926-Oregon Trail SD 46	1926	Oregon Trail SD 46	
2060-Paisley SD 11	2060	Paisley SD 11	
2181-Parkrose SD 3	2181	Parkrose SD 3	
2207-Pendleton SD 16	2207	Pendleton SD 16	
2192-Perrydale SD 21	2192	Perrydale SD 21	
1900-Philomath SD 17J	1900	Philomath SD 17J	
2039-Phoenix-Talent SD 4	2039	Phoenix-Talent SD 4	
2202-Pilot Rock SD 2	2202	Pilot Rock SD 2	
1897-Pine Eagle SD 61	1897	Pine Eagle SD 61	
2047-Pinehurst SD 94	2047	Pinehurst SD 94	
2081-Pleasant Hill SD 1	2081	Pleasant Hill SD 1	
2062-Plush SD 18	2062	Plush SD 18	
1973-Port Orford-Langlois SD 2CJ	1973	Port Orford-Langlois SD 2CJ	
4400-Portland Arthur Academy Charter School	4400	Portland Arthur Academy Charter School	
2180-Portland SD 1J	2180	Portland SD 1J	
4534-Portland Village School	4534	Portland Village School	
223-Powell Butte Community Charter School	223	Powell Butte Community Charter School	
1967-Powers SD 31	1967	Powers SD 31	
2009-Prairie City SD 4	2009	Prairie City SD 4	
2045-Prospect SD 59	2045	Prospect SD 59	
1946-Rainier SD 13	1946	Rainier SD 13	
1977-Redmond SD 2J	1977	Redmond SD 2J	
2001-Reedsport SD 105	2001	Reedsport SD 105	
4079-Resource Link Charter School	4079	Resource Link Charter School	
4216-Reynolds Arthur Academy	4216	Reynolds Arthur Academy	
2182-Reynolds SD 7	2182	Reynolds SD 7	
1999-Riddle SD 70	1999	Riddle SD 70	
3233-Ridgeline Montessori	3233	Ridgeline Montessori	
2188-Riverdale SD 51J	2188	Riverdale SD 51J	
4856-Rivers Edge Academy Charter School	4856	Rivers Edge Academy Charter School	
4822-Rockwood Preparatory Academy	4822	Rockwood Preparatory Academy	
2044-Rogue River SD 35	2044	Rogue River SD 35	
2142-Salem-Keizer SD 24J	2142	Salem-Keizer SD 24J	
3505-Sand Ridge Charter School	3505	Sand Ridge Charter School	
2104-Santiam Canyon SD 129J	2104	Santiam Canyon SD 129J	
958-Sauvie Island School	958	Sauvie Island School	
1944-Scappoose SD 1J	1944	Scappoose SD 1J	
2103-Scio SD 95	2103	Scio SD 95	
1935-Seaside SD 10	1935	Seaside SD 10	
2257-Sheridan SD 48J	2257	Sheridan SD 48J	
2195-Sherman County SD	2195	Sherman County SD	
4220-Sherwood Charter School	4220	Sherwood Charter School	
2244-Sherwood SD 88J	2244	Sherwood SD 88J	
4038-Siletz Valley Schools	4038	Siletz Valley Schools	
2138-Silver Falls SD 4J	2138	Silver Falls SD 4J	
1978-Sisters SD 6	1978	Sisters SD 6	
2096-Siuslaw SD 97J	2096	Siuslaw SD 97J	
4221-South Columbia Family School	4221	South Columbia Family School	
2087-South Lane SD 45J3	2087	South Lane SD 45J3	
1994-South Umpqua SD 19	1994	South Umpqua SD 19	
2225-South Wasco County SD 1	2225	South Wasco County SD 1	
2247-Spray SD 1	2247	Spray SD 1	
2083-Springfield SD 19	2083	Springfield SD 19	
4480-Springwater Environmental Sciences School	4480	Springwater Environmental Sciences School	
4602-St Helens Arthur Academy	4602	St Helens Arthur Academy	
1948-St Helens SD 502	1948	St Helens SD 502	
2144-St Paul SD 45	2144	St Paul SD 45	
2209-Stanfield SD 61	2209	Stanfield SD 61	
4823-Sunny Wolf Charter School	4823	Sunny Wolf Charter School	
2003-Sutherlin SD 130	2003	Sutherlin SD 130	
4484-Sweet Home Charter School	4484	Sweet Home Charter School	
2102-Sweet Home SD 55	2102	Sweet Home SD 55	
5385-The Cannon Beach Academy	5385	The Cannon Beach Academy	
4746-The Community Roots School	4746	The Community Roots School	
4604-The Cottonwood School of Civics and Science	4604	The Cottonwood School of Civics and Science	
4720-The Ivy School	4720	The Ivy School	
3452-Three Rivers Charter School	3452	Three Rivers Charter School	
2055-Three Rivers/Josephine County SD	2055	Three Rivers/Josephine County SD	
2242-Tigard-Tualatin SD 23J	2242	Tigard-Tualatin SD 23J	
2197-Tillamook SD 9	2197	Tillamook SD 9	
2222-Troy SD 54	2222	Troy SD 54	
3432-Ukiah Charter School	3432	Ukiah Charter School	
2210-Ukiah SD 80R	2210	Ukiah SD 80R	
2204-Umatilla SD 6R	2204	Umatilla SD 6R	
2213-Union SD 5	2213	Union SD 5	
2116-Vale SD 84	2116	Vale SD 84	
4390-Valley Inquiry Charter School	4390	Valley Inquiry Charter School	
1947-Vernonia SD 47J	1947	Vernonia SD 47J	
3229-Village School	3229	Village School	
2220-Wallowa SD 12	2220	Wallowa SD 12	
1936-Warrenton-Hammond SD 30	1936	Warrenton-Hammond SD 30	
1922-West Linn-Wilsonville SD 3J	1922	West Linn-Wilsonville SD 3J	
2255-Willamina SD 30J	2255	Willamina SD 30J	
2002-Winston-Dillard SD 116	2002	Winston-Dillard SD 116	
4230-Woodburn Arthur Academy	4230	Woodburn Arthur Academy	
2146-Woodburn SD 103	2146	Woodburn SD 103	
5063-Woodland Charter School	5063	Woodland Charter School	
2251-Yamhill Carlton SD 1	2251	Yamhill Carlton SD 1	
1997-Yoncalla SD 32	1997	Yoncalla SD 32	

Inst ID	District	Allocation
4555-Academy for Character Education	4555 Academy for Character Education	$41,690.33
2063-Adel SD 21	2063 Adel SD 21	$41,690.33
2113-Adrian SD 61	2113 Adrian SD 61	$41,690.33
4585-Alliance Charter Academy	4585 Alliance Charter Academy	$41,690.33
1899-Alsea SD 7J	1899 Alsea SD 7J	$91,682.01
2252-Amity SD 4J	2252 Amity SD 4J	$58,698.41
705-Annex Charter School	705 Annex Charter School	$41,690.33
4805-Arco Iris Spanish Immersion School	4805 Arco Iris Spanish Immersion School	$61,718.01
2005-Arlington SD 3	2005 Arlington SD 3	$41,690.33
3580-Arthur Academy	3580 Arthur Academy	$41,690.33
2041-Ashland SD 5	2041 Ashland SD 5	$166,321.86
2051-Ashwood SD 8	2051 Ashwood SD 8	$41,690.33
1933-Astoria SD 1	1933 Astoria SD 1	$128,635.33
2208-Athena-Weston SD 29RJ	2208 Athena-Weston SD 29RJ	$42,351.93
1894-Baker SD 5J	1894 Baker SD 5J	$118,430.94
1969-Bandon SD 54	1969 Bandon SD 54	$56,763.18
2240-Banks SD 13	2240 Banks SD 13	$74,942.96
2243-Beaverton SD 48J	2243 Beaverton SD 48J	$2,842,916.65
5309-Bend International School	5309 Bend International School	$41,690.33
1976-Bend-LaPine Administrative SD 1	1976 Bend-LaPine Administrative SD 1	$1,167,912.44
784-Bethany Charter School	784 Bethany Charter School	$41,690.33
2088-Bethel SD 52	2088 Bethel SD 52	$412,022.21
2095-Blachly SD 90	2095 Blachly SD 90	$41,690.33
2052-Black Butte SD 41	2052 Black Butte SD 41	$41,690.33
5349-Bridge Charter Academy	5349 Bridge Charter Academy	$56,386.59
1974-Brookings-Harbor SD 17C	1974 Brookings-Harbor SD 17C	$103,068.57
1896-Burnt River SD 30J	1896 Burnt River SD 30J	$41,690.33
2046-Butte Falls SD 91	2046 Butte Falls SD 91	$41,690.33
1995-Camas Valley SD 21J	1995 Camas Valley SD 21J	$41,690.33
1929-Canby SD 86	1929 Canby SD 86	$319,786.27
4475-Cascade Heights Public Charter School	4475 Cascade Heights Public Charter School	$41,690.33
2139-Cascade SD 5	2139 Cascade SD 5	$203,058.83
2185-Centennial SD 28J	2185 Centennial SD 28J	$420,926.14
1972-Central Curry SD 1	1972 Central Curry SD 1	$41,690.33
2105-Central Linn SD 552	2105 Central Linn SD 552	$41,978.40
2042-Central Point SD 6	2042 Central Point SD 6	$364,747.73
2191-Central SD 13J	2191 Central SD 13J	$237,474.37
4395-Childs Way Charter School	4395 Childs Way Charter School	$41,690.33
4206-City View Charter School	4206 City View Charter School	$44,811.18
1945-Clatskanie SD 6J	1945 Clatskanie SD 6J	$66,921.89
507-Coburg Community Charter School	507 Coburg Community Charter School	$41,690.33
1927-Colton SD 53	1927 Colton SD 53	$41,690.33
2006-Condon SD 25J	2006 Condon SD 25J	$41,690.33
1965-Coos Bay SD 9	1965 Coos Bay SD 9	$215,338.03
1964-Coquille SD 8	1964 Coquille SD 8	$83,650.96
4592-Corbett School	4592 Corbett School	$78,521.23
2186-Corbett SD 39	2186 Corbett SD 39	$41,690.33
1901-Corvallis SD 509J	1901 Corvallis SD 509J	$425,400.66
2216-Cove SD 15	2216 Cove SD 15	$41,690.33
5251-Crater Lake Academy	5251 Crater Lake Academy	$41,690.33
2023-Crane Consortium	2023 Crane Consortium	$41,690.33
2086-Creswell SD 40	2086 Creswell SD 40	$86,763.85
1970-Crook County SD	1970 Crook County SD	$237,537.90
2089-Crow-Applegate-Lorane SD 66	2089 Crow-Applegate-Lorane SD 66	$41,690.33
2050-Culver SD 4	2050 Culver SD 4	$55,780.80
5298-Dallas Community Charter	5298 Dallas Community Charter	$41,690.33
2190-Dallas SD 2	2190 Dallas SD 2	$183,397.98
2187-David Douglas SD 40	2187 David Douglas SD 40	$692,889.36
2253-Dayton SD 8	2253 Dayton SD 8	$59,681.19
2011-Dayville SD 16J	2011 Dayville SD 16J	$41,690.33
5384-Desert Sky Montessori	5384 Desert Sky Montessori	$41,690.33
1993-Douglas County SD 15	1993 Douglas County SD 15	$41,690.33
1991-Douglas County SD 4	1991 Douglas County SD 4	$439,249.96
2229-Dufur SD 29	2229 Dufur SD 29	$41,690.33
4850-Eagle Charter School	4850 Eagle Charter School	$41,690.33
2043-Eagle Point SD 9	2043 Eagle Point SD 9	$293,895.48
2203-Echo SD 5	2203 Echo SD 5	$41,690.33
3361-Eddyville Charter School	3361 Eddyville Charter School	$41,690.33
2217-Elgin SD 23	2217 Elgin SD 23	$41,690.33
1998-Elkton SD 34	1998 Elkton SD 34	$41,690.33
3991-Emerson School	3991 Emerson School	$41,690.33
2221-Enterprise SD 21	2221 Enterprise SD 21	$41,690.33
1930-Estacada SD 108	1930 Estacada SD 108	$154,746.16
2082-Eugene SD 4J	2082 Eugene SD 4J	$1,127,886.51
2193-Falls City SD 57	2193 Falls City SD 57	$41,690.33
2084-Fern Ridge SD 28J	2084 Fern Ridge SD 28J	$109,472.94
4595-Forest Grove Community School	4595 Forest Grove Community School	$41,690.33
2241-Forest Grove SD 15	2241 Forest Grove SD 15	$419,415.43
4040-Four Rivers Community School	4040 Four Rivers Community School	$41,690.33
2245-Gaston SD 511J	2245 Gaston SD 511J	$41,690.33
2137-Gervais SD 1	2137 Gervais SD 1	$70,284.65
1931-Gladstone SD 115	1931 Gladstone SD 115	$122,179.33
307-Glendale Community Charter School Pre-K	307 Glendale Community Charter School Pre-K	$41,690.33
2000-Glendale SD 77	2000 Glendale SD 77	$41,690.33
1992-Glide SD 12	1992 Glide SD 12	$60,346.74
2054-Grants Pass SD 7	2054 Grants Pass SD 7	$402,258.59
2100-Greater Albany Public SD 8J	2100 Greater Albany Public SD 8J	$685,304.12
4601-Gresham Arthur Academy	4601 Gresham Arthur Academy	$41,690.33
2183-Gresham-Barlow SD 10J	2183 Gresham-Barlow SD 10J	$734,966.78
2014-Harney 3 Monroe Consortium	2014 Harney 3 Monroe Consortium	$66,353.18
2013-Harney Region Consortium	2013 Harney Region Consortium	$291,832.30
2114-Harper SD 66	2114 Harper SD 66	$41,690.33
2099-Harrisburg SD 7J	2099 Harrisburg SD 7J	$62,684.48
2201-Helix SD 1	2201 Helix SD 1	$41,690.33
2206-Hermiston SD 8	2206 Hermiston SD 8	$432,842.21
2239-Hillsboro SD 1J	2239 Hillsboro SD 1J	$1,433,486.92
5732-HOLLA School	5732 HOLLA School	$41,690.33
2024-Hood River County SD	2024 Hood River County SD	$298,207.17
4867-Hope Chinese Charter School	4867 Hope Chinese Charter School	$54,230.21
1895-Huntington SD 16J	1895 Huntington SD 16J	$41,690.33
2215-Imbler SD 11	2215 Imbler SD 11	$41,690.33
4637-Inavale Community Partners dba Muddy C	4637 Inavale Community Partners dba Muddy C	$41,690.33
3997-Ione SD R2	3997 Ione SD R2	$41,690.33
2053-Jefferson County SD 509J	2053 Jefferson County SD 509J	$232,734.38
2140-Jefferson SD 14J	2140 Jefferson SD 14J	$62,407.94
1934-Jewell SD 8	1934 Jewell SD 8	$41,690.33
2008-John Day SD 3	2008 John Day SD 3	$48,201.49
2107-Jordan Valley SD 3	2107 Jordan Valley SD 3	$41,690.33
1087-Joseph Charter School	1087 Joseph Charter School	$41,690.33
2219-Joseph SD 6	2219 Joseph SD 6	$41,690.33
2091-Junction City SD 69	2091 Junction City SD 69	$121,018.92
5218-Kairos PDX	5218 Kairos PDX	$42,997.07
5205-Kids Unlimited Academy	5205 Kids Unlimited Academy	$62,451.70
5572-Kids Unlimited Academy White City	5572 Kids Unlimited Academy White City	$41,690.33
3440-Kings Valley Charter School	3440 Kings Valley Charter School	$41,690.33
2057-Klamath County SD	2057 Klamath County SD	$579,824.99
2056-Klamath Falls City Schools	2056 Klamath Falls City Schools	$209,154.14
2262-Knappa SD 4	2262 Knappa SD 4	$42,163.07
2212-La Grande SD 1	2212 La Grande SD 1	$167,892.09
2059-Lake County SD 7	2059 Lake County SD 7	$60,374.10
1923-Lake Oswego SD 7J	1923 Lake Oswego SD 7J	$429,887.51
5060-Le Monde French Immersion Public Charte	5060 Le Monde French Immersion Public Charte	$46,610.15
2101-Lebanon Community SD 9	2101 Lebanon Community SD 9	$272,011.82
4667-Lewis and Clark Montessori Charter School	4667 Lewis and Clark Montessori Charter School	$41,690.33
3615-Lighthouse Charter School	3615 Lighthouse Charter School	$41,690.33
2097-Lincoln County SD	2097 Lincoln County SD	$359,490.17
4821-Logos Charter School	4821 Logos Charter School	$96,231.20
2012-Long Creek SD 17	2012 Long Creek SD 17	$41,690.33
2994-Lourdes School	2994 Lourdes School	$41,690.33
2092-Lowell SD 71	2092 Lowell SD 71	$41,690.33
3461-Luckiamute Valley Charter School	3461 Luckiamute Valley Charter School	$41,690.33
4593-Madrone Trail Public Charter School	4593 Madrone Trail Public Charter School	$41,690.33
2106-Malheur Region Consortium	2106 Malheur Region Consortium	$125,070.99
2085-Mapleton SD 32	2085 Mapleton SD 32	$41,690.33
2094-Marcola SD 79J	2094 Marcola SD 79J	$41,690.33
2090-McKenzie SD 68	2090 McKenzie SD 68	$41,690.33
2256-McMinnville SD 40	2256 McMinnville SD 40	$464,238.80
2048-Medford SD 549C	2048 Medford SD 549C	$903,992.85
2205-Milton-Freewater Unified SD 7	2205 Milton-Freewater Unified SD 7	$132,144.71
2249-Mitchell SD 55	2249 Mitchell SD 55	$41,690.33
4745-Molalla River Academy	4745 Molalla River Academy	$41,690.33
1925-Molalla River SD 35	1925 Molalla River SD 35	$182,446.13
1898-Monroe SD 1J	1898 Monroe SD 1J	$41,690.33
2010-Monument SD 8	2010 Monument SD 8	$41,690.33
2147-Morrow SD 1	2147 Morrow SD 1	$203,599.43
1095-Mosier Community School	1095 Mosier Community School	$41,690.33
5252-Mountain View Academy	5252 Mountain View Academy	$41,690.33
2145-Mt Angel SD 91	2145 Mt Angel SD 91	$57,154.12
3579-Multi-sensory Instruction Teaching Childre	3579 Multi-sensory Instruction Teaching Childre	$42,081.71
3490-Multnomah Learning Academy	3490 Multnomah Learning Academy	$54,649.95
1968-Myrtle Point SD 41	1968 Myrtle Point SD 41	$48,986.57
2198-Neah-Kah-Nie SD 56	2198 Neah-Kah-Nie SD 56	$53,242.60
2199-Nestucca Valley SD 101J	2199 Nestucca Valley SD 101J	$46,523.54
2254-Newberg SD 29J	2254 Newberg SD 29J	$315,744.15
1966-North Bend SD 13	1966 North Bend SD 13	$162,600.98
1924-North Clackamas SD 12	1924 North Clackamas SD 12	$1,212,860.61
1996-North Douglas SD 22	1996 North Douglas SD 22	$41,690.33
2061-North Lake SD 14	2061 North Lake SD 14	$41,690.33
2141-North Marion SD 15	2141 North Marion SD 15	$126,642.30
2214-North Powder SD 8J	2214 North Powder SD 8J	$41,690.33
2143-North Santiam SD 29J	2143 North Santiam SD 29J	$147,501.29
4131-North Wasco County Consortium	4131 North Wasco County Consortium	$200,225.99
2110-Nyssa SD 26	2110 Nyssa SD 26	$113,826.70
1990-Oakland SD 1	1990 Oakland SD 1	$48,972.48
2093-Oakridge SD 76	2093 Oakridge SD 76	$46,449.57
2108-Ontario SD 8C	2108 Ontario SD 8C	$184,241.37
3528-Optimum Learning Environment Charter S	3528 Optimum Learning Environment Charter S	$41,690.33
1928-Oregon City SD 62	1928 Oregon City SD 62	$496,925.60
4820-Oregon Trail Academy	4820 Oregon Trail Academy	$41,690.33
1926-Oregon Trail SD 46	1926 Oregon Trail SD 46	$287,788.43
2060-Paisley SD 11	2060 Paisley SD 11	$41,690.33
2181-Parkrose SD 3	2181 Parkrose SD 3	$202,260.04
2207-Pendleton SD 16	2207 Pendleton SD 16	$237,072.74
2192-Perrydale SD 21	2192 Perrydale SD 21	$41,690.33
1900-Philomath SD 17J	1900 Philomath SD 17J	$93,998.73
2039-Phoenix-Talent SD 4	2039 Phoenix-Talent SD 4	$177,729.77
2202-Pilot Rock SD 2	2202 Pilot Rock SD 2	$41,690.33
1897-Pine Eagle SD 61	1897 Pine Eagle SD 61	$41,690.33
2047-Pinehurst SD 94	2047 Pinehurst SD 94	$41,690.33
2081-Pleasant Hill SD 1	2081 Pleasant Hill SD 1	$78,139.72
2062-Plush SD 18	2062 Plush SD 18	$41,690.33
1973-Port Orford-Langlois SD 2CJ	1973 Port Orford-Langlois SD 2CJ	$41,690.33
4400-Portland Arthur Academy Charter School	4400 Portland Arthur Academy Charter School	$41,690.33
2180-Portland SD 1J	2180 Portland SD 1J	$3,281,865.69
4534-Portland Village School	4534 Portland Village School	$49,027.25
223-Powell Butte Community Charter School	223 Powell Butte Community Charter School	$41,690.33
1967-Powers SD 31	1967 Powers SD 31	$41,690.33
2009-Prairie City SD 4	2009 Prairie City SD 4	$41,690.33
2045-Prospect SD 59	2045 Prospect SD 59	$41,690.33
1946-Rainier SD 13	1946 Rainier SD 13	$63,479.20
1977-Redmond SD 2J	1977 Redmond SD 2J	$496,672.34
2001-Reedsport SD 105	2001 Reedsport SD 105	$51,530.88
4079-Resource Link Charter School	4079 Resource Link Charter School	$41,690.33
4216-Reynolds Arthur Academy	4216 Reynolds Arthur Academy	$41,690.33
2182-Reynolds SD 7	2182 Reynolds SD 7	$746,348.81
1999-Riddle SD 70	1999 Riddle SD 70	$41,690.33
3233-Ridgeline Montessori	3233 Ridgeline Montessori	$41,690.33
2188-Riverdale SD 51J	2188 Riverdale SD 51J	$43,899.76
4856-Rivers Edge Academy Charter School	4856 Rivers Edge Academy Charter School	$41,690.33
4822-Rockwood Preparatory Academy	4822 Rockwood Preparatory Academy	$66,877.76
2044-Rogue River SD 35	2044 Rogue River SD 35	$65,427.83
2142-Salem-Keizer SD 24J	2142 Salem-Keizer SD 24J	$3,068,861.10
3505-Sand Ridge Charter School	3505 Sand Ridge Charter School	$41,690.33
2104-Santiam Canyon SD 129J	2104 Santiam Canyon SD 129J	$44,870.52
958-Sauvie Island School	958 Sauvie Island School	$42,829.02
1944-Scappoose SD 1J	1944 Scappoose SD 1J	$127,471.95
2103-Scio SD 95	2103 Scio SD 95	$48,719.44
1935-Seaside SD 10	1935 Seaside SD 10	$106,191.77
2257-Sheridan SD 48J	2257 Sheridan SD 48J	$59,925.71
2195-Sherman County SD	2195 Sherman County SD	$41,690.33
4220-Sherwood Charter School	4220 Sherwood Charter School	$41,690.33
2244-Sherwood SD 88J	2244 Sherwood SD 88J	$302,231.21
4038-Siletz Valley Schools	4038 Siletz Valley Schools	$41,690.33
2138-Silver Falls SD 4J	2138 Silver Falls SD 4J	$238,783.76
1978-Sisters SD 6	1978 Sisters SD 6	$79,354.80
2096-Siuslaw SD 97J	2096 Siuslaw SD 97J	$88,151.41
4221-South Columbia Family School	4221 South Columbia Family School	$41,690.33
2087-South Lane SD 45J3	2087 South Lane SD 45J3	$194,170.64
1994-South Umpqua SD 19	1994 South Umpqua SD 19	$116,876.16
2225-South Wasco County SD 1	2225 South Wasco County SD 1	$41,690.33
2247-Spray SD 1	2247 Spray SD 1	$41,690.33
2083-Springfield SD 19	2083 Springfield SD 19	$735,646.60
4480-Springwater Environmental Sciences Schoo	4480 Springwater Environmental Sciences Schoo	$41,690.33
4602-St Helens Arthur Academy	4602 St Helens Arthur Academy	$41,690.33
1948-St Helens SD 502	1948 St Helens SD 502	$177,372.89
2144-St Paul SD 45	2144 St Paul SD 45	$41,690.33
2209-Stanfield SD 61	2209 Stanfield SD 61	$46,232.98
4823-Sunny Wolf Charter School	4823 Sunny Wolf Charter School	$41,690.33
2003-Sutherlin SD 130	2003 Sutherlin SD 130	$104,347.64
4484-Sweet Home Charter School	4484 Sweet Home Charter School	$41,690.33
2102-Sweet Home SD 55	2102 Sweet Home SD 55	$163,459.31
5385-The Cannon Beach Academy	5385 The Cannon Beach Academy	$41,690.33
4746-The Community Roots School	4746 The Community Roots School	$41,690.33
4604-The Cottonwood School of Civics and Scie	4604 The Cottonwood School of Civics and Scie	$41,690.33
4720-The Ivy School	4720 The Ivy School	$41,690.33
3452-Three Rivers Charter School	3452 Three Rivers Charter School	$41,690.33
2055-Three Rivers/Josephine County SD	2055 Three Rivers/Josephine County SD	$311,835.51
2242-Tigard-Tualatin SD 23J	2242 Tigard-Tualatin SD 23J	$845,344.06
2197-Tillamook SD 9	2197 Tillamook SD 9	$149,599.45
2222-Troy SD 54	2222 Troy SD 54	$41,690.33
3432-Ukiah Charter School	3432 Ukiah Charter School	$41,690.33
2210-Ukiah SD 80R	2210 Ukiah SD 80R	$41,690.33
2204-Umatilla SD 6R	2204 Umatilla SD 6R	$122,302.72
2213-Union SD 5	2213 Union SD 5	$41,690.33
2116-Vale SD 84	2116 Vale SD 84	$78,412.01
4390-Valley Inquiry Charter School	4390 Valley Inquiry Charter School	$41,690.33
1947-Vernonia SD 47J	1947 Vernonia SD 47J	$51,513.22
3229-Village School	3229 Village School	$41,690.33
2220-Wallowa SD 12	2220 Wallowa SD 12	$41,690.33
1936-Warrenton-Hammond SD 30	1936 Warrenton-Hammond SD 30	$79,074.39
1922-West Linn-Wilsonville SD 3J	1922 West Linn-Wilsonville SD 3J	$596,262.45
2255-Willamina SD 30J	2255 Willamina SD 30J	$66,088.28
2002-Winston-Dillard SD 116	2002 Winston-Dillard SD 116	$103,600.28
4230-Woodburn Arthur Academy	4230 Woodburn Arthur Academy	$41,690.33
2146-Woodburn SD 103	2146 Woodburn SD 103	$403,969.57
5063-Woodland Charter School	5063 Woodland Charter School	$41,690.33
2251-Yamhill Carlton SD 1	2251 Yamhill Carlton SD 1	$90,860.45
1997-Yoncalla SD 32	1997 Yoncalla SD 32	$41,690.33

	Inst ID	District	District Allocation w/ Min. Grant
4555-Academy for Character Education	4555	Academy for Character Education	$43,391.97
2063-Adel SD 21	2063	Adel SD 21	$43,391.97
2113-Adrian SD 61	2113	Adrian SD 61	$43,391.97
4585-Alliance Charter Academy	4585	Alliance Charter Academy	$43,391.97
1899-Alsea SD 7J	1899	Alsea SD 7J	$95,424.13
2252-Amity SD 4J	2252	Amity SD 4J	$61,094.26
2111-Annex SD 29	2111	Annex SD 29	$43,391.97
4805-Arco Iris Spanish Immersion School	4805	Arco Iris Spanish Immersion School	$64,237.11
2005-Arlington SD 3	2005	Arlington SD 3	$43,391.97
3580-Arthur Academy	3580	Arthur Academy	$43,391.97
2041-Ashland SD 5	2041	Ashland SD 5	$173,110.51
2051-Ashwood SD 8	2051	Ashwood SD 8	$43,391.97
1933-Astoria SD 1	1933	Astoria SD 1	$133,885.75
2208-Athena-Weston SD 29RJ	2208	Athena-Weston SD 29RJ	$44,080.58
1894-Baker SD 5J	1894	Baker SD 5J	$113,264.85
1969-Bandon SD 54	1969	Bandon SD 54	$59,080.04
2240-Banks SD 13	2240	Banks SD 13	$78,001.86
2243-Beaverton SD 48J	2243	Beaverton SD 48J	$2,958,954.06
5309-Bend International School	5309	Bend International School	$43,391.97
1976-Bend-LaPine Administrative SD 1	1976	Bend-LaPine Administrative SD 1	$1,215,582.34
784-Bethany Charter School	784	Bethany Charter School	$43,391.97
2088-Bethel SD 52	2088	Bethel SD 52	$428,839.44
2095-Blachly SD 90	2095	Blachly SD 90	$43,391.97
2052-Black Butte SD 41	2052	Black Butte SD 41	$43,391.97
5349-Bridge Charter Academy	5349	Bridge Charter Academy	$58,688.08
1974-Brookings-Harbor SD 17C	1974	Brookings-Harbor SD 17C	$107,275.45
1896-Burnt River SD 30J	1896	Burnt River SD 30J	$43,391.97
2046-Butte Falls SD 91	2046	Butte Falls SD 91	$43,391.97
1995-Camas Valley SD 21J	1995	Camas Valley SD 21J	$43,391.97
1929-Canby SD 86	1929	Canby SD 86	$332,838.77
4475-Cascade Heights Public Charter School	4475	Cascade Heights Public Charter School	$43,391.97
2139-Cascade SD 5	2139	Cascade SD 5	$211,346.95
2185-Centennial SD 28J	2185	Centennial SD 28J	$438,107.01
1972-Central Curry SD 1	1972	Central Curry SD 1	$43,391.97
2105-Central Linn SD 552	2105	Central Linn SD 552	$43,691.81
2042-Central Point SD 6	2042	Central Point SD 6	$379,635.39
2191-Central SD 13J	2191	Central SD 13J	$247,167.20
4395-Childs Way Charter School	4395	Childs Way Charter School	$43,391.97
4206-City View Charter School	4206	City View Charter School	$46,640.21
1945-Clatskanie SD 6J	1945	Clatskanie SD 6J	$69,653.39
507-Coburg Community Charter School	507	Coburg Community Charter School	$43,391.97
1927-Colton SD 53	1927	Colton SD 53	$43,391.97
2006-Condon SD 25J	2006	Condon SD 25J	$43,391.97
1965-Coos Bay SD 9	1965	Coos Bay SD 9	$224,127.96
1964-Coquille SD 8	1964	Coquille SD 8	$87,065.28
4592-Corbett School	4592	Corbett School	$81,726.18
2186-Corbett SD 39	2186	Corbett SD 39	$43,391.97
1901-Corvallis SD 509J	1901	Corvallis SD 509J	$442,763.95
2216-Cove SD 15	2216	Cove SD 15	$43,391.97
5251-Crater Lake Academy	5251	Crater Lake Academy	$43,391.97
2023-Crane Consortium	2023	Crane Consortium	$43,391.97
2086-Creswell SD 40	2086	Creswell SD 40	$90,305.23
1970-Crook County SD	1970	Crook County SD	$247,233.33
2089-Crow-Applegate-Lorane SD 66	2089	Crow-Applegate-Lorane SD 66	$43,391.97
2050-Culver SD 4	2050	Culver SD 4	$58,057.56
5298-Dallas Community Charter	5298	Dallas Community Charter	$43,391.97
2190-Dallas SD 2	2190	Dallas SD 2	$190,883.61
2187-David Douglas SD 40	2187	David Douglas SD 40	$721,170.56
2253-Dayton SD 8	2253	Dayton SD 8	$62,117.16
2011-Dayville SD 16J	2011	Dayville SD 16J	$43,391.97
5384-Desert Sky Montessori	5384	Desert Sky Montessori	$43,391.97
1993-Douglas County SD 15	1993	Douglas County SD 15	$43,391.97
1991-Douglas County SD 4	1991	Douglas County SD 4	$457,178.53
2229-Dufur SD 29	2229	Dufur SD 29	$43,391.97
4850-Eagle Charter School	4850	Eagle Charter School	$43,391.97
2043-Eagle Point SD 9	2043	Eagle Point SD 9	$305,891.22
2203-Echo SD 5	2203	Echo SD 5	$43,391.97
3361-Eddyville Charter School	3361	Eddyville Charter School	$43,391.97
2217-Elgin SD 23	2217	Elgin SD 23	$43,391.97
1998-Elkton SD 34	1998	Elkton SD 34	$43,391.97
3991-Emerson School	3991	Emerson School	$43,391.97
2221-Enterprise SD 21	2221	Enterprise SD 21	$43,391.97
1930-Estacada SD 108	1930	Estacada SD 108	$161,060.24
2082-Eugene SD 4J	2082	Eugene SD 4J	$1,173,922.70
2193-Falls City SD 57	2193	Falls City SD 57	$43,391.97
2084-Fern Ridge SD 28J	2084	Fern Ridge SD 28J	$113,941.22
4595-Forest Grove Community School	4595	Forest Grove Community School	$43,391.97
2241-Forest Grove SD 15	2241	Forest Grove SD 15	$436,534.43
4040-Four Rivers Community School	4040	Four Rivers Community School	$43,391.97
2245-Gaston SD 511J	2245	Gaston SD 511J	$43,391.97
2137-Gervais SD 1	2137	Gervais SD 1	$73,153.41
1931-Gladstone SD 115	1931	Gladstone SD 115	$127,166.24
307-Glendale Community Charter School Pre-K	307	Glendale Community Charter School Pre-K	$43,391.97
2000-Glendale SD 77	2000	Glendale SD 77	$43,391.97
1992-Glide SD 12	1992	Glide SD 12	$62,809.88
2054-Grants Pass SD 7	2054	Grants Pass SD 7	$418,677.31
2100-Greater Albany Public SD 8J	2100	Greater Albany Public SD 8J	$713,275.72
4601-Gresham Arthur Academy	4601	Gresham Arthur Academy	$43,391.97
2183-Gresham-Barlow SD 10J	2183	Gresham-Barlow SD 10J	$764,965.43
2014-Harney 3 Monroe Consortium	2014	Harney 3 Monroe Consortium	$69,061.48
2015-Harney County SD 4	2015	Harney County SD 4	$43,391.97
2013-Harney Region Consortium	2013	Harney Region Consortium	$303,743.82
2114-Harper SD 66	2114	Harper SD 66	$43,391.97
2099-Harrisburg SD 7J	2099	Harrisburg SD 7J	$65,243.03
2201-Helix SD 1	2201	Helix SD 1	$43,391.97
2206-Hermiston SD 8	2206	Hermiston SD 8	$450,509.24
2239-Hillsboro SD 1J	2239	Hillsboro SD 1J	$1,491,996.60
5732-HOLLA School	5732	HOLLA School	$43,391.97
2024-Hood River County SD	2024	Hood River County SD	$310,378.90
4867-Hope Chinese Charter School	4867	Hope Chinese Charter School	$56,443.68
1895-Huntington SD 16J	1895	Huntington SD 16J	$43,391.97
2215-Imbler SD 11	2215	Imbler SD 11	$43,391.97
4637-Inavale Community Partners dba Muddy C	4637	Inavale Community Partners dba Muddy C	$43,391.97
3997-Ione SD R2	3997	Ione SD R2	$43,391.97
2053-Jefferson County SD 509J	2053	Jefferson County SD 509J	$242,213.74
2140-Jefferson SD 14J	2140	Jefferson SD 14J	$64,955.20
1934-Jewell SD 8	1934	Jewell SD 8	$43,391.97
2008-John Day SD 3	2008	John Day SD 3	$60,168.90
2107-Jordan Valley SD 3	2107	Jordan Valley SD 3	$43,391.97
1087-Joseph Charter School	1087	Joseph Charter School	$43,391.97
2219-Joseph SD 6	2219	Joseph SD 6	$43,391.97
2091-Junction City SD 69	2091	Junction City SD 69	$125,958.47
5218-Kairos PDX	5218	Kairos PDX	$44,752.05
5205-Kids Unlimited Academy	5205	Kids Unlimited Academy	$65,000.75
5572-Kids Unlimited Academy White City	5572	Kids Unlimited Academy White City	$43,391.97
3440-Kings Valley Charter School	3440	Kings Valley Charter School	$43,391.97
2057-Klamath County SD	2057	Klamath County SD	$603,491.32
2056-Klamath Falls City Schools	2056	Klamath Falls City Schools	$217,691.05
2262-Knappa SD 4	2262	Knappa SD 4	$43,884.01
2212-La Grande SD 1	2212	La Grande SD 1	$174,744.83
2059-Lake County SD 7	2059	Lake County SD 7	$62,838.35
1923-Lake Oswego SD 7J	1923	Lake Oswego SD 7J	$447,433.94
5060-Le Monde French Immersion Public Charte	5060	Le Monde French Immersion Public Charte	$48,512.60
2101-Lebanon Community SD 9	2101	Lebanon Community SD 9	$283,114.34
4667-Lewis and Clark Montessori Charter School	4667	Lewis and Clark Montessori Charter School	$43,391.97
3615-Lighthouse Charter School	3615	Lighthouse Charter School	$43,391.97
2097-Lincoln County SD	2097	Lincoln County SD	$374,163.24
4821-Logos Charter School	4821	Logos Charter School	$100,159.00
2012-Long Creek SD 17	2012	Long Creek SD 17	$43,391.97
2094-Lourdes School	2094	Lourdes School	$43,391.97
2092-Lowell SD 71	2092	Lowell SD 71	$43,391.97
3461-Luckiamute Valley Charter School	3461	Luckiamute Valley Charter School	$43,391.97
4593-Madrone Trail Public Charter School	4593	Madrone Trail Public Charter School	$43,391.97
2106-Malheur Region Consortium	2106	Malheur Region Consortium	$130,175.92
2085-Mapleton SD 32	2085	Mapleton SD 32	$43,391.97
2094-Marcola SD 79J	2094	Marcola SD 79J	$43,391.97
2090-McKenzie SD 68	2090	McKenzie SD 68	$43,391.97
2256-McMinnville SD 40	2256	McMinnville SD 40	$483,187.32
2048-Medford SD 549C	2048	Medford SD 549C	$940,890.52
2205-Milton-Freewater Unified SD 7	2205	Milton-Freewater Unified SD 7	$137,538.38
2249-Mitchell SD 55	2249	Mitchell SD 55	$43,391.97
4745-Molalla River Academy	4745	Molalla River Academy	$43,391.97
1925-Molalla River SD 35	1925	Molalla River SD 35	$189,892.91
1898-Monroe SD 1J	1898	Monroe SD 1J	$43,391.97
2010-Monument SD 8	2010	Monument SD 8	$43,391.97
2147-Morrow SD 1	2147	Morrow SD 1	$211,909.61
1095-Mosier Community School	1095	Mosier Community School	$43,391.97
5252-Mountain View Academy	5252	Mountain View Academy	$43,391.97
2145-Mt Angel SD 91	2145	Mt Angel SD 91	$59,486.94
3579-Multi-sensory Instruction Teaching Childre	3579	Multi-sensory Instruction Teaching Childre	$43,799.33
3490-Multnomah Learning Academy	3490	Multnomah Learning Academy	$56,880.56
1968-Myrtle Point SD 41	1968	Myrtle Point SD 41	$60,986.02
2198-Neah-Kah-Nie SD 56	2198	Neah-Kah-Nie SD 56	$55,415.76
2199-Nestucca Valley SD 101J	2199	Nestucca Valley SD 101J	$48,422.46
2254-Newberg SD 29J	2254	Newberg SD 29J	$328,631.67
1966-North Bend SD 13	1966	North Bend SD 13	$169,237.75
1924-North Clackamas SD 12	1924	North Clackamas SD 12	$1,262,365.12
1996-North Douglas SD 22	1996	North Douglas SD 22	$43,391.97
2061-North Lake SD 14	2061	North Lake SD 14	$43,391.97
2141-North Marion SD 15	2141	North Marion SD 15	$131,811.38
2214-North Powder SD 8J	2214	North Powder SD 8J	$43,391.97
2143-North Santiam SD 29J	2143	North Santiam SD 29J	$153,521.75
4131-North Wasco County Consortium	4131	North Wasco County Consortium	$208,398.48
2110-Nyssa SD 26	2110	Nyssa SD 26	$118,477.68
1990-Oakland SD 1	1990	Oakland SD 1	$50,971.36
2093-Oakridge SD 76	2093	Oakridge SD 76	$48,345.47
2108-Ontario SD 8C	2108	Ontario SD 8C	$191,761.43
3528-Optimum Learning Environment Charter S	3528	Optimum Learning Environment Charter S	$43,391.97
1928-Oregon City SD 62	1928	Oregon City SD 62	$517,208.28
4820-Oregon Trail Academy	4820	Oregon Trail Academy	$43,391.97
1926-Oregon Trail SD 46	1926	Oregon Trail SD 46	$299,534.90
2060-Paisley SD 11	2060	Paisley SD 11	$43,391.97
2181-Parkrose SD 3	2181	Parkrose SD 3	$210,515.55
2207-Pendleton SD 16	2207	Pendleton SD 16	$246,749.18
2192-Perrydale SD 21	2192	Perrydale SD 21	$43,391.97
1900-Philomath SD 17J	1900	Philomath SD 17J	$97,835.42
4391-Phoenix School	4391	Phoenix School	$0.00
2039-Phoenix-Talent SD 4	2039	Phoenix-Talent SD 4	$184,984.05
2202-Pilot Rock SD 2	2202	Pilot Rock SD 2	$43,391.97
1897-Pine Eagle SD 61	1897	Pine Eagle SD 61	$43,391.97
2047-Pinehurst SD 94	2047	Pinehurst SD 94	$43,391.97
2081-Pleasant Hill SD 1	2081	Pleasant Hill SD 1	$81,329.09
2062-Plush SD 18	2062	Plush SD 18	$43,391.97
1973-Port Orford-Langlois SD 2CJ	1973	Port Orford-Langlois SD 2CJ	$43,391.97
4400-Portland Arthur Academy Charter School	4400	Portland Arthur Academy Charter School	$43,391.97
2180-Portland SD 1J	2180	Portland SD 1J	$3,435,819.39
4534-Portland Village School	4534	Portland Village School	$51,028.36
223-Powell Butte Community Charter School	223	Powell Butte Community Charter School	$43,391.97
1967-Powers SD 31	1967	Powers SD 31	$43,391.97
2009-Prairie City SD 4	2009	Prairie City SD 4	$43,391.97
2045-Prospect SD 59	2045	Prospect SD 59	$43,391.97
1946-Rainier SD 13	1946	Rainier SD 13	$66,070.19
1977-Redmond SD 2J	1977	Redmond SD 2J	$516,944.69
2001-Reedsport SD 105	2001	Reedsport SD 105	$53,634.18
4079-Resource Link Charter School	4079	Resource Link Charter School	$43,391.97
4216-Reynolds Arthur Academy	4216	Reynolds Arthur Academy	$43,391.97
2182-Reynolds SD 7	2182	Reynolds SD 7	$776,812.02
1999-Riddle SD 70	1999	Riddle SD 70	$43,391.97
3233-Ridgeline Montessori	3233	Ridgeline Montessori	$43,391.97
2188-Riverdale SD 51J	2188	Riverdale SD 51J	$45,691.59
4856-Rivers Edge Academy Charter School	4856	Rivers Edge Academy Charter School	$43,391.97
4822-Rockwood Preparatory Academy	4822	Rockwood Preparatory Academy	$69,607.46
2044-Rogue River SD 35	2044	Rogue River SD 35	$68,098.35
2142-Salem-Keizer SD 24J	2142	Salem-Keizer SD 24J	$3,194,120.74
3505-Sand Ridge Charter School	3505	Sand Ridge Charter School	$43,391.97
2104-Santiam Canyon SD 129J	2104	Santiam Canyon SD 129J	$46,701.97
958-Sauvie Island School	958	Sauvie Island School	$44,577.14
1944-Scappoose SD 1J	1944	Scappoose SD 1J	$132,674.88
2103-Scio SD 95	2103	Scio SD 95	$50,707.99
1935-Seaside SD 10	1935	Seaside SD 10	$110,525.50
2257-Sheridan SD 48J	2257	Sheridan SD 48J	$62,371.66
2195-Sherman County SD	2195	Sherman County SD	$43,391.97
4220-Sherwood Charter School	4220	Sherwood Charter School	$43,391.97
2244-Sherwood SD 88J	2244	Sherwood SD 88J	$334,567.18
4038-Siletz Valley Schools	4038	Siletz Valley Schools	$43,391.97
2138-Silver Falls SD 4J	2138	Silver Falls SD 4J	$248,530.04
1978-Sisters SD 6	1978	Sisters SD 6	$82,593.77
2096-Siuslaw SD 97J	2096	Siuslaw SD 97J	$91,749.43
4221-South Columbia Family School	4221	South Columbia Family School	$43,391.97
2087-South Lane SD 45J3	2087	South Lane SD 45J3	$202,095.97
1994-South Umpqua SD 19	1994	South Umpqua SD 19	$121,646.61
2225-South Wasco County SD 1	2225	South Wasco County SD 1	$43,391.97
2247-Spray SD 1	2247	Spray SD 1	$43,391.97
2083-Springfield SD 19	2083	Springfield SD 19	$765,672.99
4480-Springwater Environmental Sciences Schoo	4480	Springwater Environmental Sciences Schoo	$43,391.97
4602-St Helens Arthur Academy	4602	St Helens Arthur Academy	$43,391.97
1948-St Helens SD 502	1948	St Helens SD 502	$184,612.60
2144-St Paul SD 45	2144	St Paul SD 45	$43,391.97
2209-Stanfield SD 61	2209	Stanfield SD 61	$48,120.04
4823-Sunny Wolf Charter School	4823	Sunny Wolf Charter School	$43,391.97
2003-Sutherlin SD 130	2003	Sutherlin SD 130	$108,606.73
4484-Sweet Home Charter School	4484	Sweet Home Charter School	$43,391.97
2102-Sweet Home SD 55	2102	Sweet Home SD 55	$170,131.12
5385-The Cannon Beach Academy	5385	The Cannon Beach Academy	$43,391.97
4746-The Community Roots School	4746	The Community Roots School	$43,391.97
4604-The Cottonwood School of Civics and Scie	4604	The Cottonwood School of Civics and Scier	$43,391.97
4720-The Ivy School	4720	The Ivy School	$43,391.97
3452-Three Rivers Charter School	3452	Three Rivers Charter School	$43,391.97
2055-Three Rivers/Josephine County SD	2055	Three Rivers/Josephine County SD	$324,563.49
2242-Tigard-Tualatin SD 23J	2242	Tigard-Tualatin SD 23J	$879,847.90
2197-Tillamook SD 9	2197	Tillamook SD 9	$155,705.55
2222-Troy SD 54	2222	Troy SD 54	$43,391.97
3432-Ukiah Charter School	3432	Ukiah Charter School	$43,391.97
2210-Ukiah SD 80R	2210	Ukiah SD 80R	$43,391.97
2204-Umatilla SD 6R	2204	Umatilla SD 6R	$127,294.67
2213-Union SD 5	2213	Union SD 5	$43,391.97
2116-Vale SD 84	2116	Vale SD 84	$81,612.50
4390-Valley Inquiry Charter School	4390	Valley Inquiry Charter School	$43,391.97
1947-Vernonia SD 47J	1947	Vernonia SD 47J	$53,615.80
3229-Village School	3229	Village School	$43,391.97
2220-Wallowa SD 12	2220	Wallowa SD 12	$43,391.97
1936-Warrenton-Hammond SD 30	1936	Warrenton-Hammond SD 30	$82,301.92
1922-West Linn-Wilsonville SD 3J	1922	West Linn-Wilsonville SD 3J	$620,599.70
2255-Willamina SD 30J	2255	Willamina SD 30J	$68,785.77
2002-Winston-Dillard SD 116	2002	Winston-Dillard SD 116	$107,828.86
4230-Woodburn Arthur Academy	4230	Woodburn Arthur Academy	$43,391.97
2146-Woodburn SD 103	2146	Woodburn SD 103	$420,458.13
5063-Woodland Charter School	5063	Woodland Charter School	$43,391.97
2251-Yamhill Carlton SD 1	2251	Yamhill Carlton SD 1	$94,569.04
1997-Yoncalla SD 32	1997	Yoncalla SD 32	$43,391.97