



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, January 30, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

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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

YoungArts National Competition Winners

Congratulations to Westview High School students Sarah Baglin and Eunji Ryu who were both named 2024 YoungArts National Competition winners — Sarah for Theater/Musical Theater and Eunji for Writing/Play or Script.

YoungArts identifies exceptional young artists, amplifies their potential and invests in their lifelong creative freedom. Award winners are selected through a blind adjudication process conducted by an independent panel of highly accomplished artists in their fields.

2023 Clean School Bus Grant

The Environmental Protection Agency has selected the Beaverton School District and its Fleet Electrification Project to receive a \$20 million grant from the 2023 Clean School Bus Grant Program. The EPA grant will fund the replacement of 50 of the district's 225 renewable diesel buses with zero-emission electric school buses.

BSD is among those school districts leading the country in the move to fully electric and renewable fuel-powered school buses as a way to decrease greenhouse gas emissions and other harmful pollutants which contribute to climate change. BSD was the first school district in Oregon to acquire an electric school bus, in 2021, and was the first to convert our school bus fleet entirely to low-emission renewable fuels. Since then, the district has added electric buses yearly, for a current total of 15 electric buses and 31 charging stations. More information about BSD's move to clean school buses is available on the Transportation Department's [Environmental Efforts webpage](#).

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School Board Comments

January 30, 2024

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 would like to start this evening by acknowledging the incredible work of the BSD maintenance department. Several of our schools were impacted by the recent ice and wind storm, some in small ways and some in very big ways. I know that crews were in schools working to mitigate those impacts as quickly as possible in challenging situations, and we are all grateful for their work. I also want to acknowledge the staff in those affected buildings—their tireless efforts to maintain comfortable and engaging learning environments for students in the midst of damage from the storm has been remarkable.

I know that later tonight we will hear a report on the district's partnership with the Northwest Regional Educational Service District. I want to emphasize that the educators in the ESD are a vital support for some of our most vulnerable students here in Beaverton and across the northwest corner of Oregon. Our staff and students in Beaverton rely on numerous services from educators in the ESD each and every day. The union representing educators from Northwest Regional is currently in mediation for their bargain with district management. I hope you'll join me in demanding the Northwest Regional Board to come to a swift and fair settlement.

Speaking of bargaining, we are about to start bargaining here in Beaverton. BEA and BSD have our first session on February 15th from noon to 4 pm. You can tune in on YouTube if you're looking for something fun to do that afternoon. We are excited to start the important process of bargaining. Our working conditions as outlined in our shared agreements in the collective bargaining agreement reflect our students' learning conditions, and we are eager to find ways to improve our schools. I am confident that we will be able to find common understanding and shared goals as we negotiate.

Finally, as we start a brand new semester, I want to acknowledge that board members have been out visiting schools. Our staff so appreciate you taking the time to visit classrooms and walk through hallways, to see our incredible dual language educators in action, making students feel seen and heard, to see the tiny miracles that happen in our

specialized programs as educators bend over backwards to get students' needs met, to see our BH&W teams in action as they deescalate a student who's become dysregulated, to see a plain old math lesson that may or may not go according to plan, and to really just be at the center of everyday life in Beaverton Schools. I hope that during those visits you are engaging with educators and students alike and seeking to understand how we can continue to make our schools better.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, January 26, 2024, through 12 p.m. on Tuesday, January 30, 2024. 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:
Sara	Mesler	Staff Member	<p>Thank you for your ongoing support for OSEA and the important work done by all of Beaverton School District's classified employees.</p> <p>As you may know, OSEA is working with district staff to review pay scales for classified positions including Library Media Assistants, who are today on a special pay scale that is considerably below other student instruction support roles. LMAs have taken on a role that helps our entire school function at a level that gives students and staff the confidence that literacy matters and is functionally and systematically supported. As staff considers the role of the LMA in Beaverton Schools, know that at Findley Elementary our LMAs play a key role in education outcomes and literacy for our students. LMAs deserve compensation that reflects the responsibility of the role, their direct role in supporting curriculum goals, and their contributions to growing our future readers.</p> <p>Thank you for your consideration.</p>
Kari	Ray	Staff Member	<p>Board members and Superintendent Balderas- Thank you for your ongoing support for OSEA and the important work done by all of Beaverton School District's classified employees.</p> <p>As you may know, OSEA is working with district staff to review pay scales for classified positions including Library Media Assistants, who are today on a special pay scale that is considerably below other</p>

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			<p>student instruction support roles. As staff considers the role of the LMA in Beaverton Schools, know that at Findley Elementary our LMAs play a key role in education outcomes and literacy for our students. LMAs deserve compensation that reflects the responsibility of the role, their direct role in supporting curriculum goals, and their contributions to growing our future readers.</p>
Carissa	Lemons	Staff Member	<p>Board members and Superintendent Balderas- Thank you for your ongoing support for OSEA and the important work done by all of Beaverton School District's classified employees.</p> <p>As you may know, OSEA is working with district staff to review pay scales for classified positions including Library Media Assistants, who are today on a special pay scale that is considerably below other student instruction support roles. As staff considers the role of the LMA in Beaverton Schools, know that at Findley Elementary our LMAs play a key role in education outcomes and literacy for our students. LMAs deserve compensation that reflects the responsibility of the role, their direct role in supporting curriculum goals, and their contributions to growing our future readers.</p> <p>Thank you for your consideration.</p>
Tina	Le	Staff Member	<p>I have been an LMA in the district for over 13 years and have always known my job is important. I am the sole person responsible for ensuring that our 600 students have access to great books, each and every day, along with lessons on different topics for grades K-5. I believe the BSD community as a whole needs to be aware that while our work is essential to every students reading skills, we are grossly underpaid and undervalued. Currently we are paid less than Instructional Assistants, amongst others. To make a simple comparison, IAs are given all lessons/materials, etc that they use to teach small groups. LMAs are responsible for our own lessons, catered to each grade, or in some cases, each class, and classroom management, all the while running the entire library alone. Again, I believe our work is important, but the district seems intent on proving they do not prioritize our work and we need help to ensure we get at least a fair compensation for all that we do.</p>
Azmy	Hussain	Staff Member 1/28, 11:53 p.m.	<p>I joined the district as a librarian for the love for the job and teaching children. But the reality of the job is far different from the job description- it is lesson planning, behavior management of often dis regulated children , duties based on the site, expectations from a team perspective to manage the wellbeing and emotional support of children with various needs not just during interactions when they are in your class but through the day. All these demands of time accounts to managing your planned work daily as well as all the unplanned student needs that pop up on a daily basis which requires me to multi task every minute of the day as well as work late unpaid most days. I love my job and do it because I know I make a difference. The job description and low pay(\$19/ hr is NOT A LIVING WAGE!) has no correlation to the demands and reality of the job. It is a shame that our college degree and skill and work are valued so low by BSD!! Please review LMA wages.</p>

Aleida	Adams	Staff Member	<p>In my fourth year as a Library Media Assistant in BSD, I ask for your support as we submit an application to our district to review our position.</p> <p>As coordinator of library activities at my elementary, my goal is ensuring every student has an enriching experience. Weekly, each class is in my library for 40 minutes. Along with reading aloud thematic books, I engage students in community building activities such as our annual picture book tournament, students reviewing and suggesting books to peers and student authors sharing their books.</p> <p>Our library coordinators are integral to increasing literacy rates and equity in our district through our support of students and teachers. Our district wide library staff can coordinate the transfer of a prompt supply of topical books in Spanish for a teacher's upcoming unit or high interest books in another language for a brand new student. We are dedicated to ensuring every student in our district feels supported and has what they need to thrive.</p>
Katie	Quillin	Staff Member	<p>Board members & Supt. Balderas- Thank you for your ongoing support for OSEA and classified staff.</p> <p>BSD HR is reviewing the job description and pay scale for Library Media Assistants. LMAs deserve pay that reflects the responsibility for direct support for curriculum goals and our growing readers.</p> <p>LMAs run school libraries. LMAs prepare lesson plans, manage students visiting libraries, and maintain library collections. We are instrumental in student growth in literacy. We build a passion for reading and learning, and we make libraries centers for discovery.</p> <p>At Findley, the library is literally the heart and center of our school. We know, and are known by, the entire student population. We supervise and coordinate the running of the library, along with establishing and growing students' passion for reading.</p> <p>That LMAs are paid less than classified peers is wrong and unjustifiable. I encourage you to right this wrong.</p> <p>Thank you.</p>
Jerome	Nikolao	Staff Member	<p>Hi! My name is Jerome Nikolao and I've been a Library Media Assistant (LMA) for the past 10 years. When I first started this job it was around the time shortly after the certified librarians were laid off. I was told way back then that I would be expected to perform all of the duties that the certified librarians used to perform, in addition to all of the duties that are performed by the Library Media Assistant. So right off the bat I learned that LMA's were expected to do the job of two people. Then I learned that at the elementary level, we were expected to TEACH, yes TEACH full classes of students as the sole supervisor of these classes. At the Middle School and High School levels, LMA's are the primary providers of technology services meaning that they're again doing the jobs of two people! Meanwhile, our wages are a whopping \$19-\$24 per hour! This is an abhorrent miscarriage of justice and we need to receive higher compensation for the work that we do! I can't even sugarcoat it!!!</p>

Brian	M	Parent/Guardian	<p>Due to the overwhelmingly negative feedback to the proposed new bell schedule, I am requesting you do your job and reject it and continue with the current schedule. We parents were not consulted on the proposed change, and the superintendent lied and said he consulted parents. We do not want our high school students getting out an hour later and losing an hour for sports, homework, clubs, jobs, tutoring sessions, etc. We should be able to think for ourselves and not... well Portland has a later start time, we must be sheeple and follow blindly.</p> <p>Thank you for doing the job we elected you to do, supervise the superintendent, and when he fails, you need to step in and fix it. He failed. Do your part.</p>
Susan	Hargrave	Staff Member	<p>Dear School Board,</p> <p>This public comment is in support of changing Library Assistants to Library Coordinators at the Elementary level. I was surprised to learn that this designation and subsequent pay increase did not happen years ago when the district switched from certified to classified library staff. I see firsthand daily how hard our Librarians work to meet the needs of students in addition to teaching lessons. The vital work Beaverton Library Staff do to engage with students, present meaningful content, boost literacy rates and graduation rates, build community, and promote equity shows that they deserve fair compensation. Please do all to can to correct this inequity for our dedicated and hard working library staff.</p> <p>Thank You!</p>
LisaKaren	Donnelly	Staff Member	<p>It is often said that "Libraries are the Heart of a School".</p> <p>However, it's not automatic. Our school libraries are being cared for and students introduced to their riches by Classified Library Media Assistants. I began library work in 1999 as an assistant to a Certified Teacher Librarian. She taught, and I assisted her in circulating books and running the library. After the budget crisis in 2012, we assistants were left alone. Now I alone engage up to 30 students at a time. I share literature and inspire them to learn more about the world through read-alouds. Literacy comes not only from classroom instruction, but from curiosity and desire. I help students find these in the library. I alone make sure that the students find and check out engaging reading material to take home. I believe I have the respect of my students, staff and community. However, I do not feel respected by my employer. My job title is misleading and my contribution to the education of our students is undervalued.</p>
Deb	Starr	Staff Member	<p>to our schools. As both an BSD educator and a BSD parent, I've seen our librarians go above and beyond in countless ways. I've watched our Fir Grove librarian: introduce our K kids to the world of literacy, find the perfect book to hook a 1st grade reader, read aloud a book to a 2nd class that dovetailed into an amazing conversation about inclusiveness, create a bulletin board that motivated 3rd graders to share what libraries mean to our world, gather collections for the 4th graders that bring historic figures to life, and order just the right books to capture the minds of our 5th graders. Add to that co-leading OBOB competitions, voluntarily sitting on our Equity Team in a search for greater knowledge and reflection opportunities, and offer the library as a calm, safe place for numerous students who needed one. I cannot imagine our libraries without these amazing educators!</p>

Jennifer	Butler	Staff Member	Our library is the heart of our school, literally and figuratively. At Nancy Ryles our library sits in the middle-the heart-of our school. Reading is at the center-the heart- of everything we do. School librarians do so much to foster a love for reading. They teach classrooms of students how to use the library and about online library tools, introduce students to authors, and support what we are teaching in our classrooms. In addition, they manage check-ins/check-outs, shelving, book repair, and book orders. This is a huge job that requires knowledge of how a library works, knowledge of authors and books, analysis of library needs, book ordering, managing a budget, being aware of curriculum, and classroom management. This is far beyond what we ask of most of our classified staff. When I first came to Beaverton School District that same job was done by a certified librarian and an assistant. It is a huge job. Elementary LMAs deserve to be reclassified as LCIIIs and paid accordingly.
Michael	Parker	Staff Member	I would love to see librarians get more pay and appreciation in our district. Their services are invaluable for academic performance and student belonging.
Brianna	N	Staff Member	Our LMA at our school works tirelessly and is constantly creating amazing activities for our students as well as maintaining our library. She also teaches classes, which is something that classified does not typically do. It's obscene that our LMAs make less than most other classified in the district. They provide vital work to engage with students, present meaningful content, boost literacy rates and graduation rates, build community, promote equity, etc. They need a title change that represents all the work and time they do for our school. They are wanting to change their title to Library Coordinator and I think this should be honored in title as well as with a pay increase. Their position should be divided into LCI (middle/high school) and LCII (elementary). This reflects the reality that at the elementary level they do all of the work of the middle/high school library staff in addition to teaching specials. Please show that you respect and appreciate our LMAs.
Rita	Vennes	Staff Member	I have been an LMA in the district for over 13 years and have always known my job is important. I am the sole person responsible for ensuring that our 600 students have access to great books, each and every day, along with lessons on different topics for grades K-5. I believe the BSD community as a whole needs to be aware that while our work is essential to every student's reading skills, we are grossly underpaid and undervalued. Currently we are paid less than Instructional Assistants, amongst others. To make a simple comparison, IAs are given all lessons/materials, etc that they use to teach small groups. LMAs are responsible for our own lessons, catered to each grade, or in some cases, each class, and classroom management, all the while running the entire library alone. Again, I believe our work is important, but the district seems intent on proving they do not prioritize our work and we need help to ensure we get at least a fair compensation for all that we do.

Melanie	Driessen	Staff Member	<p>Board members and Superintendent Balderas-</p> <p>Thank you for your ongoing support for OSEA and the important work done by all of Beaverton School District's classified employees.</p> <p>As you may know, OSEA is working with district staff to review pay scales for classified positions including Library Media Assistants, who are today on a special pay scale that is considerably below other student instruction support roles. As staff considers the role of the LMA in Beaverton Schools, know that at Findley Elementary our LMAs play a key role in education outcomes and literacy for our students. Library is such a special time for our students and I know how much effort our LMAs put into that time to ensure it is educational and enjoyable for students. LMAs deserve compensation that reflects the responsibility of the role, their direct role in supporting curriculum goals, their skills, and their contributions to growing our future readers.</p> <p>Thank you for your consideration.</p>
Kate	Prakash	Staff Member	<p>inventory & weed 16,994 books on our shelves.Repair over 200 books a year , initiate inter-library loans for our teachers and students, create book wishlists and order lists & choose appropriate new books for our entire school. At our title 1 school I also run the Scholastic book fair for our students & OBOB competitions to give them opportunities for reading intervention & inspire them to love books. I do read-a-louds, literacy education, activities in the library, shelving, sorting, loaning, teaching them how to use a library, providing resources for them to use their neighborhood libraries, I see all 6 grades in a day. I represent the library at all our after school events.On top of all the work inside the library,I am covering recess duty & also asked to cover all classrooms K-5 who's teacher needs to leave to attend an IEP meeting. I would be paid more as a crossing guard & I'm called an "assistant" in my job title.🙏</p>
Nancy	Williams	Staff Member	<p>I have been an elementary LMA for 6 years. I am a part of the special's schedule and see 24 classes in a 4 day rotation, grades K-5th. I am responsible for managing the class by myself for the entire time. I instruct students on how to use a library effectively, they learn how to use digital resources to look for books, they also learn about authors and genres. I also help students find books, check books out and manage the rest of the class all at the same time on my own. I have helped with OBOB and the book fair, I have morning duties, after school duties, I have had lunch and recess duties. I am also responsible for the collection in our library, repairing books, getting new books ready for circulation, weeding out old or damaged books, having conversations with students regarding lost or missing books and conducting inventory. These things used to be done by both a certified librarian and an assistant that were on site, now it's just one person on site with a salary of \$28K-\$35K.</p>

Terri	B	Staff Member	<p>Good afternoon! I am writing on behalf of the wonderful LMA's at the elementary school level, specifically our two fabulous LMA's at Findley Elementary. It has been brought to my attention that the LMA's are some of the lowest-paid employees in the district, which came as a shock as a teacher in the district and parent. As a teacher, I have witnessed the incredible dedication and skill our LMAs bring to our building daily. From lesson planning and implementation for grades K-5, ordering and organizing books, managing our Battle of the Books program, motivating kids to be readers, introducing students to new genres and series, keeping up on newly available literature, organizing the book fair, etc., etc., these employees are invaluable to our schools and should be compensated accordingly. I was a teacher in my building when the library was run by a certified teacher....the current duties of the LMAs are no different than what the certified teacher did but they get paid dramatically less</p>
Nicole	B	Staff Member	<p>This is my 12th year working as an LMA in the district. Although our job title stands for Library Media Assistant, we do not assist anybody and have the work load of two positions, as schools used to have a Licensed Librarian and an LMA. While they took some of the pieces of the job away, there are still many tasks that we lead and are in charge of and it can vary greatly depending on admin expectations and number of parent volunteers. We maintain the library collection and teach whole classes throughout the day in a specials rotation. Although we are an integral part of learning in our schools and work with every student in the building, we are somehow not valued by the district and make less than every other Para 1 position and are one of the lowest paid positions in the entire district. I have been forced to work a 2nd job, along with many of my other fellow LMAs just to make ends meet. We love our jobs, but just want to be paid a livable, fair wage and valued by our district.</p>
Kimberly	Knutson	Staff Member	<p>I love my job as a BSD Library Media Assistant. Libraries are pivotal to student success & well being. As LMAs, we organize & distribute curriculum materials, make available good fit books to support literacy for all through choice reading, nurture meaningful interactions during student supervision & create welcoming spaces for all. Libraries support the social, emotional & mental health of students through those spaces, as well as books inclusive of diverse identities, in which students see themselves, their concerns & experiences. Libraries help develop critical thinking, planning and research skills. Libraries work best for schools when fully utilized & supported. It's so important, as students face mental health issues & academic concerns, and as we work for equity and justice, that we recognize the import of libraries. LMAs help students & staff belong, believe & achieve. I'd invite the Board to explore how we can all work together for the best benefit of BSD school communities.</p>

ITEM FOR INFORMATION**BEHAVIORAL HEALTH & WELLNESS PROGRAM UPDATE****SUMMARY**

Central to the work of the district is to ensure each child can say that they belong and that they matter. The work of the Behavioral Health & Wellness program is to develop systems to help eliminate barriers to learning and enable every student to successfully reach their full potential. The work is to align practices across all schools that meet the needs of each child both academically and social-emotionally.

BACKGROUND

The school district adopted a strategic plan in June 2023 that is built on the promise of Belong, Believe, Achieve. Within the strategic plan each school developed a goal within the area of Safe & Thriving. These school goals are centered on each child being able to say that they belong, they are believed in, and they feel connected to their learning, peers and adults in the school. The district uses Behavioral Health & Wellness (BH&W) teams as a framework in each school to support this work.

Schools have long had teams that were focused on reducing barriers to academic and social-emotional success. Prior to the pandemic the Beaverton School District was moving towards implementing BH&W teams to align practices and give structure to implementing interventions and supports for students in need. This work became even more important as we moved back into schools post-COVID. As the district works on implementing Multi-Tiered Systems of Support (MTSS), the time has come to update and further align specific structures and practices across all schools to meet the needs of each student each day in systematic and proactive ways. This realignment of BH&W teams builds on prior work and will continue to bring multi-disciplinary teams together to support students, teachers and schools.

RECOMMENDATION

Staff will present information on the Behavioral Health & Wellness program. No action is needed.

Behavioral Health & Wellness Program Updates

Presenters: Dr. Heather Cordie, Deputy Superintendent
Dr. Patrick Meigs, Executive Administrator K-8
Jenna Thoma, TOSA
Sara Doig, TOSA

School Board Meeting
January 30, 2024

Strategic Plan Our Promise

Belong.
Believe.
Achieve.

Strategic Plan Goal Areas

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Oregon's Social and Emotional Learning (SEL) Standards

Oregon's Transformative Social and Emotional Learning Standards

Standards, Practices and Growth Indicators

Standard 1: Self-Awareness & Identity

Standard 2: Self-Management & Agency

Standard 3: Social-Awareness & Belonging

Standard 4: Relationship Skills & Collaborative Problem-Solving

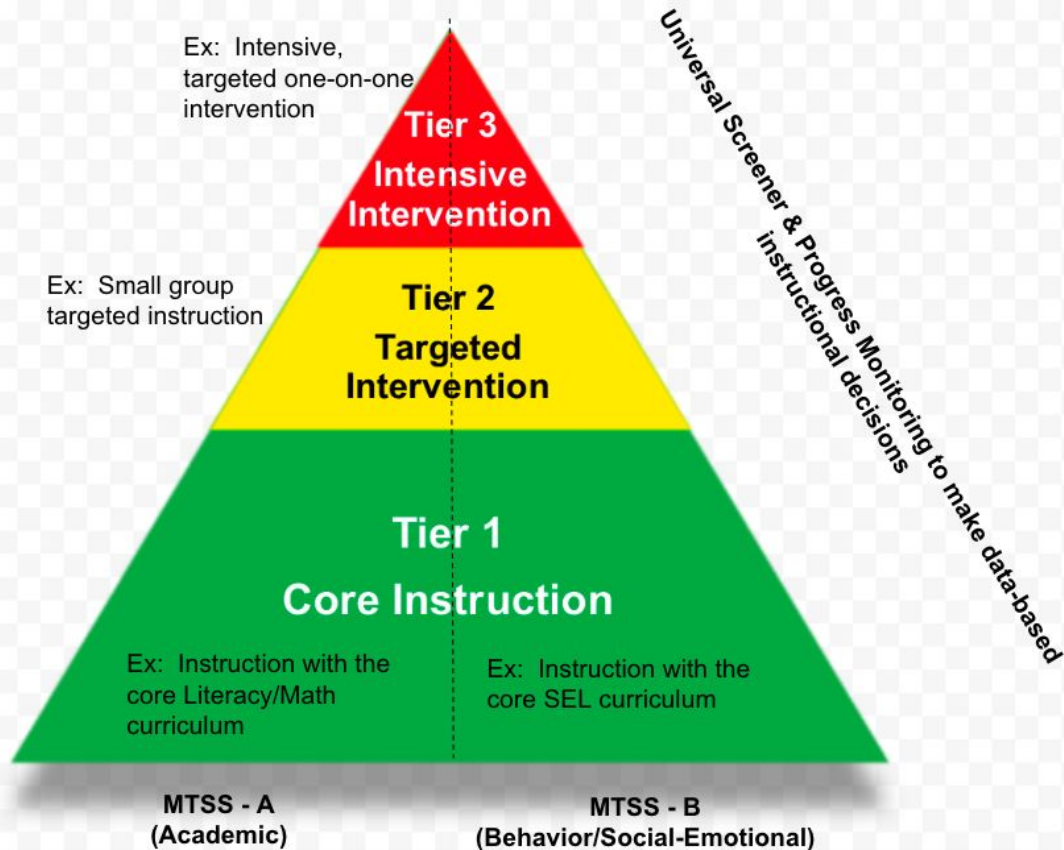
Standard 5: Responsible Decision-Making & Curiosity



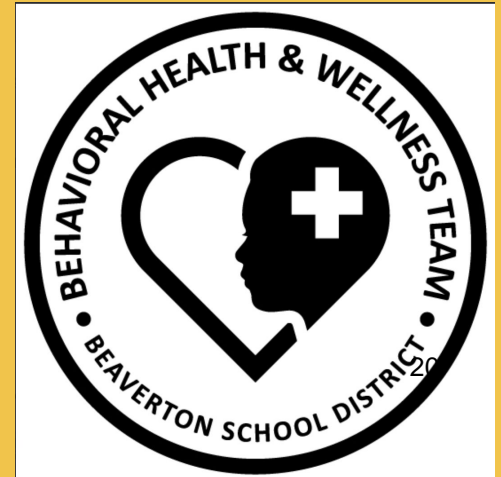
Social and Emotional Learning

[SEL is] an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, n.d.)

Multi-Tiered System of Support (MTSS) Model



Behavioral Health and Wellness



Behavioral Health & Wellness Team Members

- ❑ School Counselors
- ❑ School Social Workers
- ❑ Student Success Coaches/School Support Specialists
- ❑ Academic Coaches
- ❑ School Psychologists
- ❑ School Nurses
- ❑ Substance Use Specialists
- ❑ Administrators
- ❑ Other staff depending on the building

Behavioral Health & Wellness

The Behavioral Health & Wellness framework nurtures the resiliency of our students, staff, and organization by promoting well-being and building community.

Current SEL Curriculum

Kindness In The
Classroom: Elementary



Character Strong:
Secondary

*Character
Strong*

Additional Responsibilities of the BH&W Program

- ❑ Adi's Act
- ❑ Erin's Law
- ❑ Tragedy Response
- ❑ STAT
- ❑ SIRP
- ❑ Classroom/Team Support
- ❑ Suicide Prevention/ASIST
- ❑ Restraint/Seclusion

Where do we go from here?

Alignment of practices to eliminate barriers to academic success through:

- ❑ BH&W Realignment
- ❑ Professional Development on Tiered Interventions and Classroom Practices
- ❑ Tier 2 curriculum adoption 2024-2025
- ❑ MTSS and universal screener implementation

Questions & Discussion

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

NOTES

- **General Fund Activity and Forecast**
 - Increase in revenue primarily due to revised projections for the State School Fund, Local Option Levy, investments, ESD revenue and the High Cost Disability Fund.
 - Slight increase in expenditures due to increased staffing implemented in November 2023.
- **Budget Listening and Learning Video**
 - Video presenting the district’s current financial position and projection will be ready by late January. We will also ask for input from students, community and staff regarding budget priorities.

RECOMMENDATION

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

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of December 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	181.9	-	181.9	311.9
Property Taxes	167.5	167.5	158.3	-	158.3	168.0
Common School Fund	5.4	5.4	-	-	-	5.2
County School Fund	1.0	1.0	0.3	-	0.3	1.0
Local Option Levy	40.5	40.5	39.0	-	39.0	41.5
Investment Earnings	4.0	4.0	-	-	-	8.0
NWRESD Appointment	11.1	11.1	7.0	-	7.0	14.0
Other	7.3	7.3	1.7	-	1.7	10.2
Total	\$ 666.3	\$ 666.3	\$ 526.9	\$ -	\$ 526.9	\$ 698.5
EXPENDITURES:						
Salaries	\$ 304.5	\$ 304.5	\$ 125.8	\$ -	\$ 125.8	\$ 304.0
Benefits	181.2	181.2	74.3	-	74.3	181.0
Purchased services	37.5	37.5	15.6	7.0	22.6	37.5
Supplies & materials	16.7	16.7	6.5	2.5	9.0	14.7
Capital outlay	0.6	0.6	0.6	0.2	0.8	0.8
Other	3.1	3.1	2.0	0.2	2.2	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	\$ 231.5	\$ 9.9	\$ 241.4	\$ 663.8

Projected Surplus / (Deficit) from Operations	\$ 12.0
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 150.7
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2024 *	21.6%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 150.2	21.5%
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	\$ 134.0	\$ 4.0	\$ 138.0	\$ 334.6
Support Services	205.3	205.3	89.4	5.7	95.1	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	8.1	0.2	8.3	8.5
Contingencies	116.0	116.0	-	-	-	116.0
Total	\$ 666.3	\$ 666.3	\$ 231.5	\$ 9.9	\$ 241.4	\$ 663.8

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,569,000	\$ 8,612,478	\$ 2,462,561	\$ 574,791	\$ 3,037,352	22.38%	\$ 5,575,126
Categorical	9,932,000	6,179,206	2,173,506	1,752,512	3,926,018	39.53%	2,253,188
Scholarship Fund	550,000	458,376	33,500	24,000	57,500	10.45%	400,876
Grant Fund	144,648,240	33,564,825	36,126,205	9,901,639	46,027,844	31.82%	(12,463,019)
Sustainability Fund	22,600,000	20,038,282	-	-	-	0.00%	20,038,282
Nutrition Services Fund	18,332,235	10,046,668	6,077,513	3,822,220	9,899,733	54.00%	146,935
Debt Service Fund	116,516,484	96,990,007	15,707,905	-	15,707,905	13.48%	81,282,102
Capital Projects Fund	534,962,000	373,364,895	50,237,863	116,212,897	166,450,760	31.11%	206,914,135
Insurance Reserve Fund	11,038,624	11,617,020	3,255,461	849,010	4,104,471	37.18%	7,512,549
Workers' Compensation Fund	5,851,772	4,679,567	1,233,654	131,565	1,365,219	23.33%	3,314,348
Total	\$ 878,000,355	\$ 565,551,324	\$ 117,308,168	\$ 133,268,634	\$ 250,576,802		\$ 314,974,522



2023-24 Classroom Teacher Staffing By School
As of 12/31/23

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	12/31/23 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	901	902	1	29.0	9.0	3.0	-	41.0	28.0	9.0	3.0	40.0
Barnes	433	439	6	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Beaver Acres	771	768	(3)	25.0	6.0	4.0	-	35.0	25.0	6.0	4.0	35.0
Bethany	428	421	(7)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	17.0
Bonny Slope	672	624	(48)	19.0	6.0	2.0	-	27.0	18.0	6.0	2.0	26.0
Cedar Mill	337	329	(8)	10.0	2.0	2.0	-	14.0	10.0	2.0	2.0	14.0
Chehalem	371	402	31	12.0	3.0	2.0	-	17.0	12.0	3.0	2.0	17.0
Cooper Mountain	394	402	8	11.0	3.0	2.0	-	16.0	12.0	3.0	2.0	17.0
Elmonica	398	405	7	12.0	3.0	2.0	-	17.0	13.0	3.0	2.0	18.0
Errol Hassell	365	336	(29)	10.0	3.0	2.0	-	15.0	9.0	3.0	2.0	14.0
Findley	582	548	(34)	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	83	(32)	3.0	1.0	-	-	4.0	3.0	1.0	-	4.0
Greenway	258	282	24	7.0	3.0	2.0	-	12.0	7.0	3.0	2.0	12.0
Hazeldale	438	431	(7)	13.0	4.0	2.0	-	19.0	13.0	4.0	2.0	19.0
Hiteon	472	469	(3)	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	19.0
Jacob Wismer	550	562	12	14.0	5.0	2.0	-	21.0	14.0	5.0	2.0	21.0
Kinnaman	476	475	(1)	15.0	4.0	2.0	-	21.0	15.0	4.0	2.0	21.0
McKay	259	252	(7)	8.0	2.0	2.0	-	12.0	9.0	2.0	2.0	13.0
McKinley	633	635	2	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	458	(2)	14.0	3.0	2.0	-	19.0	14.0	3.0	2.0	19.0
Oak Hills	495	505	10	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	303	5	9.0	3.0	1.0	-	13.0	9.0	3.0	1.0	13.0
Ridgewood	376	378	2	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	16.0
Rock Creek	420	418	(2)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	17.0
Sato	823	818	(5)	23.0	7.0	3.0	-	33.0	23.0	7.0	3.0	33.0
Scholls Heights	617	612	(5)	18.0	4.0	2.0	-	24.0	18.0	4.0	2.0	24.0
Sexton Mountain	439	435	(4)	13.0	3.0	2.0	-	18.0	13.0	3.0	2.0	18.0
Springville	709	710	1	20.0	6.0	2.0	-	28.0	21.0	6.0	2.0	29.0
Terra Linda	271	284	13	9.0	2.0	1.0	-	12.0	8.5	2.0	1.0	11.5
Vose	685	707	22	22.0	6.0	2.0	-	30.0	22.0	6.0	2.0	30.0
West TV	295	287	(8)	7.0	3.0	2.0	-	12.0	8.0	3.0	2.0	13.0
William Walker	512	522	10	17.0	4.0	2.0	-	23.0	15.0	4.0	2.0	21.0
Elementary School Total	16,126	16,097	(29)	478.0	136.0	67.0	-	681.0	477.5	136.0	67.0	680.5
Average Elementary School Staffing Ratio				33.7	26.3	23.7			33.7	26.2	23.7	



**2023-24 Classroom Teacher Staffing By School
As of 12/31/23**

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	12/31/23 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	659	627	(32)	22.4	5.0	1.0	0.6	29.0	22.4	5.0	1.6	29.0
Conestoga	797	828	31	26.6	6.0	1.2	0.8	34.6	26.5	6.0	2.0	34.5
Five Oaks	790	773	(17)	27.6	6.2	1.2	0.8	35.8	27.6	6.2	2.0	35.8
Highland Park	642	655	13	20.8	4.8	0.8	0.6	27.0	21.8	4.8	1.4	28.0
Meadow Park	665	693	28	27.0	5.8	1.0	0.8	34.6	25.9	5.8	1.8	33.5
Mountain View	853	804	(49)	31.8	7.4	1.2	1.0	41.4	29.4	7.4	2.2	39.0
Stoller	1,001	1,028	27	29.6	7.0	1.2	1.0	38.8	30.3	7.0	2.2	39.5
Tumwater	951	955	4	27.8	6.4	1.2	0.8	36.2	28.5	6.4	2.0	36.9
Whitford	772	748	(24)	29.0	6.0	1.2	0.8	37.0	28.0	6.0	2.0	36.0
Middle School Total	7,130	7,111	(19)	242.6	54.6	10.0	7.2	314.4	240.5	54.6	17.2	312.3
Average Middle School Staffing Ratio				29.4	24.0	23.2	22.7		29.6	24.1	22.8	
Aloha	1,590	1,547	(43)	62.2	13.6	2.4	-	78.2	55.4	13.6	2.4	71.4
Beaverton	1,428	1,424	(4)	56.6	11.6	2.2	-	70.4	54.8	11.6	2.2	68.6
Mountainside	1,717	1,674	(43)	52.8	12.0	2.4	-	67.2	52.4	12.0	2.4	66.8
Southridge	1,405	1,415	10	49.0	11.0	2.0	-	62.0	48.7	11.0	2.0	61.7
Sunset	1,874	1,821	(53)	56.0	12.8	2.4	-	71.2	56.4	12.8	2.4	71.6
Westview	2,359	2,354	(5)	74.8	17.0	3.2	-	95.0	74.4	17.0	3.2	94.6
High School Total	10,373	10,235	(138)	351.4	78.0	14.6	-	444.0	342.1	78.0	14.6	434.7
Average High School Staffing Ratio				29.5	24.2	23.4			29.9	24.4	23.5	
Arts & Communication Magnet Academy (6-12)	688	661	(27)	25.2	5.0	0.8	-	31.0	23.0	5.0	0.8	28.8
Beaverton Academy of Science and Engineering (6-12)	820	845	25	29.8	5.8	1.2	-	36.8	30.2	5.8	1.2	37.2
Community School (9-12)	150	127	(23)	7.2	1.2	0.4	-	8.8	6.0	1.2	0.4	7.6
FLEX Online School (6-12)	600	428	(172)	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	2,931	(217)	113.2	20.6	4.6	-	138.4	110.6	20.6	4.6	135.8
Average Options Staffing Ratio				27.8	23.5	22.7			26.5	22.3	21.6	
Address Extreme Class Size K-12	-	-	-	13.0	-	-	-	13.0	-	-	-	-
District Total	36,777	36,374	(403)	1,198.2	289.2	96.2	7.2	1,590.8	1,170.6	289.2	103.4	1,563.2

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 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
December 31, 2023

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	10,000,000.00	9,725,350.00	9,703,550.00	1.33	393	2.725
Commercial Paper Disc. -At Cost	61,500,000.00	60,293,382.17	59,932,155.57	8.24	114	5.533
Federal Agency Coupon Securities	74,400,000.00	73,728,279.00	74,231,090.00	10.20	148	4.247
Federal Agency Disc. -At Cost	158,000,000.00	154,799,023.33	153,636,943.28	21.11	138	5.272
Treasury Coupon Securities	238,000,000.00	228,644,340.00	226,906,152.00	31.18	321	4.760
Treasury Discounts -At Cost	159,000,000.00	156,343,760.27	155,607,652.07	21.38	116	5.156
LGIP	47,744,946.99	47,744,946.99	47,744,946.99	6.56	1	3.750
	748,644,946.99	731,279,081.76	727,762,489.91	100.00%	184	4.871

Total Earnings	December 31	Month Ending	Fiscal Year To Date
Current Year		2,158,837.06	12,175,462.15
Average Daily Balance		712,567,236.30	
Effective Rate of Return		3.57%	

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
December 31, 2023

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agency								
31315KH94	11373	Farmer Mac Discount Note	10/01/2024	15,000,000.00	14,279,812.50	14,454,150.00		1.96
31315KVQ0	11383	Farmer Mac Discount Note	04/15/2024	10,000,000.00	9,787,894.44	9,846,300.00		1.34
		Subtotal		25,000,000.00	24,067,706.94	24,300,450.00	35.00	3.31
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		3.44
		Subtotal		25,000,000.00	25,034,300.00	24,531,250.00	35.00	3.44
Federal Home Loan Bank								
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	4,989,000.00		0.68
3130AUJ62	11323	Federal Home Loan Bank	01/26/2024	5,900,000.00	5,900,000.00	5,897,699.00		0.81
3130AVFX5	11328	Federal Home Loan Bank	03/30/2024	15,000,000.00	15,000,000.00	14,961,150.00		2.06
3130ATNX1	11344	Federal Home Loan Bank	04/26/2024	3,500,000.00	3,488,940.00	3,493,280.00		0.47
3130ATNX1	11345	Federal Home Loan Bank	04/26/2024	5,000,000.00	4,984,200.00	4,990,400.00		0.68
3130ATXN2	11346	Federal Home Loan Bank	05/22/2024	5,000,000.00	4,982,550.00	4,990,000.00		0.68
3130AWQ78	11348	Federal Home Loan Bank	04/01/2024	5,000,000.00	5,000,000.00	5,002,900.00		0.68
313384YC7	11351	Federal Home Loan Bank	06/14/2024	20,000,000.00	19,266,522.22	19,527,800.00		2.64
313384SD2	11352	Federal Home Loan Bank	01/23/2024	5,000,000.00	4,915,333.33	4,981,900.00		0.67
313384UL1	11353	Federal Home Loan Bank	03/18/2024	5,000,000.00	4,877,256.94	4,942,600.00		0.67
313384WR6	11354	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,906,700.00		0.66
313384WR6	11355	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,906,700.00		0.66
313384WR6	11356	Federal Home Loan Bank	05/10/2024	7,000,000.00	6,776,560.00	6,869,380.00		0.93
313384VM8	11369	Federal Home Loan Bank	04/12/2024	5,000,000.00	4,881,000.00	4,927,750.00		0.67
313384YF0	11370	Federal Home Loan Bank	06/17/2024	5,000,000.00	4,834,900.00	4,881,466.67		0.66
313384RP6	11377	Federal Home Loan Bank	01/09/2024	4,000,000.00	3,969,083.33	3,993,640.00		0.54
313384WR6	11380	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,756,944.44	9,813,400.00		1.34
313384B73	11385	Federal Home Loan Bank	08/12/2024	10,000,000.00	9,639,822.20	9,694,000.00		1.32
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,632,100.00		1.31
313384VE6	11395	Federal Home Loan Bank	04/05/2024	10,000,000.00	9,821,847.22	9,860,500.00		1.35
313384TB5	11396	Federal Home Loan Bank	02/14/2024	10,000,000.00	9,894,900.00	9,931,200.00		1.36
313384WR6	11397	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,775,750.00	9,813,400.00		1.34
313384WB1	11409	Federal Home Loan Bank	04/26/2024	2,000,000.00	1,962,733.33	1,966,120.00		0.27
		Subtotal		167,400,000.00	163,981,693.01	164,973,085.67	35.00	22.53
Federal National Mortgage Assn								
3135G0W66	11379	Fannie Mae (Fed NatlMortgage)	10/15/2024	5,000,000.00	4,841,100.00	4,872,600.00		0.66
313588RQ7	11405	Fannie Mae (Fed NatlMortgage)	01/16/2024	10,000,000.00	9,943,233.33	9,978,166.67		1.36

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
				Subtotal	15,000,000.00	14,784,333.33	35.00	2.03
				Total	232,400,000.00	227,868,033.28	100.00	31.31
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,832,650.00		0.66
				Subtotal	5,000,000.00	4,832,650.00	5.00	0.66
Credit Agricole CIB NY								
22533TFD3	11360	Credit Agricole CIB NY	06/13/2024	5,000,000.00	4,811,229.17	4,876,937.50		0.66
22533TEF9	11371	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,847,854.17	4,897,811.10		0.66
22533TEF9	11382	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,868,500.00	4,897,811.10		0.66
22533TDR4	11408	Credit Agricole CIB NY	04/25/2024	6,000,000.00	5,880,525.00	5,894,826.66		0.80
				Subtotal	21,000,000.00	20,567,386.36	5.00	2.80
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,892,700.00		0.66
				Subtotal	5,000,000.00	4,892,700.00	5.00	0.67
MUFG Bank								
62479LFD2	11359	MUFG Bank LTD/NY	06/13/2024	5,000,000.00	4,810,166.67	4,876,937.50		0.66
62479LEF8	11372	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,847,854.17	4,897,811.10		0.66
62479LEF8	11381	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,867,250.00	4,897,811.10		0.66
62479LBL8	11384	MUFG Bank LTD/NY	02/20/2024	5,500,000.00	5,431,983.33	5,459,513.89		0.74
				Subtotal	20,500,000.00	19,957,254.17	5.00	2.74
Toyota Cap Corp								
89233GEG7	11364	Toyota Cap Corp	05/16/2024	5,000,000.00	4,839,186.11	4,895,355.55		0.66
89233GDG8	11365	Toyota Cap Corp	04/16/2024	5,000,000.00	4,862,766.67	4,918,733.34		0.66
				Subtotal	10,000,000.00	9,701,952.78	5.00	1.33
World Bank								
459052SG2	11374	World Bank	01/26/2024	5,000,000.00	4,941,111.11	4,979,750.00		0.67
459052UQ7	11404	World Bank	03/22/2024	5,000,000.00	4,923,729.17	4,939,750.00		0.67
				Subtotal	10,000,000.00	9,864,840.28	5.00	1.36
				Total	71,500,000.00	69,635,705.57	35.00	9.57
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		28,813,661.62	28,813,661.62	28,813,661.62		3.95
LGIP 5173	FUND 300	LGIP		556,870.22	556,870.22	556,870.22		0.07
LGIP 4972	FUND 417	LGIP		4,783,214.06	4,783,214.06	4,783,214.06		0.65
LGIP 6440	FUND 418	LGIP		13,591,201.09	13,591,201.09	13,591,201.09		1.86
				Subtotal	47,744,946.99	47,744,946.99	100.00	6.56
				Total	47,744,946.99	47,744,946.99	100.00	6.56

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
US Treasuries								
91282CEH0	11366	Treasury Bill	04/15/2025	5,000,000.00	4,813,950.00	4,813,950.00		0.66
91282CDB4	11387	Treasury Bill	10/15/2024	10,000,000.00	9,607,812.50	9,671,900.00		1.32
912828J27	11390	Treasury Bill	02/15/2025	15,000,000.00	14,462,550.00	14,558,850.00		1.98
91282CDZ1	11391	Treasury Bill	02/15/2025	15,000,000.00	14,375,700.00	14,475,600.00		1.97
912797GC5	11363	Treasury Bill	01/11/2024	5,000,000.00	4,939,133.33	4,992,666.67		0.67
912797HG5	11367	Treasury Bill	04/25/2024	3,000,000.00	2,923,225.83	2,950,860.00		0.40
912797GB7	11368	Treasury Bill	07/11/2024	7,000,000.00	6,753,180.00	6,824,090.00		0.92
912797JF5	11376	Treasury Bill	02/27/2024	2,000,000.00	1,969,433.33	1,983,560.00		0.27
912797GN1	11389	Treasury Bill	02/15/2024	3,000,000.00	2,966,569.17	2,980,770.00		0.40
912797HQ3	11393	Treasury Bill	05/09/2024	10,000,000.00	9,776,836.11	9,817,300.00		1.34
912797HH3	11394	Treasury Bill	05/02/2024	14,500,000.00	14,190,171.25	14,248,715.00		1.95
912797HQ3	11398	Treasury Bill	05/09/2024	10,000,000.00	9,779,125.00	9,817,300.00		1.34
912797JD0	11399	Treasury Bill	02/13/2024	15,000,000.00	14,859,523.33	14,907,600.00		2.04
912797GQ4	11400	Treasury Bill	03/07/2024	5,000,000.00	4,936,875.00	4,953,000.00		0.67
912797GK7	11406	Treasury Bill	08/08/2024	7,500,000.00	7,253,500.00	7,284,225.00		0.99
912797HZ3	11410	Treasury Bill	01/16/2024	1,000,000.00	996,175.00	997,960.00		0.13
912797HZ3	11411	Treasury Bill	01/16/2024	2,000,000.00	1,992,350.00	1,995,920.00		0.27
912797HZ3	11412	Treasury Bill	01/16/2024	14,000,000.00	13,946,450.00	13,971,440.00		1.91
912797GX9	11413	Treasury Bill	03/14/2024	15,000,000.00	14,820,858.33	14,844,300.00		2.03
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	48,422,000.00		6.49
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	52,142,750.00		7.21
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,590,950.00		2.02
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,381,200.00		2.53
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,672,400.00		1.96
91282CCT6	11350	U.S. Treasury	08/15/2024	20,000,000.00	19,056,600.00	19,426,600.00		2.61
91282CCT6	11378	U.S. Treasury	08/15/2024	6,000,000.00	5,788,200.00	5,827,980.00		0.79
91282CCG4	11392	U.S. Treasury	06/15/2024	4,000,000.00	3,894,472.00	3,912,640.00		0.53
91282CCX7	11407	U.S. Treasury	09/15/2024	8,000,000.00	7,717,680.00	7,747,520.00		1.06
912797GD3	11343	U.S. Treasury	01/18/2024	5,000,000.00	4,869,277.78	4,988,250.00		0.66
912797FS1	11361	U.S. Treasury	06/13/2024	10,000,000.00	9,650,791.67	9,771,300.00		1.32
912797JC2	11362	U.S. Treasury	02/06/2024	5,000,000.00	4,911,906.94	4,973,350.00		0.67
912821MW2	11401	U.S. Treasury Strips	08/15/2024	10,000,000.00	9,662,900.00	9,693,400.00		1.32
912821GJ8	11402	U.S. Treasury Strips	09/15/2024	7,000,000.00	6,737,850.00	6,759,690.00		0.92
912821GN9	11403	U.S. Treasury Strips	10/15/2024	8,000,000.00	7,671,520.00	7,703,040.00		1.05
		Subtotal		397,000,000.00	382,513,804.07	385,103,076.67	100.00	52.56
		Total		397,000,000.00	382,513,804.07	385,103,076.67	100.00	52.56
		Grand Total		748,644,946.99	727,762,489.91	731,661,974.84		

Beaverton School District
Summary by Issuer
December 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	42	356,213,661.62	347,471,340.25	47.76	5.742	164
Fund: 300 Debt Service						
Subtotal	9	66,556,870.22	65,232,798.13	8.97	5.266	119
Fund: 417 Capital Projects Taxable						
Subtotal	6	22,783,214.06	22,428,284.89	3.09	4.985	57
Fund: 418 Bond Issue Fund						
Subtotal	23	303,091,201.09	292,630,066.64	40.21	3.831	231
Total and Average	80	748,644,946.99	727,762,489.91	100.00	4.908	184

ITEM FOR INFORMATION
YOUTH SERVICES PROGRAM DATA REPORT

SUMMARY

Beaverton School District and Beaverton Police Department staff will present data from the Youth Services Program, including the number and type of incidents in which BPD YSOs were involved in any arrest, referral or investigation.

BACKGROUND

The Beaverton School District works with other agencies and organizations to provide services and supports for students and schools, including partnering with three local first responder agencies to provide its [Youth Services Program](#). The Beaverton Police Department provides the majority of services, with seven Youth Services Officers supporting BSD schools located within Beaverton. There are also four Washington County Sheriff's Office YSOs supporting BSD schools located in unincorporated Washington County, and one Hillsboro Police Department YSO serving the one BSD school site in Hillsboro.

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

As a result of this evaluation, the district worked closely with the Beaverton Police Department to reimagine the traditional School Resource Officer program and move towards a Youth Services model. Historically, the SROs were assigned to the Beaverton School District during the school year. During the summer months, these officers would return to general patrol duties. Under this new Youth Services model, the designated YSOs will work year-round to assist with youth-related services, not always in connection with schools, and provide summer enrichment experiences. This new model will focus on a programmatic approach that addresses the needs of all Beaverton youth. The overarching mission of the Youth Services program is to work with youth, parents, teachers, and administrators to foster safety in our schools, as well as the entire Beaverton community.

Among the other changes implemented have been providing greater clarity about the interagency relationship and the role of law enforcement in schools, developing a new intergovernmental agreement with the Beaverton Police Department spelling out this relationship and expectations in more detail, providing additional training for YSOs and school administrators, and working with partner agencies to record and report data on incidents in which law enforcement is involved.

Beginning in the summer of 2022 through the 2022–23 academic year, YSOs have participated in approximately 585 hours of training which include trauma informed practices and crisis intervention (CIT), child forensic interviewing, student threat assessment (STAT), applied suicide intervention skills

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training (ASIST), school safety (Active Shooter), gangs and human trafficking as well as the basic and advanced SRO classes offered by NASRO (TRIAD approach to school-based policing). Training also has been provided to school administrators on the role of YSOs and when to consult or involve them.

The district also is working with partner agencies to provide reporting on a quarterly basis covering the number and type of incidents in which law enforcement is involved in any arrest, referral or investigation. Reporting will be disaggregated by school and will include demographic information on involved students' race, ethnicity and gender. These quarterly reports will be available to the school board and the public.

RECOMMENDATION

District staff and members of the Beaverton Police Department will present data from the Youth Services Program.



Beaverton Police Youth Services Dashboard Reporting

BSD-City of Beaverton IGA 2023


3.2.11. Provide reporting on a quarterly basis covering the number and type of incidents reported by school in which law enforcement was involved in any arrest, referral or investigation/information gathering. Such reporting must indicate whether the YSOs involvement was initiated by the District (administrator, counselor, etc.), law enforcement, a parent or community member. Reporting will include demographic information on student's race, ethnicity, and sex. If available from the District, the report will include if a student identifies as LGBTQIA+.

What is a call for service

- ▶ A call for service is an incident that an officer has been assigned to resolve, handle, or assist with. Calls can be generated through dispatch by calling non-emergency or 911. Calls can also be generated by staff calling a YSO directly. In this incident the YSO would manually create the call for service. Calls are also generated when a YSO visits the school to interact with staff, students or parents or is at a school event (Athletic, Dances...)

Types of calls for service

- ▶ Alarms – Fire or security alarm activated at the school wither during or after school hours.
- ▶ Animal Complaints – Loose dogs, dead animals in or around school property that may seen suspicious.
- ▶ Assaults – Physical confrontation between two parties. This may or may not be criminal.
- ▶ BHI – Situation where a student, parent, staff or someone poses a danger to themselves or others.
- ▶ Community Engagement – Sporting events, visiting campus, interacting with parents, staff, students, parent pickup and drop off time.
- ▶ Consultation – Any situation where staff has concerns for student safety or situations identified by BSD suggesting BPD be notified.
- ▶ CPR/Medical - Life safety issues.
- ▶ Criminal Mischief – Damage to property. Examples include broken windows, graffiti on buildings or damage to vehicles.
- ▶ DHS – Physical or sexual abuse of a child either by an adult or other student. May be initiated by DHS, Staff, Parents, Students or YSO
- ▶ Disturbance – Confrontation between two or more individuals that is not physical. This does not include a student acting up in class
- ▶ Drugs – Drugs or drug paraphernalia located on school property given to a YSO for destruction.
- ▶ Follow-up – If an officer has already been to the school on a call and is returning to continue the conversation.

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- ▶ Harassment – Identified as unwanted physical contact from one person to another. This may not be criminal.
 - ▶ Hit and Run/Traffic – Vehicle damage, traffic crash near or on school property, speeding
 - ▶ Runaway – Reported runaway located at school or a report a student leaving the school.
 - ▶ Property – Found or lost property
 - ▶ Suspicious Activity – Any situation which causes a concern to staff, parents or students. May be people or activity.
 - ▶ Theft – Stolen property (cell phones, earbuds, laptops are most common)
 - ▶ Trespass – Any persons entering or remaining on school property without permission (non-custodial parent)
 - ▶ Warrant – This includes warrants issued by a judge or a detainer issued by a probation officers. These are a SHALL arrest situation where an officer is being **ordered** to take a person into custody and transport them to the court. This is a physical custody situation.
 - ▶ Individual has already appeared before the court on a prior case and has violated the conditions of their probation.
 - ▶ There have been four incidents so far this school year resulting in a YSO taking a student into physical custody at a school

Police Report

- ▶ A report is generated from a call for service when the officer feels the event was sufficient to warrant a higher level of documentation. Some reports are for information purposes only, some document criminal activity and other can be for found property or to document suspicious activity.

Arrest

- ▶ Two types of arrest
 - ▶ Arrest occurs when an officer has probable cause that a crime has been committed, a report is taken, and the incident is referred to the Washington County District Attorney's Office. Reports are reviewed by a team of Deputy District Attorneys (DDA) assigned to the Juvenile division. Their responsibility is to review and make final charging decisions. No Physical Custody (one in 2023)
 - ▶ Warrant or Detainer issued for an individual. – Physical Custody (four in 2023)

Calls for service by school and type of call

Calls for Service by School and Type																						
School	Alarm	Animal	Assault	BHI	Community Engagement	Consultation	CPR	Criminal Mischief	DHS	Disturbance	Drugs	Followup	Harassment	Hit n Run	Runaway	Property	Suspicious Activity	Theft	Trespass	Warrant	Traffic	Total
ACMA	0	0	3	0	2	2	0	0	2	0	0	9	0	0	0	0	2	0	0	0	0	20
BASE	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Beaver Acres Elementary	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Beaverton High School	1	0	16	0	68	6	1	0	3	3	3	31	4	0	1	0	6	5	3	1	0	152
Cascade Academy	0	0	2	2	1	2	0	0	2	0	0	3	0	0	0	0	0	0	0	0	0	12
Cedar Park Middle School	0	0	1	1	52	11	0	0	6	1	0	5	4	0	0	0	4	0	0	0	0	85
Chehalem Elementary	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	4
Conestoga Middle School	1	0	2	0	5	4	0	0	1	1	0	10	2	0	0	0	1	0	1	0	0	28
Cooper Mountain Elementary	0	0	0	0	1	1	0	0	2	0	0	0	1	0	0	0	1	0	0	0	0	6
Elemonica Elementary School	0	0	1	0	7	2	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	13
Fir Grove Elementary	0	2	2	0	2	7	0	0	0	0	0	1	0	1	0	0	2	0	0	0	0	17
Five Oaks Middle School	0	0	1	0	5	4	0	0	2	0	1	2	4	0	0	0	1	0	0	0	0	20
Greenway Elementary	0	0	0	0	7	2	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	13
Hieton Elementary	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Highland Park Middle School	0	0	2	0	8	2	0	0	1	0	1	4	0	0	1	0	0	0	0	0	0	19
Hiteon Elementary	0	0	0	0	1	2	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	6
Jesuit High School	0	0	1	0	71	15	0	0	1	0	0	15	0	2	0	1	6	2	2	0	0	116
McKinley Elementary	1	0	1	0	6	0	0	0	1	0	0	3	0	0	0	0	1	0	0	0	0	13
Meadow Park Middle School	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Merlo Station High School	0	0	1	0	2	3	0	0	6	0	0	9	0	0	0	0	2	0	1	0	0	24
Mountainside High School	0	0	3	0	65	20	0	0	3	0	1	16	5	1	0	0	2	1	0	1	0	118
Nancy Ryles Elementary	0	0	0	0	1	2	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	7
Pacific Academy	0	0	0	1	1	3	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	8
Raleigh Hills Elementary School	0	0	0	0	0	1	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	4
Ridgewood Elementary	0	0	0	0	2	2	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	7
Scholls Heighes Elementary	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4
Sexton Mountain Elementary	0	0	1	0	1	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	7
Southridge High School	1	0	3	0	86	19	0	0	3	0	0	7	1	0	0	0	13	0	0	1	0	134
St. Cecilia's Elementary	0	0	0	0	21	2	0	0	0	0	0	4	0	0	0	0	1	0	0	0	0	28
St. Pius	0	0	0	0	6	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	8
Sunset High School	1	0	1	0	74	9	0	0	6	0	0	18	2	0	0	0	1	0	0	0	0	112
Tumwater Elementary School	0	0	5	0	31	18	0	0	7	0	0	10	2	0	1	0	3	0	0	0	0	77
Valley Catholic	0	0	0	0	10	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	19
Vose Elementary	1	0	0	0	1	0	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	6
Whitford Middle School	0	0	5	0	30	9	0	2	8	0	0	9	6	0	0	1	4	1	0	1	0	76
William Walker Elementary	0	0	0	0	0	0	0	0	1	0	0	3	2	0	0	0	0	0	0	0	0	6
Total	8	2	51	4	567	153	2	4	65	5	6	183	36	4	6	3	56	9	7	4	0	1175

Police reports taken by school and race

Police Reports taken by school/race of involved student										School population and demographic (BSD Webpage)								
School	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial	Grand Total	Total Students	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial
ACMA	0	1	0	0	5	0	0	0	6	662	34	14	94	0	433	0	0	87
Beaver Acres Elementary	0	0	0	0	1	0	0	0	1	736	104	52	267	0	238	15	0	60
Beaverton High School	1	1	6	3	13	1	0	0	25	1,409	70	29	627	0	599	14	0	70
Cascade Academy	1	0	0	0	7	0	0	0	8	Information not available								
Cedar Park Middle School	0	1	2	0	6	0	0	0	9	627	25	13	194	0	345	0	0	50
Conestoga Middle School	0	2	4	0	2	0	0	1	9	776	78	22	178	0	419	8	1	70
Cooper Mountain	0	0	0	0	1	0	0	0	1	416	58	12	42	0	253	3	3	45
Elmonica Elementary	0	1	1	1	1	0	0	0	4	448	160	13	153	0	100	0	0	22
Fir Grove Elementary	0	0	1	0	3	0	0	0	4	358	21	11	116	0	171	7	0	32
Five Oaks Middle School	0	0	5	0	7	0	0	0	12	738	60	32	283	0	305	7	7	44
Greenway Elementary	0	0	2	0	4	0	0	0	6	296	12	21	108	0	125	3	3	24
Highland Park Middle School	0	0	5	0	2	0	0	0	7	686	63	15	118	0	414	7	0	69
Hiteon Elementary	0	0	1	0	4	0	0	0	5	517	41	10	78	0	321	10	0	57
International School	0	0	0	0	1	0	0	0	1	862	315	19	135	0	278	0	0	115
Jesuit High School	0	0	0	2	6	0	0	0	8	Information not available								
Meadow Park	0	0	0	0	1	0	0	0	1	685	90	42	290	0	213	8	1	41
McKinley Elementary School	0	0	1	0	0	0	0	0	1	606	48	61	242	0	194	6	0	55
Merlo Station High School	0	0	2	1	5	0	0	0	8	Information not available								
Mountainside	0	0	0	0	4	0	0	0	4	1,688	236	51	236	0	1,013	17	0	135
Pilgrim Lutheran Church	0	0	1	0	0	0	0	0	1	Information not available								
Raleigh Hills Elementary	0	0	0	0	1	0	0	0	1	299	12	6	91	0	148	0	0	42
Ridgewood Elementary	0	0	0	0	2	0	0	0	2	397	20	16	56	0	262	4	0	39
Sexton Mountain Elementary	0	0	0	1	3	0	0	0	4	481	58	14	53	0	284	5	0	67
Southridge High School	0	0	17	0	15	0	0	0	32	1,442	87	30	465	0	698	15	15	132
St. Mary's	0	0	0	0	1	0	0	0	1	Information not available								
St. Pius X	0	0	0	0	1	0	0	0	1	Information not available								
Stoller Middle School	0	0	0	0	0	1	0	0	1	938	528	28	85	0	268	0	0	29
Sunset High School	0	2	0	1	11	0	0	0	14	1,960	549	20	216	0	1,000	20	0	155
Thomas Edison	0	0	0	0	1	0	0	0	1	Information not available								
Tumwater Middle School	0	0	1	1	8	0	0	0	10	889	240	9	91	0	478	0	0	71
Valley Catholic	0	0	0	0	2	0	0	0	2	Information not available								
Vose Elementary	0	0	2	0	0	0	0	0	2	695	12	12	466	0	164	6	0	35
Whitford Middle School	0	1	10	4	6	0	0	0	21	771	39	23	326	0	305	8	8	62
William Walker Elementary	0	0	0	0	1	0	0	0	1	520	26	10	307	0	146	5	0	26
Totals	2	9	61	14	125	2	0	1	214	19,902	2,986	585	5,317	0	9,174	168	38	1,634
% of Totals	1%	4%	29%	7%	58%	1%	0%	0%	100%	% of Totals	15%	3%	27%	0%	46%	1%	0%	8%

Police reports taken by school and reporting person

Reports Initiated by/School								
School	DHS	Other LE	Outside Agency	Parent	School Staff	Student	WC	Grand Total
ACMA	0	0	0	2	4	0	0	6
Beaver Acres Elementary	1	0	0	0	0	0	0	1
Beaverton High School	1	0	0	1	19	3	1	25
Cascade Academy	0	0	0	0	8	0	0	8
Cedar Park Middle School	0	0	0	0	9	0	0	9
Conestoga Middle School	0	0	0	0	9	0	0	9
Cooper Mountain Elementary	0	0	0	0	1	0	0	1
Elemonica Elementary School	1	1	0	0	2	0	0	4
Fir Grove Elementary	0	0	1	1	1	0	1	4
Five Oaks Middle School	0	0	1	0	11	0	0	12
Greenway Elementary School	1	0	0	0	5	0	0	6
Highland Park Middle School	2	0	0	1	4	0	0	7
Hiteon Elementary	0	0	0	0	5	0	0	5
International School	0	1	0	0	0	0	0	1
Jesuit High School	0	0	0	0	8	0	0	8
Meadow Park Middle School	1	0	0	0	0	0	0	1
McKinley Elementary	0	0	0	1	0	0	0	1
Merlo Station High School	4	1	0	0	3	0	0	8
Mountainside High School	1	0	0	0	3	0	0	4
Pilgrim Lutheran Church	0	0	0	0	1	0	0	1
Raleigh Hills Elementary Scho	0	0	0	0	1	0	0	1
Ridgewood Elementary	0	0	0	0	2	0	0	2
Sexton Mountain Elementary	0	0	0	0	4	0	0	4
Southridge High School	1	0	3	4	22	1	1	32
St. Mary's	0	0	0	0	1	0	0	1
St. Pius X	0	0	0	0	1	0	0	1
Stoller Middle School	0	0	0	1	0	0	0	1
Sunset High School	0	0	2	1	10	1	0	14
Thomas Edison	0	0	0	0	1	0	0	1
Tumwater Elementary School	0	0	0	0	10	0	0	10
Valley Catholic	1	0	0	0	1	0	0	2
Vose Elementary	1	0	0	0	1	0	0	2
Whitford Middle School	1	0	1	0	19	0	0	21
William Walker Elementary	1	0	0	0	0	0	0	1
Total	17	3	8	12	166	5	3	214

Police reports by school and gender

Reports by Gender					
School	Female	Male	Other	Unidentified	Total
ACMA	1	4	0	1	6
Beaver Acres Elementary	0	1	0	0	1
Beaverton High School	8	13	1	3	25
Cascade	2	6	0	0	8
Cedar Park Middle School	4	5	0	0	9
Conestoga Middle School	1	7	0	1	9
Cooper Mountain Elementary	0	1	0	0	1
Elemonica Elementary School	2	1	0	1	4
Fir Grove Elementary	0	4	0	0	4
Five Oaks Middle School	2	8	2	0	12
Greenway Elementary	1	5	0	0	6
Highland Park Middle School	3	4	0	0	7
Hiteon Elementary	0	5	0	0	5
International School	0	1	0	0	1
Jesuit High School	2	4	0	2	8
Meadow Park Middle School	1	0	0	0	1
McKinley Elementary School	0	1	0	0	1
Merlo Station High School	2	6	0	0	8
Mountainside High School	1	2	0	1	4
Pacific Academy	0	1	0	0	1
Raleigh Hills Elementary School	0	0	0	1	1
Ridgewood Elementary	0	2	0	0	2
Sexton Mountain Elementary	0	4	0	0	4
Southridge High School	8	23	0	1	32
St. Mary's	0	1	0	0	1
St. Pius X	0	1	0	0	1
Stoller Middle School	0	1	0	0	1
Sunset High School	1	12	0	1	14
Thomas Edison	0	1	0	0	1
Tumwater Elementary School	5	4	0	1	10
Valley Catholic	1	1	0	0	2
Vose Elementary	1	1	0	0	2
Whitford Middle School	2	14	0	5	21
William Walker Elementary	0	1	0	0	1
Total	48	145	3	18	214

Calls where a YSO responds to the school involving a student, but no report was warranted. These calls could be green or yellow.

The screenshot shows the top navigation bar of the Beaverton School District website. On the left is a yellow 'Menu' button. In the center is the 'BEAVERTON SCHOOL DISTRICT' logo. On the right are 'SCHOOLS' and 'QUICK SEARCH' dropdown menus. Below the navigation is a breadcrumb trail: 'Home > Departments > Public Safety > Youth Services Officers > When to Contact Youth Services Officers'. The main heading is 'WHEN TO CONTACT YOUTH SERVICES OFFICERS'. Below the heading is a horizontal line and a notification bell icon. Three categories are listed: 'Yes — Always contact YSO.' with a green checkmark icon; 'Maybe — not necessary to contact YSO. See table below.' with a yellow checkmark icon; and 'Don't — YSO does not need to be contacted.' with a red 'X' icon.

Student calls with no report by school and race

Calls for Service by Race/Not Community Engagement										School Population and Demographic (BSD Website)								
School	Asian	Black	Hispanic	Indentifie	White	Pacific Islander	Native	Multiracial	Total	Total Students	Asian	Black	Hispanic	Indentifie	White	Pacific Islander	Native	Multiracial
ACMA	0	2	1	0	2	0	0	2	7	662	33	13	93	0	430	0	0	86
Aloha High School	0	0	0	0	1	0	0	0	1	1,636	115	82	785	0	524	33	16	82
Beaverton High School	1	2	16	2	20	0	0	0	41	1,409	70	29	627	0	599	14	0	70
Cascade Academy	0	0	0	0	8	0	0	0	8	Information not Available								
Cedar Park Middle School	0	3	8	0	7	0	0	2	20	627	25	13	194	0	345	0	0	50
Conestoga Middle School	0	1	5	0	3	0	0	2	11	776	78	22	178	0	419	8	1	70
Cooper Mountain Elementary	0	0	0	1	3	0	0	0	4	416	58	12	42	0	253	3	3	45
Elmonica Elementary School	0	1	1	0	1	0	0	0	3	448	160	13	153	0	100	0	0	22
Fir Grove Elementary	0	0	1	0	2	0	0	0	3	358	21	11	115	0	172	7	0	32
Five Oaks Middle School	0	0	0	0	6	0	0	0	6	738	60	32	283	0	305	7	7	44
Greenway Elementary School	0	0	2	0	2	0	0	0	4	296	12	21	108	0	125	3	3	24
Highland Park Middle School	0	0	5	1	1	0	0	0	7	686	63	15	118	0	414	7	0	69
Hiteon Elementary	0	0	1	0	8	0	0	0	9	517	41	10	78	0	321	10	0	57
International School	0	0	0	0	1	0	0	0	1	862	315	19	135	0	278	0	0	115
Jesuit High School	0	0	0	0	17	0	0	0	17	Information not Available								
McKinley Elementary School	0	0	1	1	1	0	0	0	3	606	48	61	242	0	194	6	0	55
Merlo Station High School	0	0	1	0	1	0	0	0	2	Information not available								
Mountainside High School	3	2	2	3	16	0	0	0	26	1,688	236	51	236	0	1,013	17	0	135
Nancy Ryles Elementary	0	0	0	1	2	0	0	0	3	513	56	15	84	0	286		0	62
Pilgrim Lutheran Church	0	0	1	0	0	0	0	0	1	Information not Available								
Raleigh Hills	0	0	0	1	0	0	0	0	1	299	12	6	91	0	148	0	0	42
Ridgewood Elementary	0	0	0	0	1	0	0	0	1	397	19	16	56	0	262	0	0	44
Sexton Mountain Elementary	0	1	0	0	3	0	0	0	4	481	58	14	53	0	284	5	0	67
Southridge High School	0	0	17	1	21	0	0	0	39	1,442	87	30	465	0	698	15	15	132
St. Cecilia's	0	0	0	0	1	0	0	0	1	Information not Available								
Stoller Middle School	0	0	0	0	0	1	0	0	1	938	528	28	85	0	268	0	0	29
Sunset High School	0	2	0	0	8	0	0	0	10	1,960	549	20	216	0	1,000	20	0	155
Thomas Edison	0	0	0	0	2	0	0	0	2	Information not Available								
Tumwater Middle School	0	1	2	0	19	0	0	1	23	889	240	9	91	0	478	0	0	71
Valley Catholic	0	0	0	0	2	0	0	0	2	Information not Available								
Vose Elementary School	0	0	1	0	0	0	0	0	1	695	14	14	473	0	167	7	0	35
Westview High School	0	0	1	0	1	0	0	0	2	2,304	668	92	484	0	899	23	0	138
Whitford Middle School	0	0	7	2	5	0	0	0	14	771	39	23	326	0	305	8	8	62
William Walker	0	0	0	0	1	0	0	0	1	510	20	10	316	0	133	5	0	26
Total	4	15	73	13	166	1	0	7	279	22,924	3,625	681	6,127	0	10,419	198	53	1,818
% of Total	1%	5%	26%	5%	60%	0%	0%	3%	100%	% of Total	16%	3%	27%	0%	45%	1%	0%	8%

Student calls with no report by source/gender/race

Calls for Service by Race and Reporting Person									
Source	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial	Total
DHS	0	0	4	0	2	0	0	0	6
Other LE Agency	1	0	3	1	10	0	0	0	15
Parent	0	3	7	6	19	0	0	1	36
Staff	3	13	54	25	100	1	0	6	202
Student	0	0	5	0	15	0	0	0	20
Total	4	16	73	32	146	1	0	7	279

Calls for Service by Gender and Reporting Person					
Source	Female	Male	Unknown	Other	Total
DHS	1	5	0	0	6
Other LE Agency	9	5	1	0	15
Parent	17	19	0	0	36
Staff	63	131	7	1	202
Student	11	9	0	0	20
Total	101	169	8	1	279



Beaverton Police Youth Services Dashboard Reporting

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ANNUAL REPORT 2022-2023



BEAVERTON POLICE

YOUTH SERVICES OFFICERS UNIT



Prepared by: Captain Ed Mastripolito

August 2023

EXECUTIVE REVIEW BOARD

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Alan Juilfs, Deputy Chief of Police

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Officer Nick Coplin

Officer Ryan Potter

Officer Justin Haugen

Officer Daniela Bastinelli

Officer Joey Mansfield

Officer Dan Maurer

TEAM MANAGER

Lt. Matt Kingsbury



BEAVERTON POLICE DEPARTMENT

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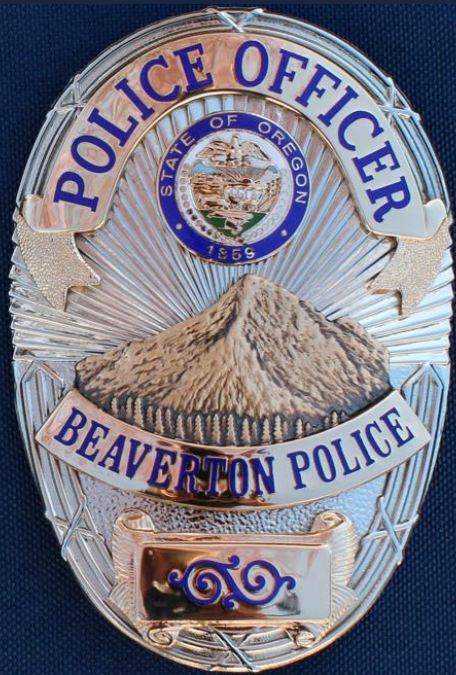


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SRO TO YSO: A NEW CHAPTER

In 2014, President Barack Obama convened a national task force to examine American policing practices. The President’s Task Force on 21st Century Policing brought together law enforcement leaders, policymakers, and community stakeholders. Through listening sessions, panel discussion, and review of empirical evidence, they concluded that any innovation was inconsequential without a central focus on building public trust. The task force summarized its findings with six guiding principles including strengthening that trust, crafting policy, employing technology, enhancing community policing, training, and improving officer wellness (President’s Task Force on 21st Century Policing, 2015).

The 2015 Professional Standards for Educational Leaders stated that effective educational leaders promote a school community that is inclusive, caring, supportive, and promotes the academic success and well-being of each student.

In the fall of 2022, Beaverton Police Chief Stacy Jepson and her senior leadership team conducted a comprehensive organizational review of the police department. As a result of this evaluation, the Beaverton Police Department (BPD) created a Services Division that houses Training, Community Engagement and Youth Services. Under this new structure, Chief Jepson felt it was appropriate to change the School Resource Officer (SRO) program to the Youth Services Officer (YSO) program. Historically, the SROs were assigned to the Beaverton School District (BSD) during the school year. During the summer months, these officers would return to patrol and assist the Patrol Division. Under this new Youth Services model, the designated YSOs will work year-round to assist with youth-related services, not always in connection with schools. This new model will focus on a programmatic approach that addresses the needs of all Beaverton youth. The overarching mission of the Youth Services program is to work with youth, parents, teachers, and administrators to foster safety in our schools, as well as the entire Beaverton community.



MISSION

The mission of the Youth Services Officer Unit is to ensure a safe learning environment for students, teachers, and school administrators. This is accomplished by serving as a resource for students, parents, and faculty; by informally counseling students and serving as a mentor; by serving as a positive role model for students; and by enforcing laws on and around school campuses. The YSO works to prevent and solve problems within our schools and foster positive relationships between our community's youth and law enforcement.

The Beaverton Police YSO Unit is committed to serving our city's youth by providing a safe learning environment for students, teachers, faculty, and community members. Officers recognize the opportunity to foster prosocial relationships is very much a privilege and a sacred trust. More importantly, the Unit remains eager to continue our collaborative efforts with BSD and our community stakeholders.



Our YSOs attend the annual National Association of School Resource Officers (NASRO) conference, which

covers a variety of topics including school safety, active shooter, drugs, and implicit bias. The training is the industry standard and best practices for school-based law enforcement.

Our YSOs strive to foster positive relationships with our schools and our youth. Sometimes we are just there to hand out stickers to the students or cheer them on at sporting events.

ROLE OF THE YOUTH SERVICES OFFICER

Beaverton Police Youth Services Officers are designated to 16 of 34 BSD elementary schools, 7 of 9 middle schools, 4 of 6 high schools, 2 option schools and 1 charter school. Additionally, they respond to calls and requests from all other learning institutions within the city of Beaverton.



The primary role of a YSO assigned to the Beaverton School District is to ensure the safety and security of students, faculty, and staff on campus. Some common tasks the YSO may be involved in are, but not limited to:

- Monitoring the school radio for situations in the school.
- Monitoring the police radio and responding to serious calls anywhere in the city.
- Answering questions from students, staff, and parents/guardians.
- Taking reports regarding child abuse, theft, harassment, drugs/alcohol, trespassing, weapons possession, sex trafficking/prostitution, hit-and-run collisions, suspicious persons, and threats, either in person or via social media.
- Providing classroom instruction on relevant topics.
- Patrolling the school campus to make sure students and staff are safe.
- Attending safety meetings.

The following BSD Code of Conduct violations require a consultation with a YSO.

Code 3: Assault

Code 5: Bullying/Harassment/Hazing

Code 8: Dangerous Drugs, Distributing or Sharing, Selling

Code 24: Sexual Harassment - In Cases of Sexual Assault

Code 33: Weapons: Other than Firearms, Knives and Explosive Devices

Code 34: Weapons: Firearms

Code 36: Weapons: Knives and Look-Alike Knives

Code 37: Weapons: Look-Alike Explosive Devices, Firearms or Other

Dangerous Deadly Weapons

BEST PRACTICES

Along with academic research, the Beaverton Police Department strives to emulate best practices. The National Association of School Resource Officers (NASRO) is a non-profit organization which provides training for both law enforcement officers and school administrators. Its cornerstone is a triad model built on the SRO being a “law enforcement officer, a public safety educator and an informal mentor” (Canady, 2021, p. 11).



Granot et al. (2021) conducted a quantitative survey using 1,200 high school students in the northeastern United States and focused on procedural justice. Their findings suggest that the quality of SRO/student relationships can influence a young person's future perceptions and interaction with law enforcement. Procedural Justice itself is a concept of willingness to accept authority and its consequences, given that the authoritative body is perceived as fair (Granot et al., 2021). Empirical research dictates that the success of a YSO program correlates with YSOs making investments with at-risk youth and connecting them to resources (Higgins et al., 2020). Further, it stresses the importance of rapport building and formulating relationships.

REPORT GOAL

The goal of this report is to articulate some of the collaboration between BPD and BSD. It is the BPD's aim to demonstrate some of the continued investments YSOs are making in their respective schools. Officers who apply NASRO's triad model have greater opportunities to create lasting relationships which are defined outside of the juvenile justice system. The intent of this report along with using NASRO's triad model also aims to demonstrate a new level of transparency and accountability (Canady, 2021).



EXECUTIVE SUMMARY

A Year In Review:

- Starting in the summer of 2022 through the 2022-2023 academic year, YSOs participated in approximately 585 hours of training which include trauma informed practices and crisis intervention (CIT), student threat assessment (STAT), school safety (Active Shooter), applied suicide intervention skills training (ASIST), gangs and human trafficking as well as the basic and advanced SRO classes offered by NASRO (TRIAD approach to school-based policing).
- Prior to completion of the 2022-2023 academic year, 100% of YSOs completed the NASRO basic course with three completing the advanced YSO course.

- BSD adopted the Salem-Keiser Threat Assessment System. During the 2022-2023 school year, YSOs participated in 49 documented level 2 assessments.
- YSOs responded to over 2,400 calls for service and generated 493 police reports. These included 40 assaults, 62 reports of physical or sexual abuse, and 68 events involving suspicious persons or activity in and around the school.
- Beaverton YSOs have regular contact with over 19,000 BSD students to include 42% of all elementary, 57% of all middle school, and 58% of all high school students attending a BSD school.
- During the academic year, there were 11 incidents where contact with students resulted in a referral to the Washington County Juvenile Department for consideration of prosecution. Seven of these were a result of violence or weapons. The other four were related to theft or damage to property. None of the offenders were taken into physical custody and the final charging decision was left to the discretion of the Washington County District Attorney's Juvenile Department.
- In addition to sporting events, YSOs were invited to read to elementary classes, participate in field days, fun runs, and interact with the community at school carnivals.
- YSOs solicited assistance from local students to bring awareness about teen dating violence. Students designed posters which were displayed at the high schools to bring awareness that they are not alone, and teen dating violence is preventable. These posters were also on display at the Beaverton PSC.
- YSOs took lead on an incident where two individuals shot into an apartment with six people, including four juveniles living inside. The two juveniles were recent BSD students and may have been retaliating for previous events. Additional units at the school were added for security. Shooters identified as possible juveniles. YSOs lead the investigation, conduct multiple interviews, and complete search warrants. Investigation is ongoing.
- YSO invited to assist in coaching both the wrestling team as well as the baseball team. YSO completed a post season conditioning regiment for all pitchers.
- YSO asked to be the Chaplain for the girls' varsity lacrosse team. YSO attended games and provided words of encouragement prior to games.
- YSO attended graduation of student who came looking for help several years ago. YSO has mentored the student over the years, and she stated he is her favorite person in the school. The graduate hopes to join the Air Force and has asked YSO to help and go with her to see the recruiter.



Notable Case Summaries

- Staff reports to YSO a female student reported being raped by her father multiple times beginning at age 10. Students taken to CARES and detectives assisted with the case.
- Parent reports three male students hold down a fourth student and sodomized him with a pen.
- YSO learns student transferred schools out of fear of ongoing sexual assault by another student.
- Staff reports excessive absence by students. Officers conduct home visits and determine parents may be withholding medical care. DHS and WCDA office advised.
- Report of forced, unwanted or coercive sexual touching may have occurred between students at school and on the bus.

- Staff reports possible mental and physical abuse of disabled student by family member.
- Student report unwanted sexual contact by another student.
- Two students unknown to the victim at the time drove past the victim pointing what is believed to be an AR15 out the window. Incident causes high school and daycare to go into secure/lockout, disrupting finals. Black tipped Nerf Gun found in vehicle. Turns out to be a prank gone wrong.
- Follow up from patrol. Student strangled by rope in school causing him to black out. Parents took the student to the emergency room for treatment. School DID NOT report it to police. Portland Public Schools required a search warrant to cooperate.
- Sexual assault reported to have occurred in school bathroom in September.
- Warrant arrest after male seen smoking meth outside of private elementary school.
- Dad assaults son leaving bruises & marks and reports to high school. BPD took initial report for Hillsboro PD on Criminal Mistreatment. Hillsboro PD conducted follow up along with DHS and CARES notifications.
- The principal reported to DHS a physical incident involving staff and students. Office of Training, Investigations & Safety and officer investigated. Still under investigation pending CARES, appears possible BSD policy violation but no crime. BSD uses unlicensed staff to teach and have lesson plans who do not have the same level of de-escalation training regarding restraints.
- Parent reports student assaulted by at least two students in bathroom. The school did not report the incident. Parent also advised of past incident where daughter had been punched and called the "N" word. This was also not reported when it happened in February. School required a search warrant for documents related to suspects.
- Shooting into apartment where there were six people including four juveniles. One victim is a recent drop from BSD and one a former BSD student, who lives in Washington. Two juvenile suspects observed on Ring camera running away after shooting. YSOs conducted the follow up for patrol.
- School shooting threat sent through Instagram to one student. No other identifying information as to who the suspect was.
- Student made up school shooting hoax to get out of school, patrol officers handled initial report. The following day the student's message had made it around to multiple students and parents. YSO followed up due to multiple calls to the school and a lot of students staying home due to the alleged threat.
- On-going issues amongst students lead to a fight outside of school, where the victims were assaulted with brass knuckles and had items stolen. YSOs assisted in identifying suspects.
- Issues with intoxicated mother suffering from mental health concerns coming to school and causing issues, sleeping in car with juvenile son. Assisted patrol and DHS with removal of son to place with stable father. Assisted BSD with formal trespass of mother.
- Social media threat to shoot up schools.

- Physical assault of a student. The student ended up seeking medical attention where it was determined had he not had braces to hold his teeth in, he would have lost multiple teeth.
- Information report for the Oregon Teacher's Standards and Practices Commission.
- Students burglarized a shed taking over \$1,700 in lost property, including an AED. Students contacted and items recovered and returned to school.
- Sexual assault investigation.
- Agency assist for Polk County regarding a sexual assault at Outdoor School.
- Student reportedly set fire to a garbage can in bathroom and threatened to shoot up school. School reported to "Project Respond" who notified PPB due to their level of concern. The incident happened in January, but BPD didn't get PPB's report until April 26th. The school never reported to BPD or PPB and on our investigation learned the student had been expelled since the original incident.
- Students bring restricted weapons to school, YSO are contacted by staff and the items are turned over to police. No threat determined and incident was handled at the school level. Report taken for property only.
- Physical assault leads to a student in possession of a restricted weapon.
- Suicidal female student takes a bunch of pills to overdose, taken to hospital on Police Officer Hold (POH).
- Student makes suicidal statements to staff, leaved campus and located by YSO. Student continues to make suicidal statements to include trying to take an officer's gun to force a shooting. The student was transported to hospital on POH, and an Extreme Risk Protection Order (ERPO) put in place.
- On going issues related to accusations of gang affiliation leads to a physical fight. One student is suspended and then returns to school, pushed past school security trying to keep him off campus. Suspect is overheard by security saying, "I'm going to stab him, I'm going to kill him." A group of friends from both sides arrive after school looking to fight. Student Threat Assessment Tool (STAT) conducted.
- Student punched the principal in the face two times, causing minor bruising while at prom.
- Suicidal student reports to staff she has a plan. Father advised who is not overly concerned. Officer responds to residence and coordinates with the Mental Health Response Team (MHRT) to assist on a welfare check that leads to a Director's Hold on the student.
- Restraining order violation. Respondent attempts to pick up daughter at school even though restraining order restricts any contact with daughter.
- Student at a behavioral school reports father of student found a handgun in students' bedroom. Student reports "holding" it for a friend who is gang related in Portland. Father turns over handgun to BPD, which turns out to be very realistic .177 Cal pellet gun.
- Student who has made previous threats of violence, reported to have stated he was going to shoot another student.

- Elementary student reports being sexually abused by substitute teacher. After investigation, it was determined there was no criminal behavior and referred to school.
- Child abuse investigation involving a family member. Interview with child conducted at school.
- Students threaten to shoot another student at graduation due to ongoing gang related issues. YSOs attend graduation ceremony.
- Report of substitute teacher touching student. Investigation ongoing.
- Staff reports to YSO possible threat of harm from one student to another. YSO investigated and determined no crime associated with the event. Referred to school.
- Student reports to parents feeling bullied but incidents never reported to school. Parents send email to school, YSO, Superintendent, and School Board. Nothing criminal found and nothing that would have normally had YSO involvement.

Calls for Service by School

ACMA	45
Aloha High School	1
ARCO Iris Spanish	7
Beaverton High School	300
Cedar Park Middle School	145
Chehalem Elementary School	7
Conestoga Middle School	63
Cooper Mountain Elementary	16
District Office	31
Elmonica Elementary School	36
Fir Grove Elementary	17
Five Oaks Middle School	103
Greenway Elementary	23
Highland Park Middle School	88
Jesuit High School	138
McKay Elementary	5
McKinley Elementary School	23
Merlo Station High School	47
Montclair Elementary	7
Mountainside High School	223
Nancy Ryles Elementary	18
Raleigh Hills Elementary	2
Ridgewood Elementary	28
Saint Cecilians Elementary School	27
Saint Pius X	7
Scholls Heights Elementary	4
Sexton Mountain Elementary	40
Southridge High School	331
St. Mary's Home for Boys	47
Sunset High School	250
Tumwater Elementary	1

Tumwater Middle School	66
Valley Catholic High School	35
Vose Elementary	15
West Sylvan Middle School	31
Whitford Middle School	165
William Walker Elementary	11
Grand Total	2403

A call for service is an incident that an officer has been assigned to resolve, handle, or assist with. Calls can be generated through dispatch by calling non-emergency or 911. Calls can also be generated by staff calling a YSO directly. In this incident the YSO would manually create the call for service.

Reports Taken by School

ACMA	11
Aloha High School	1
Beaverton High School	83
Cedar Park Middle School	34
Chehalem Elementary School	4
Conestoga Middle School	21
Cooper Mountain Elementary	3
District Office	9
Elmonica Elementary School	10
Fir Grove Elementary	1
Five Oaks Middle School	27
Greenway Elementary	1
Highland Park Middle School	29
Jesuit High School	11
McKay Elementary	1
McKinley Elementary School	6
Merlo Station High School	14
Montclair Elementary	2
Mountainside High School	35
Nancy Ryles Elementary	2
Ridgewood Elementary	7
Saint Cecilians Elementary School	4
Saint Pius X	1
Scholls Heights Elementary	1
Sexton Mountain Elementary	10
Southridge High School	42
St. Mary's Home for Boys	20
Sunset High School	30
Tumwater Middle School	17
Valley Catholic High School	2
Vose Elementary	4
West Sylvan Middle School	12
Whitford Middle School	36
William Walker Elementary	2

A report is generated from a call for service when the officer feels the event was sufficient to warrant a higher level of documentation. Some reports are for information purposes only, some document criminal activity, and other can be for found property or to document suspicious activity.

Arrests

For purposes of this report, an arrest occurs when an officer has probable cause that a crime has been committed, a report is taken, and the incident is referred to the Washington County District Attorney's Office. During the 2022-2023 school year, there were no incidents of a student being taken into physical custody by a Youth Services Officer.

The Washington County District Attorney's Office makes all final determinations on the outcome of the case based on the circumstances of the case, conversations with potential victims and other factors. On some occasions, cases are dismissed or resolved outside the courtroom. During the 2022/2023 school year, the Youth Services Officers identified 11 occasions where probable cause existed, and an arrest report was generated. YSOs became involved in these incidents after they were contacted by a student, parent, or staff.

Arrest Report Summary						
Crime	Suspect Age	Race	Sex	Status	School	Event
Theft II	15	White	Male	Refer to JUV	ACMA	Camera taken from locker
Assault	16	Hispanic	Male	Refer to JUV	Beaverton	Student attacks another student
Robbery	17	Hispanic	Female	Refer to JUV	Beaverton	5 girls attack 2 girls and steal marijuana
Robbery	17	Hispanic	Female	Refer to JUV	Beaverton	5 girls attack 2 girls and steal marijuana
Burg II	16	Hispanic	Male	Refer to JUV	Beaverton	Student enters BHS and take items belonging to teacher
Theft II	12	White	Male	Refer to JUV	Five Oaks	Student takes and destroys another students iPhone
Assault	17	White	Diverse	Refer to JUV	Merlo Station	Student punches Asst. Princ
Assault	16	White	Male	Refer to JUV	Mountainside	Student attacks another student
Crim Misch II	18	Pacific Islander	Male	Refer to JUV	Southridge	Damage to vehicle
Menacing	16	Hispanic	Male	Refer to JUV	Southridge	2 student point rep firearm at another
Menacing	16	White	Male	Refer to JUV	Southridge	2 student point rep firearm at another

Of the 11 arrests, 45% were White (5), 45% were Hispanic (5) and 9% Pacific Islander (1).

Demographics of schools where arrest occurred						
	Mountainside	Beaverton	Five Oaks	Southridge	ACMA	Merlo
Hispanic	14%	46%	33%	32%	17%	31%
White	59%	41%	45%	48%	64%	57%
Black	3%	2%	3%	3%	1%	3%
Asian	13%	4%	10%	6%	5%	2%
Native/PI	1%	1%	1%	1%	0%	1%
Multiracial	9%	5%	7%	9%	13%	7%

TRAINING

Training is a very important component of a professional law enforcement agency, and the state of Oregon requires all officers to be certified and maintain proficiency in several areas of study annually to maintain their certification. Officers are encouraged and often required to attend additional trainings based on their assignments.

Over the course of their careers, our Youth Services Unit has collectively participated in over 15,000 hours of training in addition to their gained experienced working the road. In the months following the 2021/22 through the 2022/23 school year, the Youth Services Unit participated in over 500 hours of additional training focusing on service to our young community members.

President John F. Kennedy said, “Children are the world’s most valuable resource and it’s best hope for the future.” This sentiment resonates through the Youth Services Officer Program and is apparent as our YSOs seek out additional training opportunities to best serve these most valued community members.

Trainings attended by YSOs 2022-2023

NASRO Basis SRO Course

The NASRO Basic School Resource Officer Course is a 40-hour training designed to prepare school resource officers, other law enforcement officers, and school safety professionals to fulfill their roles in the school setting effectively. School administrators and education professionals would also benefit from this course. Participants will gain a solid understanding of the responsibilities of the SRO using NASRO's Triad Model of school-based policing. This course will equip officers to develop successful relationships with diverse students and to support students with disabilities and behavioral health challenges. Participants will explore relevant public safety topics, such as digital safety, human trafficking, mental health, and substance abuse, and they

will learn best practices for de-escalation, behavioral threat assessment, emergency operations planning, and armed assailant response.

Advances SRO Course

The Advanced School Resource Officer Course is a 24-hour block of instruction designed for any law enforcement officer working in an educational environment. This course, following the SRO triad model, advances the SRO's knowledge and skills as a law enforcement officer, informal counselor, and educator.

Applied Suicide Intervention Skills Training (ASIST)

The ASIST workshop (formerly the Suicide Intervention Workshop) is a two-day workshop for community members who want to feel more comfortable, confident, and competent in helping to prevent the immediate risk of suicide. This training teaches people how to recognize youth who are at potential suicide risk, intervene with, and refer them on to professional counseling.

Crisis Intervention Training (CIT)

CIT is a curriculum specialized for law enforcement to develop solutions for safely redirecting individuals in crisis away from the criminal justice system and into health care services. This training follows best practices under CIT International with a focus on understanding behavioral health, navigating community resources, de-escalation skills and practical application, and officer wellness and resiliency.

OSROA School Safety Conference

Training provides participants with the information, tools, and network they need to implement school safety plans, leverage best practices, and address implementation issues in their school community.

Active Threat

A dynamic, hands-on training program designed to equip law enforcement officers and agents with the knowledge and skills required to successfully end an active threat event.

Gangs/Human Trafficking for SROs

As gangs continue to participate in and profit from human trafficking, it becomes even more important for criminal justice and community organizations to be aware of the connections between the two. Through greater awareness and education, agencies can be better prepared to recognize and support victims, suppress gang involvement, and address other issues at the nexus of gangs and human trafficking.

Idaho Threat Assessment Conference

This training exists to provide threat assessment training by and for local, state, and federal law enforcement, government agency officials, and school behavioral intervention teams from around the country. The conference features law enforcement officials and other subject matter experts who use recent incidents like mass shootings and other crimes of targeted violence to educate attendees on best practices – and lessons learned – in threat assessment and response. Past topics include the Mandalay Bay Active Assailant Incident, Sandy Hook, Columbine, domestic violence, and stalking incidents, as well as other case studies presented by the U.S. Secret Service, the FBI’s Behavioral Analysis Unit, crime victims, and law enforcement departments from around the country.

Student Threat Assessment Training

Reporting on a variety of concerning student behaviors and other suspicious activities provides authorities and school personnel with the information they need to stop violence before it occurs. A 2008 study showed that, prior to an act of violence, most attackers behaved in a way that made others concerned, and other people knew about the attacker’s plan. Having a threat assessment program, or a multidisciplinary group process, to evaluate these reports can significantly reduce violence, including mass casualty attacks.

The Briefings: A National School Safety Symposium

The Briefings is a nationally recognized school safety symposium ideally suited for educators, school safety teams, first responders, emergency and risk managers, victim advocates, and mental health professionals. Topics explored include lessons learned from traumatic events and new, preemptive school safety measures.

The Winter Briefings

Explore timely topics such as being prepared for small or large incidents, threat management, lessons learned from prior incidents, what helped people with recovery after a traumatic experience, and training on the Standard Response Protocol and Standard Reunification Method.

The focus is on proactive, measured, and effective methods for keeping schools and communities safe and is designed to provide several takeaways that people can implement immediately.

Oregon Child Forensic Interview Training

Oregon Child Forensic Interview Training is evidence-based, supported by current research, and approved by the National Children’s Alliance to meet the national forensic interview training standards. OCFIT is geared toward professionals conducting forensic interviews when working with child abuse victims.

Diversity, Equity, and Inclusion

Raising awareness about unconscious biases, stereotypes, and systemic barriers that can limit opportunities and create unequal treatment for individuals or groups.

BEYOND CALLS FOR SERVICE



The role of the YSO goes beyond responding to calls and taking reports. Officers often become part of the community and develop relationships with staff and students that may last beyond the school year. Officers realize many in the community only have an interaction with an officer during times of emergency while others may have never had an interaction with an officer.

One goal of the YSO is to humanize the badge and help foster better relationships between officers and the community members they have sworn to serve and protect.



This is Sgt. Mike Bewersdorff and Angela. Mike met Angela at Southridge HS during her sophomore year when she came into his office looking for some candy Mike always had available. Angela and her friends made stopping by “Officer Mike’s” (as she called him) office several times a week to grab a treat and become more comfortable with Mike. As Angela began her junior year, she continued coming with friends as well as her twin sister looking for candy. Angela began to open up and discuss with Mike different challenges she was facing.

Mike would discuss with Angela ways to overcome setbacks and how to stay focused on moving forward, setting goals, and realizing her dreams. Angela saw Mike as a reliable supporter and began having conversations with him about her future. Angela wanted to graduate and even talked about joining the Air Force. They spoke about a fresh start and leaving poor choices behind. Angela didn’t feel as if she could talk to her mother about her future. Mike and Angela discussed being honest and open about her plans and advised taking time to really discuss things at home the way she has been speaking with him. Mike later found out Angela had that conversation and now has her mother’s full support.

Mike got to see Angela graduate this June from Southridge High School, but the story doesn’t end with the diploma. Angela continues to stay in contact with Mike and has asked him if he would go with her to see the Air Force Recruiter this fall. Angela is an amazing person and from the look on Mike’s face he is very proud of Angela.



Officer Dan Maurer is a former college athlete and professional baseball player who's love of competition, hard work, and winning attitude began to resonate around the athletic department at Southridge High School. As Dan grew to know the kids and coaches, and they began to know him, he was invited to stop by the MAT room to check out a wrestling practice. (For the non-wrestler: an invitation to the MAT room is quite an honor!) Dan took this onetime offer as an open invitation and kept showing up. Dan started working with the athletes, sharing his advice, and even showing them some of his moves. Dan became a regular member of the team and even traveled to support them at the state tournament and other competitions.



Dan's involvement went from the mat to the field where he began working with the baseball team and especially the pitchers. What a treat it was to get pointers from a real professional!

Dan continued to help and support the team throughout the season and began working on an offseason training regimen to help get the team ready for the next season.




April is sexual assault awareness month. For Officer Justin Haugen, a former special education teacher turned police officer, he saw this as an opportunity to bring to the forefront the delicate topic of teen dating violence. Studies show 33% of adolescents in America are victim to sexual, physical, verbal, or emotional dating abuse while only 1/3 of teens involved will confide in someone. Justin worked with the Domestic Violence Resource Center and Beaverton Police Victim Resources to prepare a training for faculty at the request of a local school. Discussions around the stigma of reporting, shame, warning signs and resources for victims and abusers were shared and a vibrant discussion ensued.

Justin also felt the need to let kids know they are not alone and where to find help. He worked with students in an art class to help design the right messaging out. After long discussions, the students went to work and produced several amazing posters which went on display at the Beaverton Public Safety Center as well in the YSO's offices at all the high schools. The program was dubbed "KIDS HELPING KIDS."



get the
help
you
need



SARC : SEXUAL ASSAULT RESOURCE CENTER : [HTTPS://SARCOREGON.ORG](https://sarcoregon.org) : 24 HR CRISIS LINE 888-640-5311 (WASHINGTON COUNTY)

CLACKAMAS WOMEN'S SERVICES : [WWW.CWSOR.ORG](http://www.cwsor.org) (<http://www.cwsor.org/>) : 24 HR CRISIS LINE 888-654-2288 (CLACKAMAS COUNTY)

CALL TO SAFETY : [HTTPS://CALLTOSAFETY.ORG](https://calltosafety.org) : 24 HR CRISIS LINE 888-235-5333 (MULTNOMAH COUNTY)

LOVE IS RESPECT : [WWW.LOVEISRESPECT.ORG](http://www.loveisrespect.org) (<http://www.loveisrespect.org/>) : 24 HR CRISIS LINE 866-331-9474, TEXT: LOVEIS TO 22522

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER: [WWW.NSVRC.ORG](http://www.nsvrc.org) [WWW.NSVRC.ORG](http://www.nsvrc.org)

Molly Kwaney

SPREAD
LOVE




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YOU ARE NOT ALONE
FOR HELP, CONTACT:

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<u>NATIONAL SEXUAL VIOLENCE RESOURCE CENTER:</u> WWW.NSVRC.ORG	SEXUAL ASSAULT VICTIM RESOURCES



Officer Daniela Bastinelli spent time as a youth counselor at the St. Mary's Home for Boys prior to joining BPD and is passionate about fighting for the rights of victims. Daniela lends a hand at the Family Justice Center when schools are closed and is an advocate for those unable to help themselves. Having Daniela on the team has been an amazing resource as we really focused on teen dating violence this year. Daniela is an athlete, animal lover, and an active member of the Beaverton Police Cadet program.





Officer Nick Coplin is a United States Marine Corps Veteran and has spent three of his 19 years in law enforcement as the Youth Services Officer at Beaverton High School. In the schools, he has worked to protect victims of human trafficking by making connections between school administrators, social workers, and counselors with victim support organizations. He has taught classes in the high school on criminal law, health, and safety. Nick has even taught middle school physics classes drawing on his experience as a traffic crash reconstructionist. He also supports the community by coaching youth track and field with a focus on sprinters, hurdlers, and jumpers. In his spare time, you can find Nick under the ocean scuba diving, or on top of a mountain with skis or a snowboard strapped on. And students know to find Officer Coplin when they are hungry, because he always carries coupons for free hot dogs and soda.





Officer Joey Mansfield is the newest member of the team joining in early 2023. Since becoming a YSO, Joey has been attending training and getting to know the students and staff of the district. This isn't Joey's first time in a school environment. Prior to coming to BPD, Joey was a campus safety monitor for the Hillsboro School District. Joey has been assigned to elementary and middle schools and with two young children at home, he feels like he's in the right place. Joey enjoys reading to the kids and they enjoy his pocket full of stickers and Pokémon cards.





Officer Ryan Potter is a former college athlete and avid football fan. Ryan is a senior member of the YSO team and was acting Sergeant during the 2022-2023 school year. Ryan has been involved in local area youth sports for close to 15 years, coaching both baseball and football and serving on the board of directors for different youth sport organizations. Ryan sets the example both on the field and off and his passion in helping kids develop both physically and emotionally is reflected when watching his interactions with the kids.



QUOTES FROM THE COMMUNITY

“I am amazed at how much the officers have to do and the role that they play in the school's life. Their attention to the boundaries that need to be set with

“Officer Dan shows that in fact, SROs are not a threat at all. Many times, you see the roughest students just talking to Officer Dan and forming a relationship that proves to help them stay in the right lane and out of trouble.” (Sam M.- Coach)

“I think Dan being around our teams has helped them see him as a person first and not just a uniform. I know he has mentioned that some of our players have started talking to him more in the building just about workouts and getting stronger, and I know these conversations wouldn't happen without Dan being in the building and being around our students all the time.

I know there is still discussion about SROs in the building, but I think it's important to note that it isn't just about an officer, it's another trusted adult that can be an influence in our community”. (Kyle C.- Coach)

“Officer Daniela Bastinelli has been our SRO for the 21-22 school year, and I could not be more thankful to have partnered with her on numerous occasions this year. She has been an outstanding resource for our students and staff. I have been so impressed with her ability to navigate complex situations, put our students at ease, while being professional, direct, and respectful.” (Erin W.- Social Worker)

WHAT'S COMING NEXT

Our team is excited and gearing up for the 2023-2024 school year and look forward to what is ahead.

Uniforms:

The YSO team will be starting the year with a brand-new look. Officers will be wearing clearly identifiable shoes and school colors that will set them apart from our standard patrol uniform.

Vehicles:

Our color scheme has changed, and we will be looking for our art and design students to help add a touch of style to our cars.

Training:

Our goal is to have the most professional and well-trained Youth Services Program following industry standard best practices. We commit to continuing our quality training regimen and high standards.

Youth Programs:

Building strong and lasting relationships with the youth of our community is a top priority of our program. We are revamping our student academy, partnering with other entities, and developing fun and creative ways to engage with our kids both inside and outside the classroom.

Reporting and Information Sharing:

We will be launching a new reporting platform to capture and share YSO activity.

Engagement:

Our team will be looking to connect more with parents and staff and become a resource in keeping kids safe. We are looking to relaunch our webpage and social media presence with helpful tips for parents and students.





BEAVERTON **POLICE**
DEPARTMENT

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.

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DRAFT MEETING MINUTES – BOARD EXECUTIVE SESSION DECEMBER 12, 2023**Board Members Present:**

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Ugonna Enyinnaya (arrived at 5:49)
Justice Rajee
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Kerry Delf
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Sarah Weiland
Brian Hungerford

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Public Communications Officer
General Counsel
Board Secretary
External Counsel

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 5:47 p.m. She noted that six board members were in attendance and the seventh, Ugonna Enyinnaya, would arrive soon.

II. LABOR NEGOTIATIONS – ORS 192.660(2)(d)

Outside Counsel Brian Hungerford and Chief Human Resources Officer Susan Rodriguez outlined the process, trends, and board member responsibilities for labor negotiations with the district's licensed employee association, which will begin in spring 2024.

III. CLOSE MEETING

Dr. Pérez adjourned the study session at 6:47 p.m.

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DRAFT MEETING MINUTES – BOARD BUSINESS MEETING DECEMBER 12, 2023**Board Members Present:**

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Ugonna Enyinnaya
Justice Rajee
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Kerry Delf
Susan Rodriguez
Camellia Osterink
Shellie Bailey-Shah
Casey Waletich
Dr. Josh Fritts
Robin Kobrowski
Aaron Boyle
Jason Guchereau
Rob Drake
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
General Counsel
Public Communications Officer
Chief Facilities Officer
Executive Administrator for Teaching & Learning
Executive Administrator for PK–8 Schools
Administrator for Facilities Development
Finance Manager
Audit Committee Chair
Board Secretary

The meeting was held virtually and was open to the public to attend via live stream on YouTube.

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:00 p.m. She noted that all seven board members were in attendance. The board reviewed the agenda and did not request any changes.

II. RECOGNITION

A. Student Performance: Coyote Choir, Kinnaman Elementary

B. Beat the Odds Scholarship Awardees

The board recognized two students who have both been awarded a Beat the Odds Scholarship from Stand with Children: Kiarah O’Hare-Pham, a senior at Sunset High School, and Tatum Wilson, a senior at

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Use the following links to access board meeting information:

Video Livestream: youtube.com/BeavertonSchools • Meeting Materials: beavertonsd.org/boardmeetings

Beaverton High School. The Beat the Odds Scholarship program emphasizes the critical role that education plays in helping students meet challenges on their paths to success. The award is renewable for up to four years for a total of \$20,000.

C. Oregon Kid Governor

Findley Elementary School fifth grader Zoya Shah was recognized for having been named the 2024 Oregon Kid Governor. Zoya spoke about her platform for creating mental health awareness in youth.

I. SUPERINTENDENT'S REPORT

Superintendent Gustavo Balderas commented that he had heard and acted on requests from teachers and staff for additional support for special needs and other needs in schools and had allocated over \$9 million dollars from reserves to add staffing midyear, including 37 Paraeducator I's and 45 Paraeducator II's. Dr. Balderas thanked the extraordinary efforts of the Human Resources Department and the partnership of OSEA on an agreement to address staffing needs short-term with temporary support.

Dr. Balderas recounted a recent meeting with Governor Kotek and reiterated that concerns about behavioral health and student behavior is not only a statewide concern, but nationwide. He said he was looking forward to working with union support that is sustainable and that supports our kids and staff, and he hoped winter break would be restful for all.

II. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Lindsay Ray commented to the board.

B. Comments by Community Members

There were no requests for public comment at the meeting. The board received two written comments.

III. ITEMS FOR INFORMATION

A. Annual Comprehensive Financial Report

Audit Committee Chair Rob Drake and Finance Manager Jason Guchereau presented the audited Annual Comprehensive Financial Report.

B. Financial Update

Associate Superintendent for Business Services Mike Schofield presented the monthly financial update.

C. Bond Program Update

Chief Facilities Officer Casey Waletich presented updates on current and upcoming construction.

D. Department Report: Communications

Public Communications Officer Shellie Bailey-Shah presented a report on the Communications & Community Involvement Department.

IV. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Study Session, November 28, 2023
- ii. School Board Business Meeting, November 28, 2023

C. Public Contracts

D. Accept Annual Comprehensive Financial Report

Board Member Susan Greenberg moved to approve the consent agenda and Board Member Sunita Garg seconded. The motion was unanimously approved 7:0.

V. ITEMS FOR ACTION

A. Early Literacy Plan & Grant Application

Oregon's new Early Literacy Success Initiative provides targeted funding to help school districts improve early literacy. Susan Greenberg moved to approve the district's early literacy plan and grant application and Sunita Garg seconded. The motion was approved unanimously, 7:0.

B. Budget Committee Member Selection

The board voted to appoint applicants to fill two vacant budget committee positions with terms ending June 30, 2026: Jessica McBride, Zone 1, and Brian Bean, Zone 2. Susan Greenberg moved to approve appointing the two budget committee members and Board Member Ugonna Enyinnaya seconded. The motion was approved unanimously, 7:0.

C. Oregon School Boards Association Annual Election

Beaverton School District is a member of the Oregon School Boards Association. Member boards vote on candidates and resolutions during OSBA's annual election period in the fall.

i. OSBA Candidate Tristan Irvin

Susan Greenberg moved that the board support Tristan Irvin for OSBA Board Position 16. Sunita Garg seconded the motion. The motion was approved unanimously, 7:0.

ii. OSBA Candidate Becky Tymchuk

Susan Greenberg moved that the board support Becky Tymchuk for OSBA Legislative Policy Committee Position 16. Sunita Garg seconded the motion. The motion was approved unanimously, 7:0.

iii. OSBA Resolution 1 – Create Rural Caucus

Susan Greenberg moved that the board support OSBA Resolution 1, to create the Oregon Rural School Board Member Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee. Sunita Garg seconded the motion.

- a. In Favor: Sunita Garg, Melissa Potter
- b. Oppose: Karen Pérez, Susan Greenberg, Justice Rajee, Tammy Carpenter
- c. Abstain: Ugonna Enyinnaya
- d. With a vote of 2:4:1, the motion to support OSBA Resolution 1 did not pass.

Susan Greenberg moved that the board oppose OSBA Resolution 1. Sunita Garg seconded the motion.

- a. In Favor: Karen Pérez, Susan Greenberg, Justice Rajee, Tammy Carpenter
- b. Oppose: Sunita Garg, Melissa Potter
- c. Abstain: Ugonna Enyinnaya
- d. With a vote of 4:2:1, the motion to oppose OSBA Resolution 1 passed.

iv. OSBA Resolution 2 – Amend Bylaws

Susan Greenberg moved that the board support OSBA Resolution 2, to amend the OSBA bylaws. Sunita Garg seconded the motion. The motion to support Resolution 2 did not pass, 6:0:1, with Karen Pérez, Susan Greenberg, Justice Rajee, Tammy Carpenter, Sunita Garg and Melissa Potter voting no and Ugonna Enyinnaya abstaining. Susan Greenberg then moved that the board abstain from voting on OSBA Resolution 2. Sunita Garg seconded the motion. The motion to abstain from voting on OSBA Resolution 2 was approved unanimously, 7:0.

D. Board Policy Revisions

- i. IGBHA Alternative Educational Programs
- ii. IGDJ Interscholastic Athletics and Activities
- iii. IK Academic Achievement

The board voted on revisions to three board policies. General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented the proposed revisions in the previous meeting and were available for questions from board members. Susan Greenberg moved to approve the board policy revisions and Sunita Garg seconded. The motion was approved unanimously, 7:0.

VI. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Revisions

- i. BBF Board Standards of Conduct
- ii. BDDH Public Comment in Board Meetings
- iii. KBA Public Records

Ms. Osterink and Ms. Delf presented recommended revisions to three board policies for review and consideration for approval at a future meeting.

VII. BOARD COMMUNICATION

Board members made individual comments and committee reports, including about immigration reform, the need for space to grow and learn without politics while also acknowledging the impact these have on our students, receiving 1,074 gift cards for students and families but also being aware of food scarcity during non-school days, and gratitude to those who have worked so diligently in our schools.

VIII. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 9:33 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.

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Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Beaverton High School (BHS) Geotechnical Engineering Services	Aaron Boyle, Administrator for Facilities Development	Contract Amendment per DJ-AR(8)	Geotechnical Resources, Inc.	\$240,650	10/2022	08/2027	Authorization to Execute Contract Amendment
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Substantial Building Renovations and/or Additions for Allen Transportation Facility	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020E	Robinson Construction Co.	\$79,000	01/2024	07/2027	Authorization to Award Contract
Construction Manager/General Contractor (CMGC) Guaranteed Maximum Price (GMP) Amendment to Stoller Middle School Gym and Added Classrooms	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	Kirby Nagelhout Construction Co.	\$8,977,000	01/2024	04/2025	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Security Upgrades: Site Fencing, Phase 2	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	R.A. Gray Construction, LLC	\$6,000	01/2024	12/2025	Authorization to Award Contract
Elmonica Elementary School New Pre-Kindergarten Playground	Aaron Boyle, Administrator for Facilities Development	National Purchasing Partners (NPP) Request for Proposal (RFP) #2060 Cooperative Contract #PS21070	Ross Recreation Equipment Company, Inc.	\$300,000	01/2024	09/2024	Authorization to Award Contract
Fir Grove Elementary School New Pre-Kindergarten Playground	Aaron Boyle, Administrator for Facilities Development	National Purchasing Partners (NPP) Request for Proposal (RFP) #2060	Ross Recreation Equipment Company, Inc.	\$318,647	01/2024	09/2024	Authorization to Award Contract

		Cooperative Contract #PS21070					
Washington County Chamber of Commerce School to Career Program	Jill O'Neill, Administrator for Curriculum, Instruction & Assessment	Sole Source Procurement Pursuant to ORS279B.075, OAR 137-047-0275 & DJC-AR(7)	Washington County Chamber of Commerce	\$155,500	02/2023	06/2024	Authorization to Award Contract
Renewable Fuel Services for School Buses	Craig Beaver, Administrator for Transportation Services	State of Washington Propane, Autogas, Parts and Service Master Contract #02318	Blue Star Gas	\$750,000	07/2023	06/2024	Authorization to Award Contract
Procurement of Electric School Buses	Craig Beaver, Administrator for Transportation Services	BuyBoard National Purchasing Cooperative Contract #722-23	Model 1 Commercial Vehicles, Inc.	Not To Exceed \$6,300,000	01/2024	06/2025	Authorization to Award Contract
Procurement of Electric School Buses	Craig Beaver, Administrator for Transportation Services	Sourcewell Cooperative Contract #102623-LON	The Lion Electric Co. USA, Inc	Not to Exceed \$5,000,000	01/2024	06/2025	Authorization to Award Contract
Renewable Diesel Fuel and Petroleum Products for School Buses	Craig Beaver, Administrator for Transportation Services	Trimet Mobile R99 Renewable Hydrocarbon Diesel (RHD) Fuel for Trimet's Lift and Wes Vehicles Contract #RF220163LJ	Jubit Corporation	\$600,000	07/2023	06/2024	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Beaverton High School (BHS) Geotechnical Engineering Services

- **Contract Scope:** Authorization of change order to add construction administration services for the geotechnical aspects of the Beaverton High School Rebuild.
- **Contract Timeline:** 10/2022 – 08/2027
- **Contract Amount:** Amended contract value will be \$240,650
- **Contractor/Vendor:** Geotechnical Resources, Inc.
- **Funding Source:** 2022 Bond; BHS Rebuild
- **Solicitation Method:** Amendment of Directly Awarded Division 48 Contract per DJ-AR(8)
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaverton High School (BHS) Rebuild

- **Project Scope:** Rebuild and renovation of Beaverton High School
- **Project Budget:** \$253,000,000
- **Project Timeline:** 05/2021 – 12/2027

BACKGROUND: The 2022 bond measure approved by voters included funds for the replacement or substantial renovation to the Beaverton High School. The replacement high school building is required to be substantially complete by July 6, 2026, with the site work to be completed the following year. Geotechnical Resources, Inc. (GRI) was brought on to the project initially to perform site investigation and provide recommendations to the design team. Through this initial effort we were able to identify the need for GRI's engineers to observe and verify construction process and seek to increase their contract to accommodate this additional work.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Pre-construction Services for Substantial Building Renovations and/or Additions for Allen Transportation Facility

- **Contract Scope:** Construction manager/general contractor pre-construction services for substantial building renovations and/or additions for the Allen Transportation Facility
- **Contract Timeline:** 01/2024 – 07/2027
- **Contract Amount:** \$79,000
- **Contractor/Vendor:** Robinson Construction Co.
- **Funding Source:** 2022 Bond; Allen Transportation Replacement
- **Solicitation Method:** Request for Proposal (RFP) 22-0020E
- **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 CM/GC services necessary to complete the project. The initial contract amount (\$79,000.00) covers pre-construction services fees and it is anticipated that the district will amend this contract to add construction costs within the project budget.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment to Stoller Middle School Gym and Added Classrooms

- **Contract Scope:** GMP amendment to the CM/GC contract for the Stoller Middle School gym and added classrooms project
- **Contract Timeline:** 01/2024 – 04/2025
- **Contract Amount:** \$8,977,000
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Stoller Gym and Added Classrooms
- **Solicitation Method:** Request for Proposal (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Stoller Gym and Added Classrooms

- **Project Scope:** Construction of an ancillary gym, sport court, and additional classrooms
- **Project Budget:** \$12,225,054
- **Project Timeline:** 03/2023 – 08/2025

BACKGROUND: The 2022 bond measure included funds to add a gym and additional classrooms to Stoller Middle School. The project will help with enrollment growth in this area of the district. The initial contract was for a CM/GC to provide pre-construction services. These services included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a GMP proposal. The GMP proposal has been negotiated by the project team within the project budget (see Project Budget, above). Negotiations have been deemed successful by district staff, and the negotiated GMP proposal (see Contract Amount, above) is now brought before the board for approval. If approved, district staff will execute a GMP amendment to the contract for the CM/GC to provide all material, services, labor, and other things necessary to construct and deliver the project.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract amendment described herein with Kirby Nagelhout Construction Co., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor Pre-Construction Services for Security Upgrades: Site Fencing Phase 2

- **Contract Scope:** CM/GC pre-construction services for security fencing improvements at 16 schools including Bethany, Bonny Slope, Cedar Mill, Chehalem, Elmonica, Fir Grove, Hazeldale, Jacob Wismer, Kinnaman, Nancy Ryles, Raleigh Park, Ridgewood, Scholls Heights, Sexton Mountain, Springville, and West Tualatin View elementary schools.
- **Contract Timeline:** 01/2024 – 12/2025
- **Contract Amount:** \$6,000
- **Contractor/Vendor:** R.A. Gray Construction, LLC
- **Funding Source:** 2014 Bond; Security Upgrades: Site Fencing Phase 2
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Upgrades: Site Fencing Phase 2

- **Project Scope:** Fully enclose the play areas of eight (8) Group 1 and eight (8) Group 2 elementary schools with new and existing fencing and gates
- **Project Budget:** \$658,254
- **Project Timeline:** 12/2023 – 12/2025

BACKGROUND: The original plan to fully enclose the play areas for schools was initiated in 2021 and focused on seven high priority schools, with the goal to do an additional 15 schools thereafter. Those seven schools were recently completed. Phase 2 of the fencing project is based on completing upgrades to eight Group 1 and eight Group 2 elementary schools identified as deficient to meet the charter goals and using the remaining 2014 bond funds. For larger projects, the district regularly uses a CM/GC rather than a design-bid-build construction contract strategy. For this project, the district has selected an approved contractor from the master contractor list based on their expertise with this type of project. The selected CM/GC participates with the district and the architects during the design process including providing cost estimates, developing construction schedules, phase planning, subcontractor outreach and logistics, before progressing to construction. The CM/GC's guaranteed maximum price (GMP) for the construction work for the first group of schools will be set at a later time consistent with industry practice and project conditions. Additional schools may be added by change order depending on funding availability. The CM/GC will select subcontractors for the project in a competitive process completed in accordance with ORS 297C.337(3). When district staff successfully negotiate an acceptable GMP amendment to this contract, the amendment will be presented to the board for approval.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with R.A. Gray Construction, LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Elmonica Elementary School New Pre-Kindergarten Playground

- **Contract Scope:** Purchase and install new playground for pre-kindergarten students' use at Elmonica Elementary School
- **Contract Timeline:** 01/2024-09/2024
- **Contract Amount:** \$300,000
- **Contractor/Vendor:** Ross Recreation Equipment Company, Inc.
- **Funding Source:** 2022 Bond; Elmonica Modernization
- **Solicitation Method:** National Purchasing Partners (NPP) Request for Proposal (RFP) #2060 Cooperative Contract # PS21070
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Elmonica Modernization

- **Project Scope:** New playground for pre-kindergarten students
- **Project Budget:** \$511,331
- **Project Timeline:** 01/2024-09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds for modernization projects at various schools. Modernization projects focus on providing an enhanced school experience for students and staff at older buildings. Elmonica Elementary School has existing playgrounds, however, the play elements are not for play by students aged 5 and under. This contract provides Elmonica with age-appropriate play elements and turf playground surfacing for students in the pre-kindergarten program.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Ross Recreation Equipment Company, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Fir Grove Elementary School New Pre-Kindergarten Playground

- **Contract Scope:** Purchase and install new playground for pre-kindergarten students' use at Fir Grove Elementary School
- **Contract Timeline:** 01/2024 – 09/2027
- **Contract Amount:** \$318,647
- **Contractor/Vendor:** Ross Recreation Equipment Company, Inc.
- **Funding Source:** 2022 Bond; Fir Grove Modernization
- **Solicitation Method:** National Purchasing Partners (NPP) Request for Proposal (RFP) #2060 Cooperative Contract # PS21070
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Fir Grove Modernization

- **Project Scope:** Learning space enhancements; new playground for pre-kindergarten students; carpet replacement in front office and select classrooms
- **Project Budget:** \$409,178
- **Project Timeline:** 01/2024 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds for modernization projects at various schools. Modernization projects focus on providing an enhanced school experience for students and staff at older buildings. Fir Grove Elementary has existing playgrounds, however, the play elements are not for play by students aged 5 and under. This contract provides Fir Grove with age-appropriate play elements and turf playground surfacing for students in the pre-kindergarten program.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Ross Recreation Equipment Company, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Washington County Chamber of Commerce School to Career Program

- **Contract Scope:** Washington County Chamber’s School to Career Program will facilitate career-related learning experiences for Beaverton School District to meet the needs for BSD students in career education.
- **Contract Timeline:** 02/2024 – 06/2024
- **Contract Amount:** \$155,500
- **Contractor/Vendor:** Washington County Chamber of Commerce
- **Funding Source:** High School Success Grant
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075, OAR 137-047-0275 & DJC-AR(7)
- **Recommended By:** Jill O’Neill, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: Washington County Chamber School to Career Program

- **Project Scope:** Washington County Chamber’s School to Career Program will facilitate career-related learning experiences for Beaverton School District to meet the needs for BSD students in career education.
- **Project Budget:** \$155,500
- **Project Timeline:** 02/2024 – 06/2024

BACKGROUND: Beaverton School District and Washington County Chamber of Commerce (formerly known as Hillsboro Chamber of Commerce) have a history of partnering together to provide career-related learning experiences for district high school students. This contract will provide students in grades 9–12 access to career events including career days, career spotlight events, virtual/hybrid career events, a video archive of past career events, and hiring expos.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Washington County Chamber of Commerce, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Renewable Fuel Services for School Buses

- **Contract Scope:** Purchase renewable propane fuel (rLPG) for school buses for the purpose of transporting pupils to school and home per ORS 327.043 & IEP requirements. Expenses are eligible for 70% reimbursement from State School Fund.
- **Contract Timeline:** 07/2023 – 06/2024
- **Contract Amount:** \$750,000
- **Contractor/Vendor:** Blue Star Gas – Seattle, WA
- **Funding Source:** General Fund
- **Solicitation Method:** State of Washington Propane, Autogas (LPG), Parts and Service Master Contract #02318
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Renewable Fuel Services for School Buses

- **Project Scope:** Purchase renewable propane fuel (rLPG) for school buses for the purpose of transporting pupils to school and home per ORS 327.043 & IEP requirements. Expenses are eligible for 70% reimbursement from State School Fund.
- **Project Budget:** \$750,000
- **Project Timeline:** 07/2023 – 06/2024

BACKGROUND: The district utilizes sixty-four (64) propane-powered school buses to transport students in home-to-school operations as required by state and federal statute. The district transitioned use of petroleum-based propane fuel (LPG) to use of renewable propane fuel (rLPG) during the 22/23 school year in order to reduce the district’s carbon footprint and contribute to sustainable environmental practices. The lowest-cost provider of rLPG fuel is Blue Star Gas, who was named as an awardee by the State of Washington cooperative contract that was awarded by a competitive bid process.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Blue Star Gas – Seattle, WA, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Procurement of Electric School Buses

- **Contract Scope:** Purchase of electric school buses as scheduled in fleet replacement program for the purpose of transporting pupils home to school per ORS 327.043 and IEP requirements.
- **Contract Timeline:** 01/2024 – 06/2025
- **Contract Amount:** Not to Exceed \$6,300,000
- **Contractor/Vendor:** Model 1 Commercial Vehicles, Inc.
- **Funding Source:** US EPA Clean School Bus Grant, State School Fund Vehicle Depreciation Funds, and 2022 Bond; Bus Replacement
- **Solicitation Method:** BuyBoard National Purchasing Cooperative Contract #722-23
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Replacement of Diesel Buses with Electric Buses

- **Project Scope:** Replace diesel school buses with zero-emission electric school buses
- **Project Budget:** \$20,000,000
- **Project Timeline:** 01/2024 – 06/2026

BACKGROUND: The Beaverton School District historically seeks to utilize multiple manufacturers for school bus purchases. The significant increase in funding for electric school buses at the federal and state level has prompted new entries into the marketplace. The district seeks to take advantage of newly introduced models and maximize purchase opportunities based on the additional market competition which is advantageous to the district.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Model 1 Commercial Vehicles, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Procurement of Electric School Buses

- **Contract Scope:** Purchase of electric school bus(es) as scheduled in fleet replacement program for the purpose of transporting pupils home to school per ORS 327.043 and IEP requirements.
- **Contract Timeline:** 01/2024 – 06/2025
- **Contract Amount:** Not to Exceed \$5,000,000
- **Contractor/Vendor:** The Lion Electric Co. USA Inc.
- **Funding Source:** US EPA Clean School Bus Grant, School State Fund Vehicle Depreciation Funds, and 2022 Bond; Bus Replacement
- **Solicitation Method:** Sourcewell Cooperative Contract #102623-LON
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Replacement of Diesel Buses with Electric Buses

- **Project Scope:** Replace diesel school buses with zero-emission electric school buses
- **Project Budget:** \$20,000,000
- **Project Timeline:** 01/2024 – 06/2026

BACKGROUND: The Beaverton School District historically seeks to utilize multiple manufacturers for school bus purchases. The significant increase in funding for electric school buses at the federal and state level has prompted new entries into the marketplace. The district seeks to take advantage of newly introduced models and maximize purchase opportunities based on the additional market competition which is advantageous to the district.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with The Lion Electric Co. USA Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Renewable Diesel Fuel and Petroleum Products

- **Contract Scope:** Purchase of renewable diesel fuel and petroleum products for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements
- **Contract Timeline:** 06/2023 – 06/2024
- **Contract Amount:** \$600,000
- **Contractor/Vendor:** Jubitz Corporation
- **Funding Source:** General Fund
- **Solicitation Method:** Fuel and Lube Product Cooperative Contract Trimet #RF220163LJ
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Renewable Diesel Fuel and Petroleum Products

- **Project Scope:** Provide an energy source which is 100% renewable and sustainable, improves air quality, reduces harmful emissions, improves mileage and vehicle performance, and is compatible with all diesel engines.
- **Project Budget:** \$600,000
- **Project Timeline:** 06/2023 – 06/2024

BACKGROUND: The Beaverton School District requires the use of a diesel fuel supplier for 237 existing diesel-powered school buses. Jubitz Corporation recently purchased the district's former long-term supplier, Bretthauer Fuels, and authorization is required to continue the supply of the indicated products.

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

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES BBF, BDDH, KBA****SUMMARY**

Revisions are recommended to update school board policies BBF, BDDH and KBA. 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

<u>Blue Underlined</u>	Recommended language additions or changes
Red Strikethrough	Removed outdated language
<i>Black Italicized</i>	Existing language moved within policy

BACKGROUND**BBF – Board Member Standards of Conduct**

This update adds language about board members being mandatory reporters of suspected child abuse.

BDDH – Public Comment in Board Meetings

Changes made align with laws governing in-person and virtual attendance at board meetings.

KBA – Public Records Request

Language has been updated to better align with Oregon law and current terms and practices.

RECOMMENDATION

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

- Revisions to board policy BBF
- Revisions to board policy BDDH
- Revisions to board policy KBA

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

Belong. Believe. Achieve.

Board Member Standards of Conduct

Individual board members and the board as a public entity must comply with ethics laws for public officials.

Board members will treat other board members, the superintendent, staff and the public with dignity and courtesy and will provide an opportunity for all parties to be heard with due respect for their opinions.

Board members will recognize the superintendent as the chief executive officer to whom the board has delegated administrative authority to establish regulations and oversee the implementation of board policy.

When a board member ~~has the right to~~ express~~es~~ personal opinions in public, ~~When expressing such opinions in public,~~ the board member should clearly identify the opinions as personal.

Board members support board decisions after honoring the right of individual members to express their viewpoints and vote accordingly.

A board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A board member will keep information and documents discussed in executive session confidential.

A board member will utilize social media websites judiciously by not posting confidential information about students, staff or district business.

Board members will treat fellow board members, staff, students and the public with respect while posting online or to social media and will adhere to Oregon Public Meetings Laws when communicating with other board members via websites or other electronic means.

A board member is a mandatory reporter of child abuse. A board member having reasonable cause to believe that any child with whom the board member comes in contact with has suffered abuse or that any person with whom the board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

[ORS 162.015 to -162.035](#)

[ORS 162.405 to -162.425](#)

[ORS 192.610 to -192.710](#)

[ORS 244.040](#)

[ORS Chapter 244](#)

[ORS 332.055](#)

[ORS 419B.005](#)

[ORS 419B.010](#)

[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest

Public Comment at Board Meetings

All board meetings, with the exception of executive sessions, will be open to the public. The board invites [the district's community members citizens](#) to attend board meetings to become acquainted with the program and operation of the [district schools](#). Members of the public also [may be invited](#) ~~are encouraged~~ to share ~~their~~ [comments ideas and opinions](#) with the board [during designated times on the agenda](#) ~~when appropriate~~.

It is the intent of the board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in board meetings [and submit comments to the board](#). Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary¹ aids and services. Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aid and/or service requests must be made with appropriate advance notice. Should the board demonstrate such requests would result in a fundamental alteration in the service, program or activity or an undue financial and administrative burden, an alternative, equally effective means of communication will be used.

Audience

~~During a session of a board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the board chair, further public comment may be allowed.~~

Request for an Item on the Agenda

~~A member of the public may request the superintendent or the board chair consider placing an item on the agenda of a regular board meeting. This request should be made in writing and presented to the superintendent or the board chair for consideration.~~

Procedures for Public Comment at Meetings

The board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public board meeting.

1. [Public comment](#) ~~Discussion or presentation concerning a published agenda item~~ is limited to its designated place on the agenda [and while time allows, as determined](#) ~~unless otherwise authorized~~ by the board chair. [The board may conduct a meeting without public comment.](#)
2. [When the board provides an opportunity for in-person attendees to provide oral or written public comment, a similar opportunity will be provided for virtual attendees.](#)
3. ~~At the discretion of the board chair, Anyone wishing to speak before the board, either as an individual or as a member of a group, on any agenda item or other topic, may~~ [request to](#) do so by providing the board secretary with a completed ~~registration~~ [request](#) card or ~~sign-in sheet~~ [other established method for requests](#)

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print. 108

~~to speak~~, prior to the board meeting ~~in order to allow the chair to provide adequate time for each agenda item.~~

4. The board chair will determine the method for the selection and order of the speakers.
5. A person giving public comment will be limited to a time limit established by the board chair ~~may use discretion to establish a time limit discussion or oral presentation by visitors.~~ Time cannot be shared or given to another person. ~~Statements~~ by members of the public should be brief and concise.
6. A person ~~visitor~~ speaking during the public comment portion of a meeting may ~~introduce comment on~~ a topic not on the published agenda. ~~The board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.~~
7. ~~Any person who is invited by the board chair to~~ speaking to the board during the public comment portion of a meeting should provide ~~his/her~~ their name and contact information ~~whether they are a resident of the district,~~ and, if speaking for an organization, the name and identity of the organization. The board prefers that a group designate a spokesperson to represent those with a common purpose.
8. If a person has more comments than time allows or is unable to comment due to time constraints, they may submit their additional comments to the board in writing through the district office as directed.
9. The board will not answer questions submitted during public comment at the board meeting. A board member or district representative ~~will~~ may follow up after the meeting.

Criticisms of Staff Members

Speakers may offer objective criticism of district operations and programs, but the board will not hear complaints concerning individual district personnel. The board chair will direct the visitor to the appropriate means for ~~board~~ consideration and disposition of legitimate complaints involving a staff member ~~such individuals.~~

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 165.540](#)

[ORS 192.610 to -192.690](#)

[ORS 332.057](#)

[ORS 332.107](#)

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

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

[BD/BDA – Board Meetings](#)

[BDDC – Board Meeting Agenda](#)

Public Records Request**

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office ~~superintendent or designee~~.

~~Every person has a right to inspect any public record of the school district, except as expressly provided by law including Oregon Revised Statute (ORS) 192.410-192.505.~~

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~A public record includes any writing that contains information relating to the conduct of public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained in a privately owned computer.²~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded:~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings:~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any member of the public desiring to examine them during hours when the superintendent’s office is open:~~

All such information will be made available to individuals with disabilities in ~~any appropriate~~ an accessible format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law:~~

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The ~~Board reserves the right to~~ [district will](#) establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer [personal residential](#) addresses, [personal electronic](#) mail addresses (~~other than district electronic mail addresses assigned by the district to district employees~~), social security numbers, dates of birth and [personal telephone or cellular numbers, and other information listed in Oregon Revised Statute \(ORS\) 192.355 as exempt](#), contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.445 ~~363–368~~ and ORS 192.502(3) ~~355(3)~~. ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

~~Petition to appeal the denial of the right to inspect any public record held by the district may be made pursuant to ORS 192.540.~~

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) [166-005-0010](#) and [Chapter 166](#), Division 400 [and ORS Chapter 192](#).

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~ [2018](#)); 29 C.F.R. Part 1630 (~~2017~~ [2021](#)); 28 C.F.R. Part 35 (~~2017~~ [2021](#)).

Oregon Dep't of Justice, Oregon Attorney General, *Public Records and Meetings Manual* (~~2014~~).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12133\(2018\)](#)

[Bialostsky v. Cummings, 319 Or. App. 352 \(2022\)](#).

ITEM FOR ACTION AT A FUTURE MEETING**APPROVE NORTHWEST REGIONAL ESD LOCAL SERVICE PLAN FOR 2024–25****SUMMARY**

Education service districts provide services to school districts in their local area. The ESD’s annual local service plan must be approved by its component districts.

BACKGROUND

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.” By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services.

Northwest Regional ESD’s local service plan is the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The NWRESD local service plan for 2024–25 has been approved by the NWRESD board and must be approved by March 1 by the boards of at least two-thirds of the ESD’s component districts, representing at least 50% of the total number of students enrolled in the service area.

RECOMMENDATION

This is presented for initial consideration and will come before the board for approval at its next meeting.

Belong. Believe. Achieve.



Northwest Regional
Education Service District



2024-25 Local Service Plan

A framework for our partnership with school districts in
Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: Students at Grant Watts Elementary School (part of the Scappoose School District) read a book together in the library. *Photo by Paje Stelling.*

About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

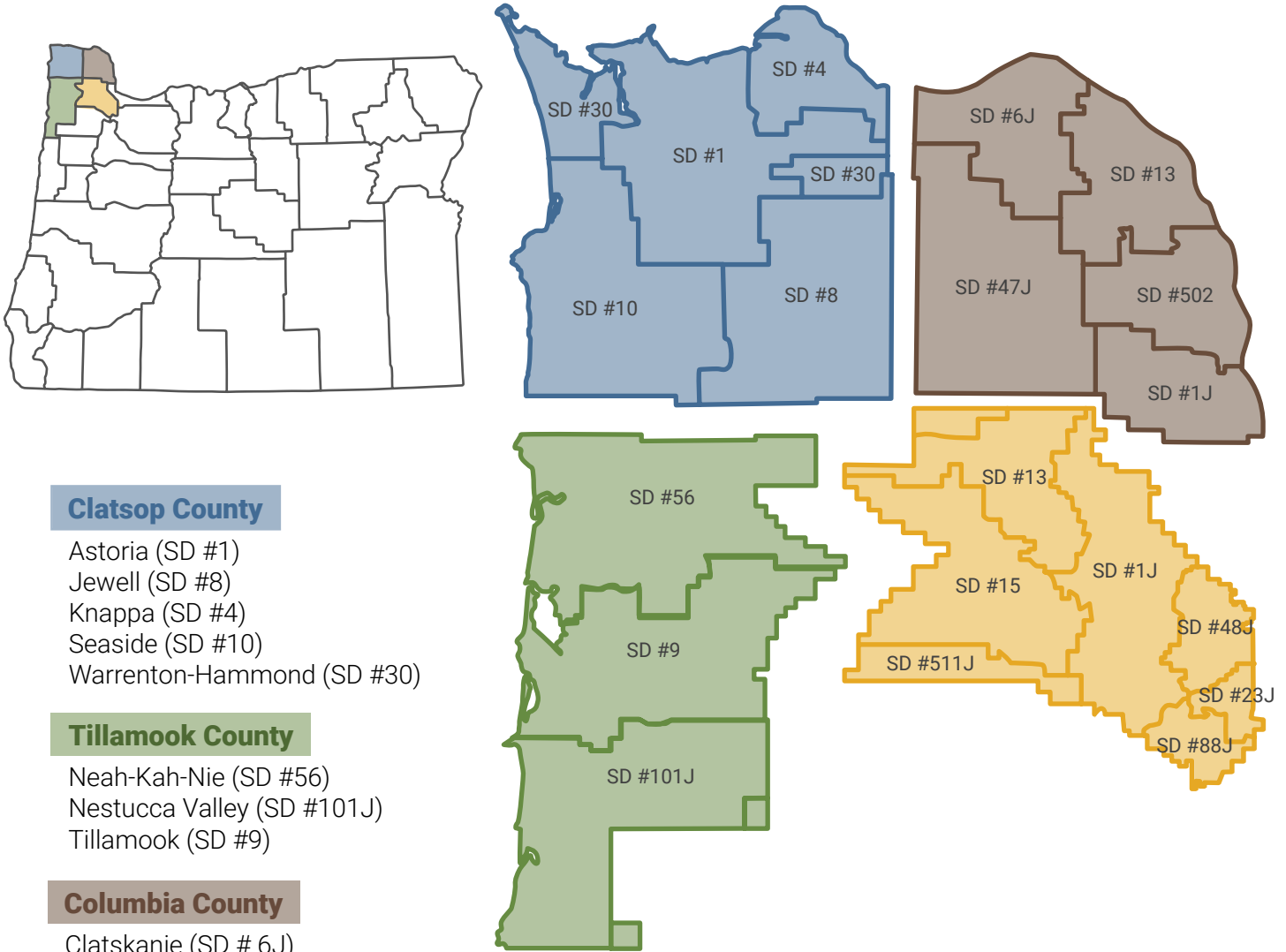
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



More than 100 children who experience blindness or vision impairment attended our second annual inclusive carnival in May of 2023. The event, which was held at South Meadows Middle School in Hillsboro, featured more than a dozen adaptive games, a mariachi band, goalball and a treat trot. *Photos by Tracey Goldner.*



Service Area



Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (SD #10)
- Warrenton-Hammond (SD #30)

Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

Columbia County

- Clatskanie (SD #6J)
- Rainier (SD #13)
- Scappoose (SD #1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD #511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)



Board of Directors



Doug Dougherty, Vice Chair
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



Maureen Wolf, Vice Chair
At-Large



Christine Riley
Zone 1: Gaston, Sherwood, Tigard-Tualatin



Yadira Martinez
Zone 3: Hillsboro



Tony Erickson
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, Vernonia



Becky Tymchuk
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



Ross Tomlin
Higher Education Position



Ernest Stephens
Business Position



Miriam Meneses-Rios
Social Service Position



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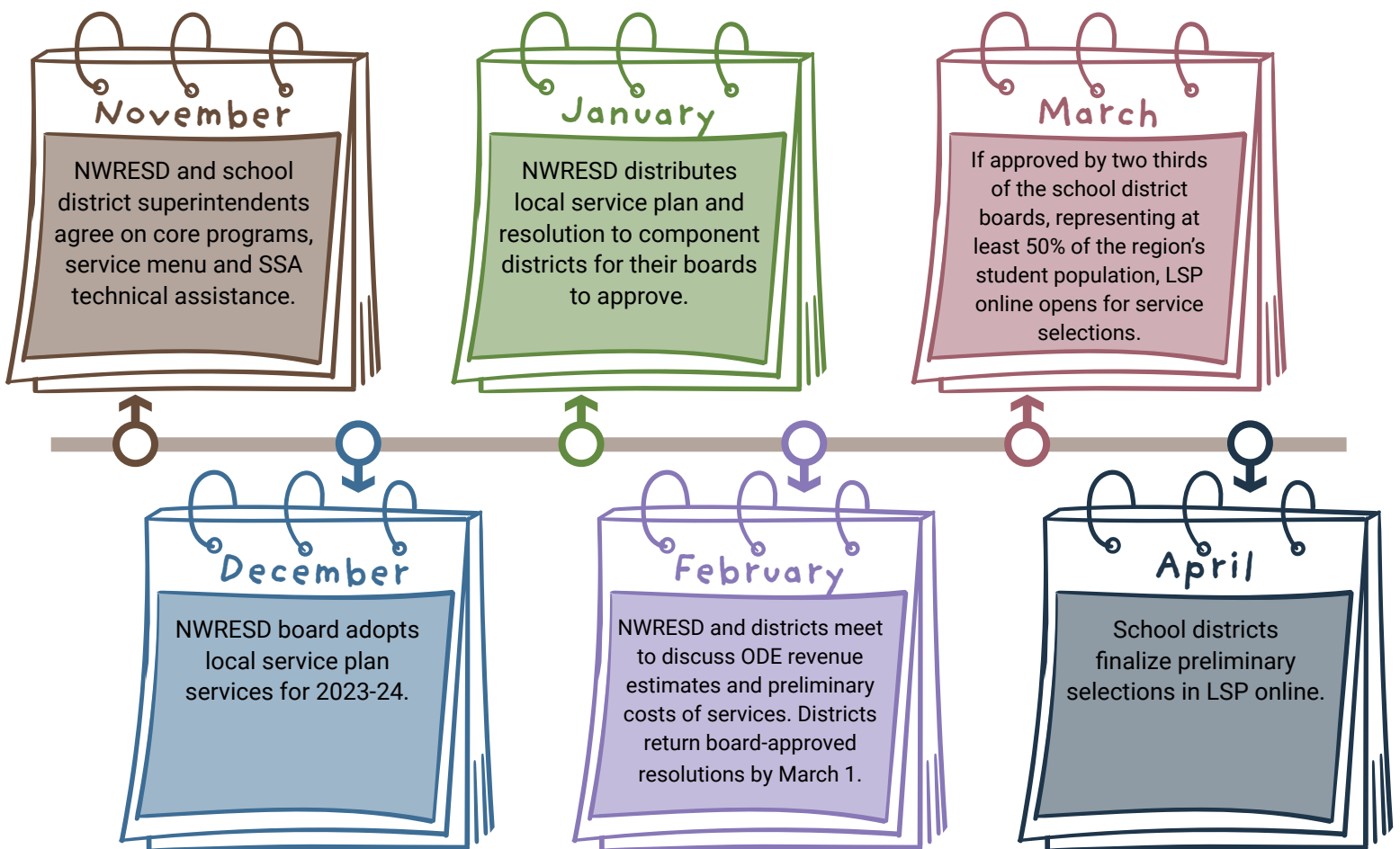
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Timeline for Plan Development

In early fall, school districts collaborate with NWRES D to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRES D’s board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon’s largest investment, equating to \$10.2 billion in the 2023-25 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

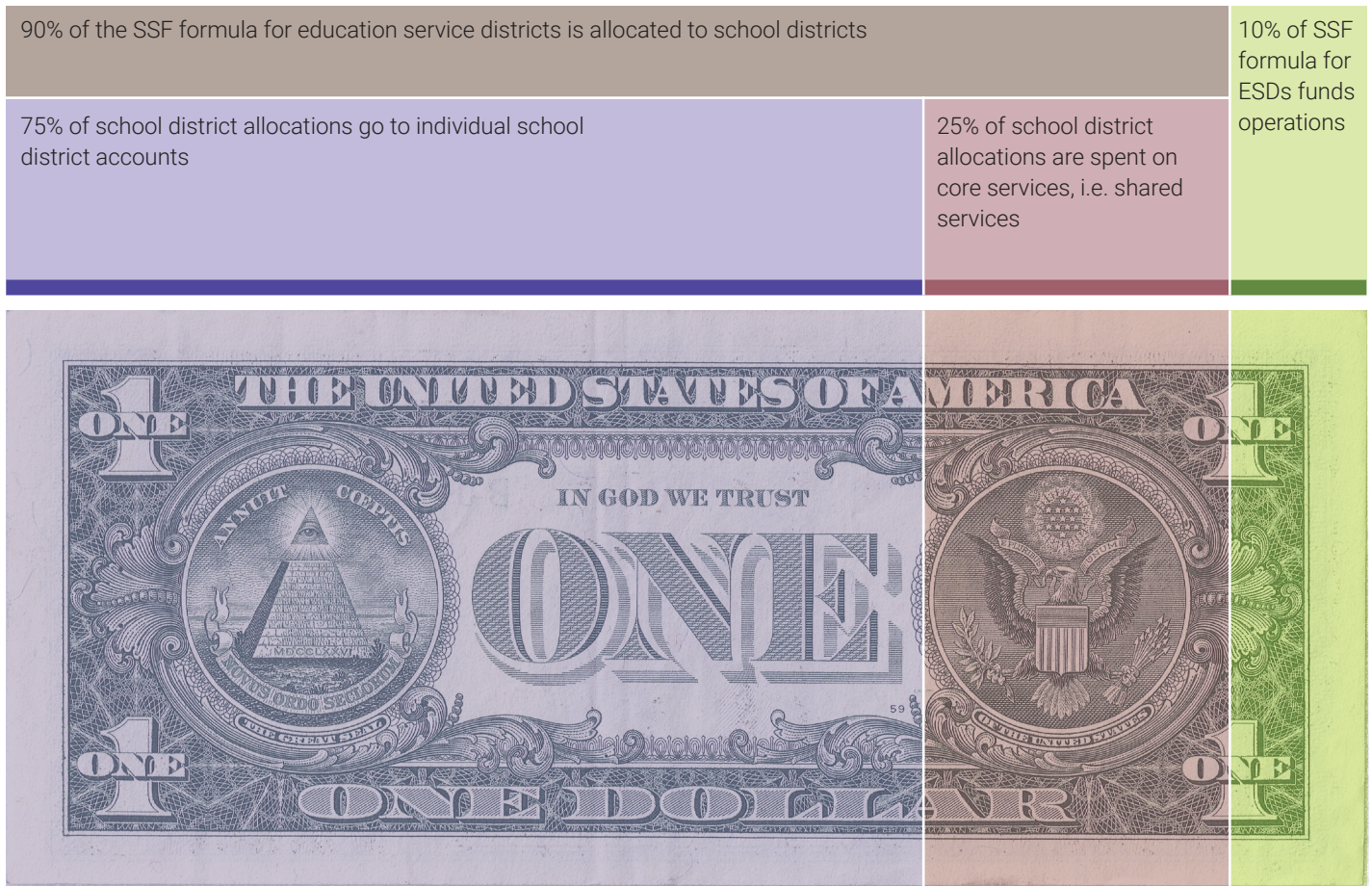
The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRES D operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.





Recent graduate Hannah Freauf is unequivocal about the positive impact Pacific Academy has had on her life. “This school was really a turning point for me,” she says. Hannah volunteered to participate in the Care and Connection event held on Aug. 28. She met with students and answered their questions ahead of the first day of school. *Photo by Tracey Goldner.*

Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



County Allocations

Through core, each county subset of school districts receives flexible funding to support localized priorities agreed upon by the school district superintendents.

Emergency Closure Network

We provide districts with access to an emergency communication system for sharing emergency information, school delays and closures with their communities and the local media.

Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Supports; Instructional Coaching Network; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Help Desk

We provide an on-demand, generalized support resource for district technology staff.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.



Restraint & Seclusion Application Development

The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A preschooler participates in circle time during a Friends and Me Playgroup hosted by NWRESD's Beaverton Early Childhood Center. The playgroups give students who are neurodivergent -- meaning they have autism, attention-deficit/hyperactivity disorder or other related conditions -- the opportunity to participate in a school-like environment.
Photo by Tracey Goldner.

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, the Diverse Educator Pathways Program partners with school districts to develop diverse talent pools, recruit future teachers and specialists and convene teacher candidates in a networked community. Participating prospective educators agree to interview with their home district upon completion of their licensure program.

Executive Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Human Resources

Our human resources team supports districts with investigations and fact finding related to Title IX and other nondiscrimination-related complaints.

Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.





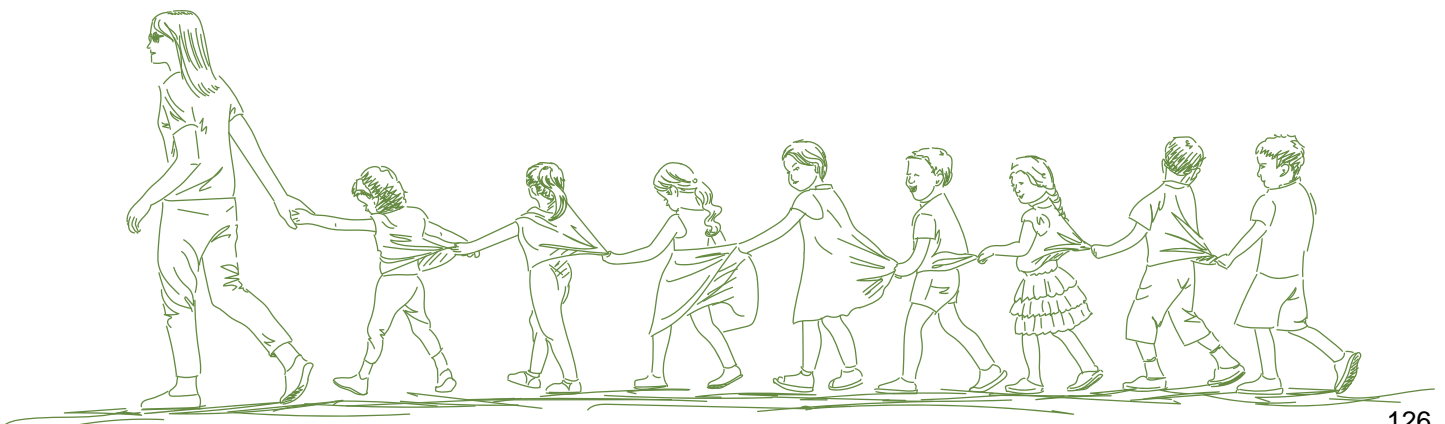
Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

EI/ECSE Transportation

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





Instruction

Attendance Services

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections. As a last resort, we also provide reconnection referrals by our attendance advisers. Our advisers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen relationships between families and schools.

Career and College Readiness: Software and Coaching

Our team provides educators with professional learning communities, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events such as Junior Achievement BizTown and Finance Park. We also provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

Cascade Education Corps

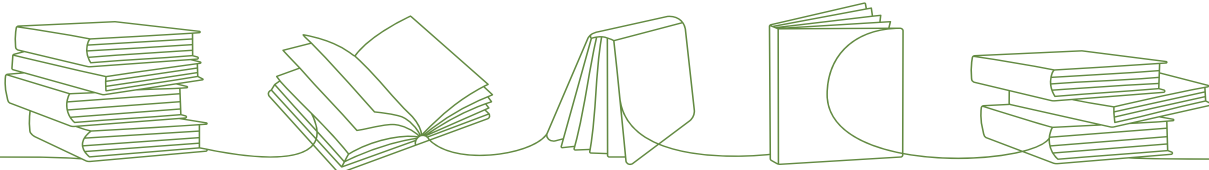
Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Grant Management

Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

Junior Achievement: Biztown and Finance Park

Our career and college readiness team is partnering with Junior Achievement to open a new facility in 2023-24 in Hillsboro. Districts can participate in Biztown and/or Finance Park. Biztown provides fifth grade teachers with a civics curriculum and gives students the opportunity to run a pretend local town for a day. Finance Park provides high school teachers with a financial literacy curriculum and helps students understand budgeting based on a randomly assigned





lifestyle scenario. Educators receive digital and paper curriculum for 12 lessons, a field trip to the Junior Achievement facility in Hillsboro and one debrief lesson.

historically underserved students, including students of color and first-generation college goers.

Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

Re-engagement Services

We employ a team of attendance advisers to work with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school. Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.

Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

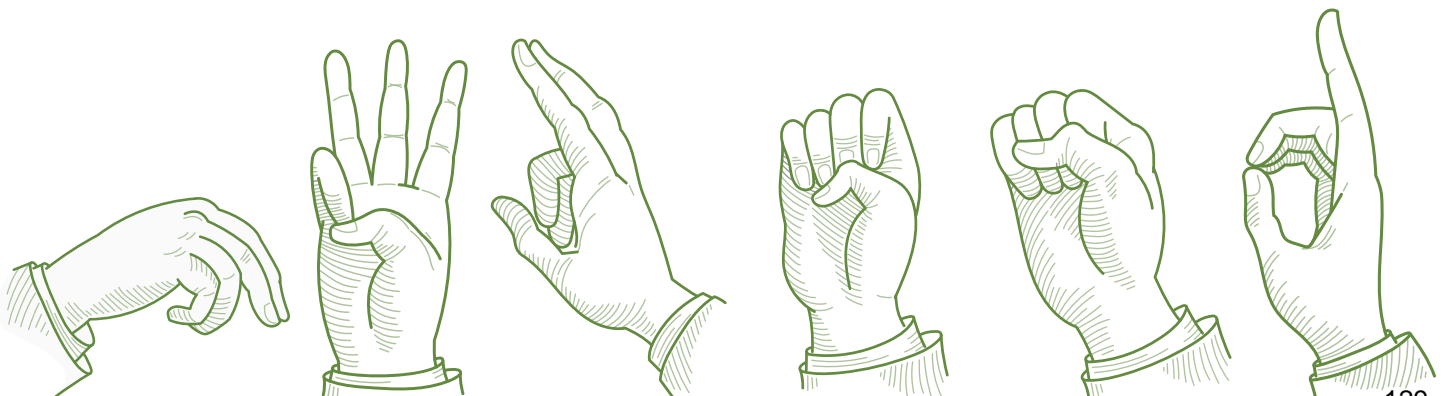
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special





education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

The Cascade/Pacific Intensive classroom functions as a self-contained program within Cascade and Pacific academies. The program serves students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia K-8

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content standards. Students and staff participate in equity training to increase educational opportunities and

prepare students for success in their home schools and communities.

Deaf and Hard-of-Hearing Classrooms

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard of Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

Educational/Instructional Assistants

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students, providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.



FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts.

Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners — occupational therapists and occupational therapy assistants — provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate



in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Regional Equipment Center

The Regional Equipment center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or deaf or hard of hearing. Equipment center staff consult with therapists to determine students' equipment needs.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Social Emotional Learning Schools

We operate four specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center and Pacific Academy. School districts or county mental health programs recommend student placements.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the

full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

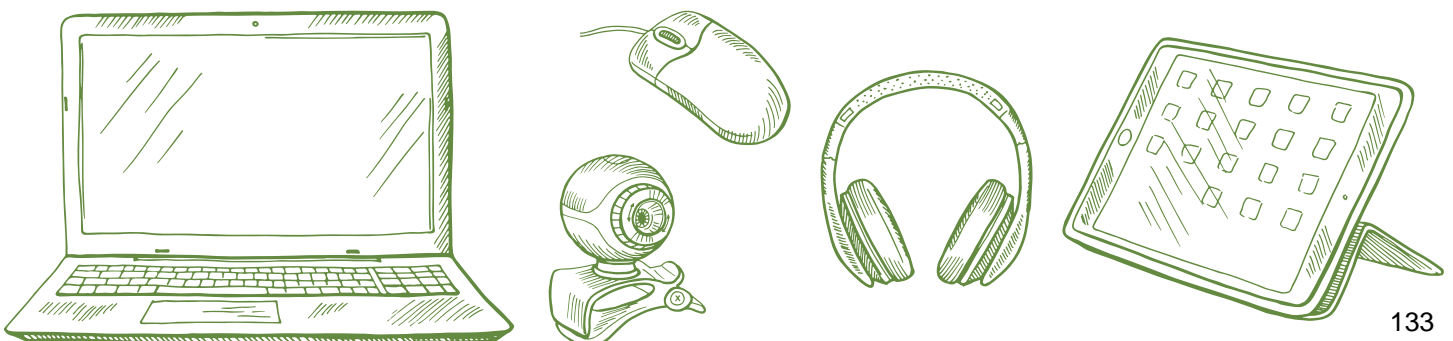
rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Level Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.





Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

ORSpEd

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all

school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.



From left: Lori Cohen, an instructional coaching expert, and Samya Matouk, NWRESD instructional coach, present about the importance of celebrating successes even when things seem hard at the year-end Instructional Coaching Network event. More than 70 instructional coaches gathered at NWRESD's Washington Service Center for a day of training and collaboration. *Photo by Tracey Goldner.*

Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESA's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

Communications (Technical Assistance)

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

Community Engagement and Family Partnerships (Technical Assistance)

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners. Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

Early Literacy Network

Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, higher graduation rates and enhanced productivity in adult life. Our early literacy supports are co-designed with the instructional leaders in the region and are rooted in research-based practices. Participants have access to professional development within three strands of content: science of reading, science of teaching and data-based decision making. Professional development is paired with in-district coaching opportunities from our team. During the 2023-24 school year, we are supporting LETRS certification (science of reading) for 40 educators and 50 administrators in the region. We are also supporting our districts with their Oregon Department of Education Early Literacy Success Grants and the subsequent goal setting and implementation. Our team believes that being a skilled reader is a civil right and our work is done through an equity lens. We are intentional and collaborative as we design and adjust our programs with and for our region's students, families and districts.

Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts



implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.

Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation (Technical Assistance)

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Research, Assessment and Evaluation (Technical Assistance)

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (ARO) from these new state funds.

School Culture and Climate

Our school culture and climate team supports districts with school culture and climate goals through a multi-tiered systems of support (MTSS) lens. We help districts strengthen their instruction holistically (e.g., positive behavioral interventions and supports (PBIS), MTSS, school culture and climate) and/or focus on improving certain components (e.g., addressing student behaviors, fostering a welcoming and inclusive environment). The team has experience in mental,

social, and behavioral health; PBIS and MTSS systems; classroom social-emotional learning instruction; and safety and prevention. We take a user-centered approach to helping schools and districts meet their goals, which means we customize our services based on what the school or district needs.

Small/Rural Grant Support (Technical Assistance)

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.



Appendix



Northwest Regional Outdoor Science School Program Leader “Astro” takes a group of students on a hike to Barview Jetty to learn how the jetty affects the ecosystem at Camp Magruder. NWRES’s outdoor school program provides fifth and sixth graders the opportunity to learn in the great outdoors for four days and three nights. Students immerse themselves in hands-on lessons with their peers, our educators, student leaders and educators from their schools. More than 10,000 students participated in 2022. *Photo by Peter O-Brien-Dunn.*

Resolution Authorizing NWRESD Local Service Plan for 2024-25

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2024-25 school year.

ADOPTED this _____ day of _____ 2024.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2024 to:

Valerie White
vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon, 97124



A preschooler enjoys playground time at Tillamook Head Start. NWRESD's Early Learning Hub helps connect hundreds of families in Clatsop, Columbia and Tillamook counties to free preschool options in their communities. *Photo by Justin Grafton Studios.*

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



Attendance Services

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections. As a last resort, we also provide reconnection referrals by our attendance advisers. Our advisers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen relationships between families and schools.

Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

Cascade Alliance for Equity (CAFE)

CAFE is a collaboration with school districts in Washington, Columbia, Clatsop and Tillamook counties. The mission of the group is to learn from students so that we can improve the collective work of educators and community partners across the region. When the work is successful, educators will use culturally sustaining practices in the classroom so that all students have equitable opportunities and improved outcomes.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. [The courier schedule is posted to nwresd.org.](https://www.nwresd.org/courier-schedule)

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.



Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, the Diverse Educator Pathways Program partners with school districts to develop diverse talent pools, recruit future teachers and specialists and convene teacher candidates in a networked community. Participating prospective educators agree to interview with their home district upon completion of their licensure program.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated

to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners – educators, health care providers, community advocates, businesses and others – to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Grow Your Own

Our Grow Your Own program helps provide opportunities for students, paraeducators and community members who are interested in working in education, and others to pursue a teaching degree. The education workforce in Oregon is predominantly white and monolingual, but Oregon's students are culturally, linguistically and racially diverse. Our goal is to have a teaching workforce that reflects the diversity of our communities. Our team partners with local community colleges and universities to create opportunities for more people to become educators. We take a responsive approach to this program and will adjust it as the needs of our communities change.



Instructional Technology Professional Learning

NWRESA's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools. Opportunities are posted to nwresd.org on the technology page.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

Northwest Regional Outdoor Science School

Northwest Regional Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Northwest Parenting

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to use local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties.

Nursing Services

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESA to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

Oregon Response to Instruction & Intervention (ORTIi)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

Regional Equipment Center

The Regional Equipment center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or deaf or hard of hearing. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Inclusive Services

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive



Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies that work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning school safety, public education and health systems that is centered in equity, racial equity and access to mental health services. The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community. The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

Small/Rural District Grant Support

The Small/Rural Grant Support program offers support for noncompetitive Oregon Department of Education grants and includes grant writing, application and reporting activities. Qualifying districts are those with less than 2,000 ADMw. This enrollment cap does not apply to other grant support requests such as competitive and one-time grants from other funders.

STEM (Science, Technology, Engineering, Math) Hub

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

2024-25 Estimates

Core Services

These estimates are based on a \$10.2 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 4% rollup.

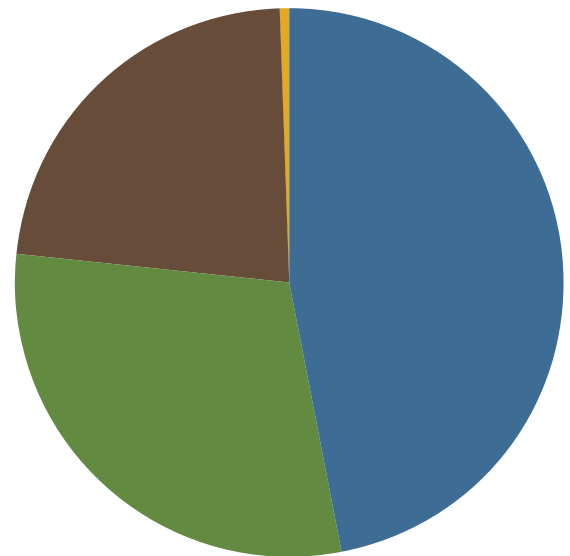
Core Services: \$5,425,601

- Technology: \$3,083,724
- County Allocations: \$2,264,461
- Instruction: \$1,482,859
- Miscellaneous: \$27,634

Beaverton and Hillsboro School Districts:

- Regional Innovations: \$920,765
- Professional Development: \$512,312

Total Core Services: \$6,858,678



County Allocations



Clatsop County

\$379,323



Columbia County

\$457,273



Tillamook County

\$314,562



Washington County

\$1,113,302



2024-25 Estimates

Service Credits

These estimates are based on a \$10.2 billion State School Fund.



Clatsop County

Total - \$2,125,801

- Astoria - \$726,666
- Jewell - \$96,998
- Knappa - \$228,705
- Seaside - \$649,509
- Warrenton Hammond - \$423,923



Columbia County

Total - \$2,936,799

- Clatskanie - \$320,309
- Rainier - \$340,020
- Scappoose - \$890,769
- St. Helens - \$1,115,156
- Vernonia - \$270,545



Tillamook County

Total - \$1,452,019

- Neah-Kah-Nie - \$325,053
- Nestucca Valley - \$258,769
- Tillamook - \$868,197



Washington County

Total - \$9,762,184

- Banks - \$450,182
- Forest Grove - \$2,471,104
- Gaston - \$227,849
- Sherwood - \$1,909,727
- Tigard-Tualatin - \$4,703,322

Total

\$16,276,803



Financial Summary Information

Service Credit Allocations

	ADMw 2023 Estimate	ADMw(e) 6/26/23 ODE estimate	ADM % to total	ADM % to total for service and core credits	2024-25 at \$10.2 B	2023-24 LSP allocations	2024-25 variance to 2023-24 LSP allocations
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Clatsop County School Districts

Astoria	2,072.02	2,115.39	1.81%	4.46%	\$702,175	\$652,056	\$50,119
Jewell	294.05	282.37	0.24%	0.60%	\$93,729	\$92,536	\$1,193
Knappa	634.93	665.78	0.57%	1.41%	\$220,997	\$199,810	\$21,187
Seaside	1,897.93	1,890.78	1.62%	3.99%	\$627,619	\$597,270	\$30,349
Warrenton-Hammond	1,230.89	1,234.08	1.06%	2.60%	\$409,636	\$387,356	\$22,280

Columbia County School Districts

Clatskanie	956.46	932.45	0.80%	1.97%	\$309,514	\$300,994	\$8,520
Rainier	1,064.59	989.83	0.85%	2.09%	\$328,561	\$335,022	\$6,461
Scappoose	2,538.68	2,593.11	2.22%	5.47%	\$860,747	\$798,911	\$61,836
St. Helens	3,242.72	3,246.32	2.78%	6.85%	\$1,077,572	\$1,020,470	\$57,102
Vernonia	780.22	787.58	0.67%	1.66%	\$261,426	\$245,532	\$15,894

Tillamook County School Districts

Neah-Kah-Nie	919.54	946.26	0.81%	2.00%	\$314,098	\$289,375	\$24,723
Nestucca Valley	712.38	753.30	0.65%	1.59%	\$250,048	\$224,183	\$25,865
Tillamook	2,547.71	2,527.40	2.17%	5.33%	\$838,936	\$801,753	\$37,183

Washington County School Districts


Banks	1,185.90	1,310.52	1.12%	2.77%	\$435,009	\$373,198	\$61,811
Beaverton		45,967.69	39.38%				
Forest Grove	7,220.61	7,193.61	6.16%	15.18%	\$2,387,821	\$2,272,294	\$115,527
Gaston	665.74	663.29	0.57%	1.40%	\$220,170	\$209,505	\$10,665
Hillsboro		23,374.35	20.03%				
Sherwood	5,540.12	5,559.39	4.76%	11.73%	\$1,845,364	\$1,743,452	\$101,912
Tigard-Tualatin	13,976.92	13,691.80	11.73%	28.90%	\$4,544,806	\$4,398,476	\$146,330


Beaverton School District Profile



 **SUPERINTENDENT**
Dr. Gustavo Balderas

 **STUDENTS**
38,000+

 **TEACHERS**
2,164

 **SCHOOLS**
34 elementary schools • 9 middle schools • 6 high schools • 5 option schools • 19 option programs • 2 charter schools

Service Highlights

Through the local service plan and grant-funded services, NWRESA partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Beaverton schools.

Early Learning



- 757 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Oct. 2023)
- 1,064 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2022 to June 2023)

Instructional Services



\$5,201,786 awarded in the 2022-23 school year through a combination of regional and district-specific competitive grants and state contracts.



2,178 6th graders attended Outdoor Science School and 505 high school student leaders from Beaverton supported (2022-23).

PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Attendance Services
- Career and College Readiness
- Early Literacy Supports
- Integrated Guidance Supports
- Northwest Regional Educator Network
- Northwest Regional Outdoor Science School
- School Safety and Prevention System
- Willamette Promise

K-12 Special Education

75

students attended one of our four social emotional learning schools and the Groner Deaf/Hard of Hearing program (2022-23).

13

staff staff support the district in specialty areas that include American Sign Language (ASL), audiology, deaf/hard of hearing teachers, teachers of the visual impaired, and hearing and vision services (as of fall 2023).

Technology

SERVICE USAGE:

- Follett Destiny Library and Resource Manager
- Forecast 5
- Home School Application
- Learning360
- Network Services
- ORSpEd Application
- STARS
- Synergy Student Information System: Parent Vue & Student Vue
- Technology Support Cooperative

Story time!



At the beginning of the 2022-23 school year, Northwest Regional Education Service District launched a new playgroup at its early childhood centers in Washington County. Most of the children receiving services are considered neurodivergent, meaning they have autism, attention deficit hyperactivity disorder or other related conditions.

"I really think kids learn better from their peers than they do from adults," said Mallory Berry, a Friends and Me early childhood education specialist at the Beaverton Early Childhood Center. "Our job as teachers is to facilitate a fun and safe learning environment where all children have the opportunity to learn and grow."

Read the full story: [Northwest Regional ESD Pilots Friends and Me Playgroup for Preschoolers.](#)



(503) 614-1428



NWRESD.ORG



COMMUNICATIONS@NWRESD.K12.OR.US



2024-25 Local Service Plan

A framework for our partnership with school districts in Clatsop, Columbia, Tillamook and Washington counties



2024-2025 Local Service Plan

Timeline

November 2-3, 2023: Regional Superintendents Retreat in Pacific City, Oregon

-Regional Superintendents vote to approve 2024-25 Local Service Plan.

December 12, 2023: NWRESD Board of Directors Meeting

-NWRESD Board votes to approve 2024-25 Local Service Plan.

January 1 - March 1, 2024: Component District Board Meetings

-Component district boards vote to approve 2024-25 Local Service Plan.



2024-25 Local Service Plan

A framework for our partnership with school districts in Clatsop, Columbia, Tillamook and Washington counties

Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



Navigating the Local Service Plan Document



- P. 9 - List of core services
- P. 12 - List of menu services
- P. 23 - SSA technical assist. plan
- P. 27 - Board resolution/action
- P. 28 - Grant and value-add services
- P. 33 - LSP financial summary
- P. 36 - Summary of current services your district is participating in

Ways We're Working Together to Support Beaverton Kids (Page 36)



- **Administration:** \$5,201,786 in regional and district-specific competitive grants and state contracts
- **Early Learning:** 1,064 EI/ECSE evals, 757 EI/ECSE enrollment, early literacy support, etc.
- **Instruction:** integrated guidance support, Outdoor Science School, Willamette Promise, etc.
- **Special education:** 75 students attended social emotional learning schools and the Groner Deaf/Hard of Hearing program and 13 specialists support the district with hearing and vision services
- **Technology:** network support, Synergy student information system, etc.



About the 2024-25 Local Service Plan

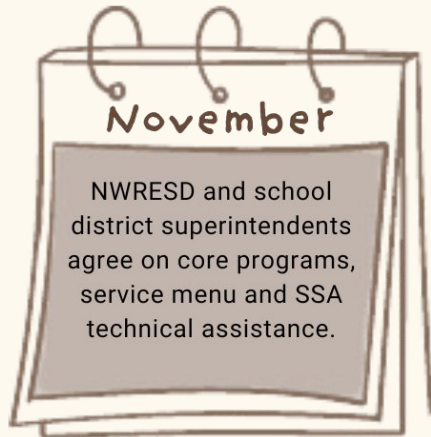
90% of the SSF formula for education service districts is allocated to school districts

10% of SSF formula for ESDs funds operations

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services, i.e. shared services





November

NWRESD and school district superintendents agree on core programs, service menu and SSA technical assistance.



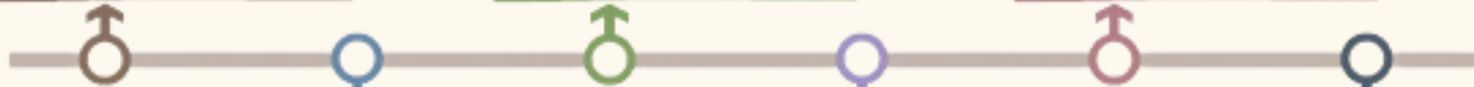
January

NWRESD distributes local service plan and resolution to component districts for their boards to approve.



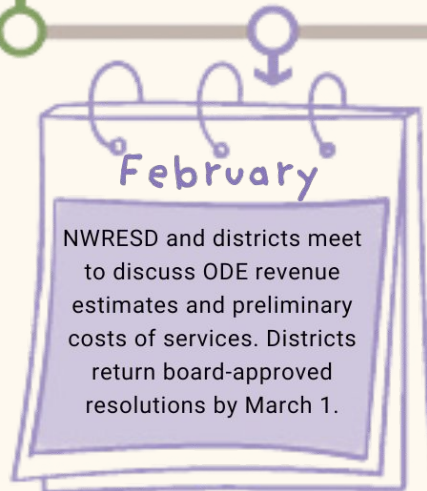
March

If approved by two thirds of the school district boards, representing at least 50% of the region's student population, LSP online opens for service selections.



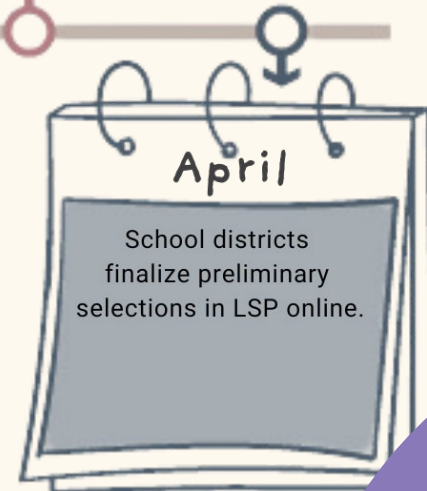
December

NWRESD board adopts local service plan services for 2023-24.



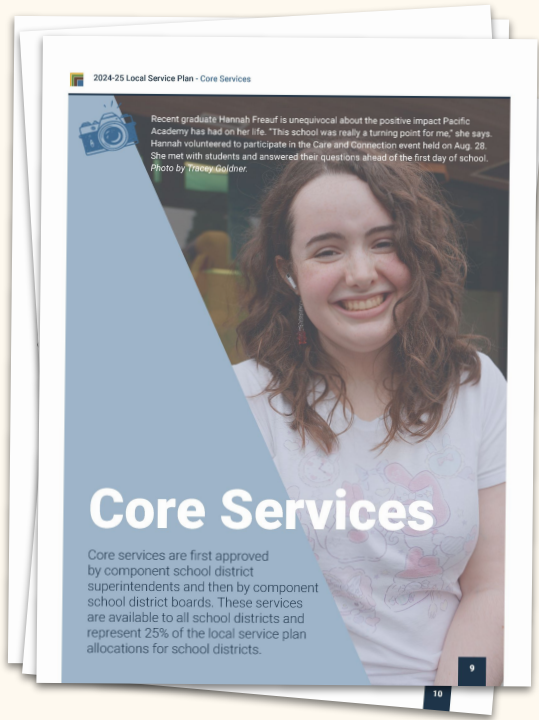
February

NWRESD and districts meet to discuss ODE revenue estimates and preliminary costs of services. Districts return board-approved resolutions by March 1.



April

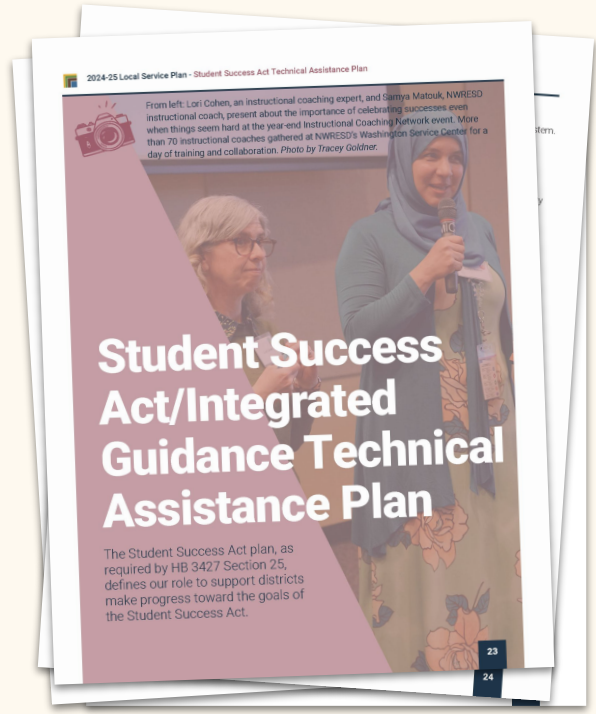
School districts finalize preliminary selections in LSP online.



P. 9



P. 12



P. 23

2024-25 Estimates

Core Services

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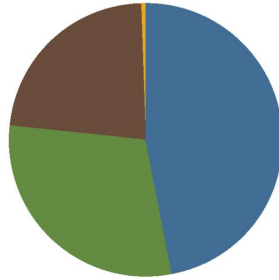
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Total
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160

Core Services (P. 9)

- County Allocations
- Grant Management
- Regional Innovations and Professional Learning
- Cybersecurity Services
- Forecast 5
- Help Desk
- Library Services (*Follett Destiny Library, Resource Manager and Textbook*)
- Network Security Services
- Network Management
- Restraint & Seclusion Application Development
- Technical Engineering Cooperative
- Emergency Closure Network
- Homeschool Registration Services



Service Menu (P. 13)

Administration (P. 13)

- Communications
- Diverse Educator Pathways
- Executive Leadership Coaching
- Fiscal Services
- Human Resources
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation

Early Learning (P. 14)

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations
- EI/ECSE Transportation

Instruction (P. 15)

- Attendance Services
- Career and College Readiness: Software and Coaching
- Cascade Education Corps
- Grant Management
- Junior Achievement: Biztown and Finance Park
- Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation
- Oregon Virtual Education (ORVED)
- Re-engagement Services
- Willamette Promise



Service Menu (P. 13)

K-12 Special Education (P. 17)

- Audiology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Cascade Academy
- Cascade/Pacific Intensive Classroom
- Columbia K-8
- Deaf and Hard-of-Hearing Classrooms
- Deaf and Hard of Hearing Services
- Educational/Instructional Assistants
- FM Rentals
- Learning Specialists
- Levi Anderson Learning Center
- Nursing Services
- Occupational Therapy (OT) Services
- Pacific Academy
- Physical Therapy (PT) Services
- Regional Equipment Center
- School Psychology Services
- Social Emotional Learning Schools
- Speech-Language Pathology Services
- Youth Transition Program (YTP)



Service Menu (P. 13)

Technology (P. 21)

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Level Technology Purchasing
- Help Desk
- Learning360 Streaming Video
- Oregon Data Suite
- ORSpEd
- Public School Works
- Restraint and Seclusion
- School ERP Pro (*formerly Infinite Visions*)
- Synergy Student Information System
- Technical Engineering Cooperative



Student Success Act Technical Assistance Plan (P. 24)

- 9th Grade Success Network
- Attendance Collaboratives and Professional Learning
- Communications (Technical Assistance)
- Community Engagement and Family Partnerships (Technical Assistance)
- Early Literacy Network
- Instructional Coaching Network
- Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation (Technical Assistance)
- Research, Assessment and Evaluation (Technical Assistance)
- School Culture and Climate
- Small/Rural Grant Support (Technical Assistance)





Thank you! Questions?

Proposed Motion:

*I move to approve Resolution #____
approving the 2024-25 NWRES D
Local Service Plan, as presented.*

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES CB, CPA, LBE****BACKGROUND**

Revisions are recommended to update school board policies CB, CPA and LBE. 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

CB – Superintendent

Language added per model policy reflects new provisions in state law for how a board engages with and directs the superintendent, specifying that a board may not direct a superintendent to take actions that conflict with a local, state or federal law.

CPA – Layoff and Recall for Administrators

Revisions are recommended to better align this policy with current law and model policy.

LBE – Public Charter Schools

Language added per model policy reflects state law specifying that public charter schools will be located and operated within the sponsoring district except where authorized by law.

RECOMMENDATION

The proposed revisions to these policies are presented for initial consideration and will come before the board for approval at its next meeting:

- Revisions to board policy CB
- Revisions to board policy CPA
- Revisions to board policy LBE

Belong. Believe. Achieve.

Superintendent

The superintendent¹ is the district's chief executive officer and has, under the board's direction, general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the board's policies and is accountable to the board for that management. [The board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.](#)

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by board policies or by vote of the board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)

[ORS 332.515](#)

[OAR 581-022-2405](#)

[OAR 584-005-0005\(51\)](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ [The term "superintendent" includes an interim superintendent.](#)

² ["Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.](#)

³ [Also includes taking any action that conflicts with law that applies to education service districts.](#)

Layoff/ and Recall for Administrators ~~Licensed Administrative Personnel~~

This policy is applicable to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934¹.

~~The Board retains the right to determine when a layoff is necessary.~~ Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The district will retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators the district will consult with the employees or a designated representative of the employees covered by this policy.

Administrative regulations shall be developed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

¹ [Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.](#)

Public Charter Schools**

Public charter schools may be established as a new public school, or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law and includes other information required by the district in the application process. [The public charter school will be located and operated within the sponsoring district except where authorized by law.](#)

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for board approval, a public charter school proposal must meet the requirements of Oregon law, board policy and regulation. Upon request of the board, the public charter school applicant must furnish in a timely manner any other information the board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal or renewal.

The district will determine if it has any vacant or unused buildings and make a list of such buildings. Buildings may be leased to a public charter school, subject to board approval and board policy.

Public charter school students shall not be permitted to participate in district curricular programs.¹

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

Virtual Public Charter School Enrollment

The district will monthly calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

If enrollment in a virtual charter school is not approved, the district will send a notice of disapproval to the parent of the student who has sent to the district a notice of intent to enroll in a virtual public charter school within 14 calendar days of receipt of the notice of intent to enroll.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review and appeal procedures and program evaluation, renewal, and termination.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

¹ Unless allowed by Oregon law related to OSAA-sanctioned activity participation.

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.450](#)

[ORS 339.460](#)

[OAR 581-026-0005 to -0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 ([2018](#)).

[Senate Bill 767 \(2023\)](#)