



Beaverton School Board Business Meeting

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, February 20, 2024 7:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

| | |
|--|----------|
| I. OPEN MEETING | |
| A. Call to Order | |
| B. Attendance | |
| C. Land Acknowledgment | |
| D. Agenda Review | |
| II. RECOGNITIONS | 3 |
| A. Stoller MS Acapella Choir | |
| B. ORABSE Black Excellence Award | |
| III. SUPERINTENDENT'S REPORT | |
| A. Comments by the Superintendent | |
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| V. ITEMS FOR INFORMATION | |
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| B. Board Policy Revisions Approval | 95 |
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| b. CPA Layoff & Recall of Administrators | 97 |
| c. LBE Public Charter Schools | 98 |
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| B. Board Policy Revisions | 114 |
| a. GBNA Hazing, Harassment, Intimidation, Bullying - Staff | 115 |
| b. IL Assessment Program | 117 |
| IX. BOARD COMMUNICATION | |
| A. Comments by Individual Board Members | |
| X. CLOSE MEETING | |
| A. Closing Comments | |
| B. Adjourn | |



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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**SUMMARY**

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

BACKGROUND**ORABSE Black Excellence Award**

Mountainside High School Principal Natalie Labossiere has been awarded the [Black Excellence Award](#) by the Oregon Alliance of Black School Educators. ORABSE recognized Ms. Labossiere at its annual Black & Fabulous Gala in January, noting that her favorite quote, “Is it best for kids?” is evidence of her commitment to the children and families in her care.

Ms. Labossiere is a former city planner who has found her niche as an educational leader and is pursuing a doctorate in educational leadership. She has been a high school history teacher, teacher on special assignment, assistant principal and principal in the Beaverton, North Clackamas, and Lake Oswego school districts. ORABSE noted that Ms. Labossiere’s presentations at local and national conferences and her contributions in journals, books, papers “reflect her deep and abiding desire for all of us to rethink how we teach and demonstrate to children that they are the jewels that we tell them they are.”

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School Board Comments

February 20, 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.

The first thing I want to talk about is bargaining. We had our first session last Thursday, and I'm glad we've gotten started. While you are looking over our initial proposals I want to remind you that educators' working conditions are our students' learning conditions, and the contract is our legal avenue to maintain and improve those conditions. We are excited to work toward agreements that truly serve the best interests of our students and educators. When our members get the necessary plan time to prepare the best lessons for their students, when our members get fair and competitive compensation, when our members have a limit to the number of students that they are providing meaningful feedback to...we can ensure equitable and intentional learning experiences for all Beaverton students. That's what we deserve. That's what our students deserve.

I see that the Board has a retreat later this week and I noted on the agenda for that meeting that you will be discussing student conduct and discipline data. I appreciate that the board is digging into this data, and I hope that you will have thoughtful discussions around it. In looking through the report, I can't help but notice that there are counts of disciplinary data from first semester of this year that show lower instances of many types of student conduct than in the first semester of 2018-19. I'm concerned because the many many stories that I've heard from members around the district paint a very different picture. We are seeing students' unmet needs manifest in unprecedented ways in every level, and I'm wondering why that is not borne out in this report. I'm hopeful that the board will dig into the veracity of this data with District administrators. We need to be clear-eyed about the challenges our schools, students, and staff are facing so that we can rise to meet those challenges in new and creative ways. We can't serve our students if we aren't willing to tell the truth about their experiences.

I also wanted to take a moment this evening to talk about the Dual Language programs in Beaverton. The expansion of these dual language programs taught by union educators brings valuable skills and perspectives to our students in a rapidly changing world. We are excited to see the legacy of these programs in our District. I also hope that as the expansion no doubt continues in Beaverton, that there is more intentional communication and involvement of our staff and communities in the selection of and implementation in schools.

And finally, I want to acknowledge that our union colleagues who work in the Northwest Regional Education Service District are still in mediation for their bargain with the Northwest Regional ESD administration. I want to express our solidarity with our union siblings and demand that the Northwest Regional Board come to a swift and fair settlement with these invaluable educators.

Thank you for your time this evening.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, February 16, through 12 p.m. on Tuesday, February 20, 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: |
|------------|-----------|----------------------|---|
| Nathan | Allan | Staff Member | <p>At the upcoming meeting on the 20th, the Board will be hearing from BSD Library Media Assistants, who have submitted a position review to the district. As someone who works closely with LMAs at two elementary schools, I can vouch for the fact that LMAs are dedicated employees whose essential work enriches the student experience.</p> <p>Their job title and compensation far undervalues the responsibility they are given and the quality of work they do. They are not assistants in any sense of the word; the reality is that in addition to autonomously managing the library circulation they must develop and deliver curriculum and manage a classroom as well - no easy task, since in many schools, such as the ones I work in, the design of the building is such that the library is inherently subject to more disruption and noise than general ed classrooms are.</p> <p>I hope the board comes to the understanding that LMAs deserve better recognition and compensation from BSD for their outstanding work.</p> |
| Jenny | Miller | Staff Member | <p>I support BSD Library Coordinators! I grew up in BSD, had kids here, and have taught in BSD for 24 years. As an avid reader, an ELD teacher, and a supporter of school and public libraries, I know the importance of having a strong, positive teaching presence in an elementary school library. Our library coordinator, Erin Osborne is the shining example of how having a dedicated, talented, passionate, motivating and engaging teacher in the library can inspire all students to be life-long readers & researchers. Erin has never been and never will be an assistant. She does the work of a certified specialist, but gets paid less than a school</p> |

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| | | | bus driver. An outstanding teacher who designs her own culturally-relevant units, leads classes in dynamic discussions to explore these important topics, uses SEL-based strategies to teach and manage groups of up to 30+ students in addition to checking-out and maintaining the library, she and all LCs deserve to be paid commensurate to the work they do! |
| Hena | Gandhi | Staff Member | I cannot emphasize enough the crucial work that our dedicated Beaverton Library staff does for the success of our students. They put in many hours of hard work, proving a nurturing environment for students to help boost the literacy rates and so much more. I BELIEVE our district to make our library staff BELONG, so students can ACHIEVE their goals and strive better with the help and support of our Wonderful Library Staff! Please Help Support Our Library Staff!!! Thank you! |
| Jessie | T | Staff Member | I am writing in support of the librarians in our schools, especially elementary schools. Although officially titled "Library Media Assistants" they do not do the work of an assistant but rather teach library specials independent of the classroom teacher, assist teachers and staff in finding appropriate books for students of all levels and experiences, manage an entire library, and, perhaps most importantly, connect students with the special books that spark a lifetime of literacy and learning. Despite the essential jobs they do every day, LMAs are some of the lowest paid employees in our schools, making less than paras and school bus drivers. I urge the board and our entire community to support the LMAs as they ask for a position review and raise this spring. Please give these amazing professionals the respect and compensation they deserve! |
| Keeley | Rios | Staff Member | Board members and Superintendent Balderas, Thank you for your support for all of BSD's classified employees. As you may know, the Library Media Assistants have asked to be reclassified into two separate positions, Library Coordinator I and Library Coordinator II. Elementary LMAs do the work of two previous employees independently. LMAs are on a pay scale that is below others who provide instruction support yet have more responsibilities. At Oak Hills Elementary our LMA plays a key role in education outcomes and literacy for our students. LMAs deserve reclassification, especially the elementary LMAs, and deserve compensation that reflects the responsibility of the role, their direct role in supporting students, staff and curriculum goals, and their contributions to growing lifelong learners. Sincerely, Keeley Rios |
| Dawn | Powers | Staff Member | Greetings Board members and Superintendent Balderas, My name is Dawn Marie Powers and I am the OAIV at Oak Hills Elementary School. Library Media Assistants should be reclassified into two separate positions, Library Coordinator I and Library Coordinator II. LMAs are on a pay scale that is below others who provide instruction support yet have |

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| | | | <p>more responsibilities. Put bluntly, they make less than bus drivers yet do amazing things in the library classroom teaching students to love reading! At Oak Hills Elementary our LMA plays a key role in education outcomes and literacy for our students. LMAs deserve reclassification, especially the elementary LMAs, and deserve compensation that reflects the responsibility of their direct role in supporting students, staff and curriculum goals, and their contributions to growing lifelong learners.</p> <p>I appreciate our LMA because I recognize that she teaches literacy and learning equity in a very richly diverse environment for helping student growth.</p> |
| Julie | Barr | Staff Member | <p>Our librarian at Nancy Ryles is so much more than someone who manages the library. Erin gives the students' presentations that are professional and informative on a variety of topics. She encourages equity with her displays and posters in the library. She is extremely professional but approachable and has created a welcoming environment while managing the book check out . I am currently working with her to sort through hundreds of books in our book room. Some older titles will be given away to students who don't have books at home while others must be removed from the Nancy Ryles data base and surplussed. Not a small task for someone so busy teaching students during a large portion of her day. She is truly an invaluable member of our Nancy Ryles family. Please consider the LMA's request for an updated contract-they deserve it!</p> |
| Michael | Lambert | Staff Member | <p>I am a Beaverton School District Staff member at Sato Elementary and I am writing to share how essential our Library Specialist is for our school and how they are not adequately represented for the work they do. Not only is our LS an integral part of supporting reading and literacy growth for our students by continuing to increase their access to books, they help our students develop a love for reading by connecting with each and every student in our school to learn about their interests and passions. Student connections to reading help sustain their interest in school and learning through their entire school career to graduation. At the elementary level, they are not only asked to maintain and run our library services, they are included in our specials rotations and provide engaging content around literacy and equity to every student in our school. They are not represented or compensated at the same level as other certified staff yet do as much work. They deserve better.</p> |
| Lexie | Barth | Staff Member | <p>Board members, I am writing to advocate for many of the critical positions within our schools, TIA, LMA, and ECCP professionals. These positions deserve the recognition and compensation they deserve for work they do on behalf of our students. Both TIA and LMA lead classes during Specials, assist classrooms with special projects, and nurture skills critical for life long learners. The ECCP (Early Childhood Care Provider) within our PreK classrooms are teachers within a specialized program. They address student behaviors, toileting, meals/feeding, support classroom teaching instruction and assessment, and ensure IFSPs are being followed. Their job description more closely aligns with a Para II yet they are compensated less than a Para I. Not only does this undermine the critical work they are doing, it also makes hiring qualified staff difficult. Please support our schools by supporting these educators.</p> |

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| Briana | Napoli | Staff Member | Our LMAs need a new title, more compensation, and more recognition. Our LMA at Nancy Ryles Elementary does so much for our students and our building. At any moment in time (when she isn't TEACHING a class (which is part of our specials rotation)) a student/staff member can pop into the library and ask Erin for a specific genre or recommendation and she knows exactly how to help them. I can't tell you the amount of times I've gone down to the library over the years and asked Erin to help me find a book for a 4th grader who's reading at a 2nd grade level and loves dogs. If she doesn't have something right away she'll look in the database and make sure that the child is excited about reading that book. Her passion for equity and equality in her life and her teaching are to be admired. She's an amazing teacher and resource to our building. It's about time everyone in her position is titled and paid accordingly. |
| Molly | Norris | Staff Member | I am a Pre-K teacher at Fir Grove and taught for 23 years. I am grateful for the district's commitment to a quality Pre-K; however, quality is only achieved by hiring highly qualified individuals. The salary scale for Early Childhood paras does not reflect that commitment to quality. There is high turn-over because their pay is less than para 1 or 2 educators, yet when I look at the job descriptions, the Para 2 duties are nearly identical to what Pre-K paras are expected to do. Our Pre-K paras are required to implement IFSP for more than 1/3 of my class, including students who are non-verbal, in diapers, and delayed in their development. They are required to learn new methods for articulation, sign language, AAC devices (used to help non-verbal students talk), and a myriad of behavior management techniques. If you cannot accurately define the job, you cannot price the job correctly. BSD states, "Our support staff are the backbone of our district," then let's pay them correctly. |
| R | Y | Staff Member | Our LMAs are an essential support for students and teachers in the schools, especially at the elementary level. We rely on them to teach specials, find resources to foster the love of reading and the education of the entire school, support parent groups, such as OBOB, and manage fundraisers in the form of Scholastic book fairs. When we need books in languages other than English or class sets of books, they are tasked with placing the orders in a complicated and nontransparent database. They are underpaid and deserve to be compensated for their hard work and love of the students. |
| Cristina | Chavez | Staff Member | <p>I am writing to thank our library staff who have created wonderful hubs of learning and belonging in every school in our district, despite being severely underpaid and carrying a title that makes absolutely no sense. "LMA" implies that they are an assistant. An assistant to whom? Easy. The entire school, the entire staff and community. We must, at minimum, compensate them fairly.</p> <p>Librarians play a crucial role in cultivating a safe space to connect with others and/or information. They do so much more than check in and check out books. They organize book fairs, host OBOB competitions, create art corners and engage with students who many not felt heard or like they fit in anywhere else. When I learned that our "LMA" may be the lowest paid person in our building, I was stunned. Every LMA I have worked with as a teacher and a parent has been incredibly knowledgable, nurturing and professional. Let's pay them what they are worth and title them appropriately they are our librarians.</p> |

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| Joann | Vazquez | Staff Member | I work with two LMAs at Hiteon and Vose Elementary. I fully support the the change in position name from Library Media Assistant to a Library Coordinator as the name is ten years old, and the elementary LMA is not an assistant to a librarian anymore, and works without a LITT at the Elementary level. The current LMA position should be divided into LCI (MS/HS school) and LCII (ES). LMAs at the elementary level do all of the work of the middle/high school library staff in addition to teaching specials. The LMAs also are expected to do supervision duties before, during, and at the end of the schools day. The current LMA position is very challenging, and very low pay. |
| Kristi | M | Staff Member | I am writing to show support for our Library Media Assistants. I have been a teacher in BSD since 2005 and have seen the evolution of this position. LMAs were once truly *assistants* to certified Library Media Specialists. However, now LMAs do *both* jobs, but have not received an adequate bump in pay for the increased workload. Library Media Assistants are VITAL in our elementary schools. They are not "assistants", they run the "heart" of our elementary schools-- the library. LMAs foster a love of learning and creativity. Our LMA provides important lessons on equity and inclusiveness and helps open minds as she directs students to books written by diverse authors. I hope the board will show support for our LMAs and consider changing their title and job description to more adequately align with the work they do. Thank you! |

ITEM FOR INFORMATION**TRANSPORTATION DEPARTMENT REPORT****SUMMARY**

The Transportation Department will provide information on current and future operations of transportation programming.

BACKGROUND

The Transportation Department report provides information on the 2024–25 bell schedule change, grants and partnerships including the EPA Clean School Bus Grant, electrification expansion, and staffing. It also includes information on project work over the next several months.

RECOMMENDATION

Staff will present information on transportation services. No action is needed.

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Transportation Department 2023–24 Annual Department Report

Our students are always our highest priority and to this point in the 2023–24 school year, we have been even more focused on student welfare. Aligning bell schedules to better meet rest and learning patterns, developing plans to serve dual-language students at all grade levels, and improving air quality and the transportation experience for all our students has taken much of the department’s time this year.

Bell Schedule Change

Scientific data overwhelmingly shows high school–age students learn better starting later in the morning and elementary students are more active and ready to learn at earlier times in the morning. Staff worked tirelessly over 10 months in 2022–23 to develop a workable transportation plan which would achieve these two primary requirements while expanding services for option schools, special education, career technical education, SUMMA, Rachel Carson, pre-kindergarten, after-school programs, and nearly 4,000 field trips each year. Staff used other large districts to form a basis of what was possible and enlisted the help of a respected consulting firm for its perspective and advice. The result is a schedule which will not only allow students to learn at times best suited for them but will expand access to several programs, enabling ride times to be reduced and ensuring arrival times to access breakfast service in cafeterias.

EPA Clean School Bus Grant

BSD was awarded the largest grant of any school district in the Pacific Northwest, nearly \$20 million, to replace 50 diesel buses with electric school buses. Staff spent several months during mid-2023 developing the data and application which resulted in the \$19,750,000 award. The grant will not only fund replacement of 50 buses but will also fund the purchase of a 2-megawatt storage battery, giving the district a hedge against power outages. A photovoltaic (PV) system will also be installed which will supply power directly to buses. Using the PV system in conjunction with stored battery energy during the day at peak pricing time will reduce operational costs significantly. Additionally, the battery will supply power to the grid when not in use by BSD, further reducing operational costs. BSD will be the first school district west of the Rocky Mountains to implement such a microgrid in its bus charging infrastructure.

Grants & Partnerships

Department staff have been very successful in researching and winning grants related to diesel bus replacement and electric bus implementation.

- BSD was awarded \$272,000 from PGE to purchase an electric bus, the fourth time the district has received this award. Staff has applied for a fifth PGE grant to replace three additional diesel buses.
- The department received a \$500,000 rebate from Oregon DEQ for the replacement of 10 diesel buses with electric buses.
- Staff is submitting documentation to receive \$880,000 in rebates from the IRS for the purchase of 22 electric school buses.
- BSD received an award from Oregon DEQ for over \$169,000 towards the purchase of 23 chargers for the microgrid program.

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- The department completed its first Fleet Partner Agreement with PGE with the installation of 23 electric chargers at the Transportation Support Center (TSC) at no cost. This agreement was valued at over \$474,000 and BSD incurred no costs. Staff are in the process of finalizing a second partnership with PGE to install 32 additional charging stations at TSC along with the storage battery and PV system.
- Staff negotiated with PGE to perform a pilot project in the second agreement whereby PGE will assume the role of general contractor and design and manage the implementation of the microgrid. This marks the first time PGE has taken on this type of role and could lead to a new revenue stream for the utility in future projects.
- Staff applied to the Clean School Bus Rebate Program offered by the EPA to replace 25 diesel buses valued at over \$8.5 million. Award announcements are expected in early April 2024.

Electrification Expansion

Electrification of vehicles has not been limited only to school buses.

- The department installed six automobile electric chargers at TSC along with a large mobile charger located in the TSC repair shop. Electricity used in these chargers will generate credits with the Oregon Clean Fuels Program which will be sold to offset charging costs.
- Staff have replaced two model year 2000 district vehicle autos with two 2023 Subaru Solterra electric SUVs. These purchases qualify for a rebate of \$20,000 each from SB 1142 funds from the state.
- Replacement of four additional district vehicles is scheduled to take place over the next two fiscal years.

Staffing

The 24% wage increase for bus drivers implemented in the 2022 OSEA bargaining agreement has allowed the department to achieve record staffing levels. The 2022–23 year saw the department add a record 70 new bus drivers. The trend has continued this year with 28 drivers added through February 2. Three years ago, the department began the year with over 20 bus routes unfilled. This year began with 8 unfilled routes and all routes have been fully staffed since November. The additional drivers have enabled the spare driver positions to finally fill to a level which allows sufficient coverage for normal absences (e.g. illness, personal leave, etc.) without having to deploy personnel from non-driving positions for coverage. This has allowed the department to dive deep and streamline daily routing and dispatching operations, ensure complete safety personnel coverage, and expand the training team enabling them to perform regular coaching and instruction to current drivers, in addition to trainees. Most importantly, the staffing levels have allowed our routers to run several scenarios of the upcoming bell change which has allowed staff to prepare a well-developed plan to supply services to schools and programs for the 2024–25 year.

Looking Forward

The remainder of the year will be spent finalizing the EPA agreement and placing orders for new electric school buses, continuing to hire drivers in preparation for the 2024–25 bell schedule implementation, continuing to seek funding opportunities for electrification of vehicles of all types, and begin planning and design of a new repair facility at the Allen Blvd. complex with the goal of unifying both 5th Street locations into one facility located at Allen Blvd.

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 January 31, 2024:

- 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 January 31, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund
- Quarterly grant summary

NOTES:

- **General Fund Activity and Forecast**
 - No change to the forecast
- **Budget Listening and Learning Video**
 - Video presenting the district’s current financial position and projection was released in early February. We will also ask for input from students, community and staff regarding budget priorities through a survey that will be open until March 4, 2024.
- **State of Oregon Economic and Revenue Forecast**
 - Revenue outlook remains stable
 - More resources as books are closed on 2021–2023 biennium
 - Reserves expected to reach \$4.5 billion at the end of the 2023–2025 biennium (17.6%)

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 January 31, 2024
(\$ 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 | 207.8 | - | 207.8 | 311.9 |
| Property Taxes | 167.5 | 167.5 | 161.0 | - | 161.0 | 168.0 |
| Common School Fund | 5.4 | 5.4 | - | - | - | 5.2 |
| County School Fund | 1.0 | 1.0 | 0.4 | - | 0.4 | 1.0 |
| Local Option Levy | 40.5 | 40.5 | 39.6 | - | 39.6 | 41.5 |
| Investment Earnings | 4.0 | 4.0 | - | - | - | 8.0 |
| NWRESD Appointment | 11.1 | 11.1 | 8.2 | - | 8.2 | 14.0 |
| Other | 7.3 | 7.3 | 2.0 | - | 2.0 | 10.2 |
| Total | \$ 666.3 | \$ 666.3 | \$ 557.7 | \$ - | \$ 557.7 | \$ 698.5 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 304.5 | \$ 304.5 | \$ 151.0 | \$ - | \$ 151.0 | \$ 304.0 |
| Benefits | 181.2 | 181.2 | 89.3 | - | 89.3 | 181.0 |
| Purchased services | 37.5 | 37.5 | 18.7 | 6.2 | 24.9 | 37.5 |
| Supplies & materials | 16.7 | 16.7 | 7.2 | 2.3 | 9.5 | 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 | \$ 275.5 | \$ 8.9 | \$ 284.4 | \$ 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 | \$ 161.6 | \$ 3.6 | \$ 165.2 | \$ 334.6 |
| Support Services | 205.3 | 205.3 | 105.8 | 5.1 | 110.9 | 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 | \$ 275.5 | \$ 8.9 | \$ 284.4 | \$ 663.8 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of January 31, 2024

| Funds | Final Budget (incl Beg Fund Bal) | YTD Revenue (incl Beg Fund Bal) | YTD Expenditures (Incl transfers out) | Encumb. | YTD Expenditures & Encumb. | Percent | Fund Balance |
|----------------------------|---|--|--|-----------------------|---|----------------|-----------------------|
| Student Body Fund | \$ 13,569,000 | \$ 9,010,411 | \$ 2,925,177 | \$ 572,832 | \$ 3,498,009 | 25.78% | \$ 5,512,402 |
| Categorical | 9,932,000 | 6,223,451 | 2,187,101 | 1,970,413 | 4,157,514 | 41.86% | 2,065,937 |
| Scholarship Fund | 550,000 | 459,824 | 36,000 | 21,500 | 57,500 | 10.45% | 402,324 |
| Grant Fund | 144,648,240 | 47,141,720 | 42,077,384 | 10,100,717 | 52,178,101 | 36.07% | (5,036,381) |
| Sustainability Fund | 22,600,000 | 20,604,005 | - | - | - | 0.00% | 20,604,005 |
| Nutrition Services Fund | 18,332,235 | 11,583,789 | 7,190,649 | 3,526,882 | 10,717,531 | 58.46% | 866,258 |
| Debt Service Fund | 116,516,484 | 100,230,175 | 15,707,905 | - | 15,707,905 | 13.48% | 84,522,270 |
| Capital Projects Fund | 534,962,000 | 374,280,052 | 62,545,298 | 112,190,521 | 174,735,819 | 32.66% | 199,544,233 |
| Insurance Reserve Fund | 11,038,624 | 11,807,482 | 3,457,798 | 786,877 | 4,244,675 | 38.45% | 7,562,807 |
| Workers' Compensation Fund | 5,851,772 | 4,828,612 | 1,447,772 | 91,981 | 1,539,753 | 26.31% | 3,288,859 |
| Total | \$ 878,000,355 | \$ 586,169,521 | \$ 137,575,084 | \$ 129,261,723 | \$ 266,836,807 | | \$ 319,332,714 |



2023-24 Classroom Teacher Staffing By School
As of 1/31/24

| School | Budgeted FTE | | | | | | | | Actual FTE | | | |
|---|---------------------|--------------------|-------------------|--------------|--------------|-------------|-------|--------------|--------------|--------------|-------------|--------------|
| | Budgeted Enrollment | 1/31/24 Enrollment | Enrollment Change | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | TOTAL |
| Aloha Huber (K-8) | 901 | 903 | 2 | 29.0 | 9.0 | 3.0 | - | 41.0 | 29.0 | 9.0 | 3.0 | 41.0 |
| Barnes | 433 | 437 | 4 | 14.0 | 4.0 | 2.0 | - | 20.0 | 14.0 | 4.0 | 2.0 | 20.0 |
| Beaver Acres | 771 | 780 | 9 | 25.0 | 6.0 | 4.0 | - | 35.0 | 25.0 | 6.0 | 4.0 | 35.0 |
| Bethany | 428 | 427 | (1) | 11.0 | 4.0 | 2.0 | - | 17.0 | 11.0 | 4.0 | 2.0 | 17.0 |
| Bonny Slope | 672 | 643 | (29) | 19.0 | 6.0 | 2.0 | - | 27.0 | 18.0 | 6.0 | 2.0 | 26.0 |
| Cedar Mill | 337 | 344 | 7 | 10.0 | 2.0 | 2.0 | - | 14.0 | 10.0 | 2.0 | 2.0 | 14.0 |
| Chehalem | 371 | 405 | 34 | 12.0 | 3.0 | 2.0 | - | 17.0 | 12.0 | 3.0 | 2.0 | 17.0 |
| Cooper Mountain | 394 | 404 | 10 | 11.0 | 3.0 | 2.0 | - | 16.0 | 12.0 | 3.0 | 2.0 | 17.0 |
| Elmonica | 398 | 408 | 10 | 12.0 | 3.0 | 2.0 | - | 17.0 | 13.0 | 3.0 | 2.0 | 18.0 |
| Errol Hassell | 365 | 337 | (28) | 10.0 | 3.0 | 2.0 | - | 15.0 | 9.0 | 3.0 | 2.0 | 14.0 |
| Findley | 582 | 562 | (20) | 15.0 | 5.0 | 2.0 | - | 22.0 | 14.0 | 5.0 | 2.0 | 21.0 |
| Fir Grove | 314 | 344 | 30 | 11.0 | 2.0 | 2.0 | - | 15.0 | 11.0 | 2.0 | 2.0 | 15.0 |
| FLEX (K-5) | 115 | 84 | (31) | 3.0 | 1.0 | - | - | 4.0 | 3.0 | 1.0 | - | 4.0 |
| Greenway | 258 | 281 | 23 | 7.0 | 3.0 | 2.0 | - | 12.0 | 7.0 | 3.0 | 2.0 | 12.0 |
| Hazeldale | 438 | 432 | (6) | 13.0 | 4.0 | 2.0 | - | 19.0 | 13.0 | 4.0 | 2.0 | 19.0 |
| Hiteon | 472 | 471 | (1) | 14.0 | 4.0 | 1.0 | - | 19.0 | 14.0 | 4.0 | 1.0 | 19.0 |
| Jacob Wismer | 550 | 586 | 36 | 14.0 | 5.0 | 2.0 | - | 21.0 | 14.0 | 5.0 | 2.0 | 21.0 |
| Kinnaman | 476 | 478 | 2 | 15.0 | 4.0 | 2.0 | - | 21.0 | 15.0 | 4.0 | 2.0 | 21.0 |
| McKay | 259 | 253 | (6) | 8.0 | 2.0 | 2.0 | - | 12.0 | 8.0 | 2.0 | 2.0 | 12.0 |
| McKinley | 633 | 657 | 24 | 20.0 | 6.0 | 2.0 | - | 28.0 | 20.0 | 6.0 | 2.0 | 28.0 |
| Montclair | 290 | 283 | (7) | 9.0 | 2.0 | 1.0 | - | 12.0 | 9.0 | 2.0 | 1.0 | 12.0 |
| Nancy Ryles | 460 | 451 | (9) | 14.0 | 3.0 | 2.0 | - | 19.0 | 14.0 | 3.0 | 2.0 | 19.0 |
| Oak Hills | 495 | 508 | 13 | 14.0 | 4.0 | 2.0 | - | 20.0 | 14.0 | 4.0 | 2.0 | 20.0 |
| Raleigh Hills | 269 | 276 | 7 | 8.0 | 3.0 | 1.0 | - | 12.0 | 8.0 | 3.0 | 1.0 | 12.0 |
| Raleigh Park | 298 | 308 | 10 | 9.0 | 3.0 | 1.0 | - | 13.0 | 9.0 | 3.0 | 1.0 | 13.0 |
| Ridgewood | 376 | 379 | 3 | 11.0 | 3.0 | 2.0 | - | 16.0 | 11.0 | 3.0 | 2.0 | 16.0 |
| Rock Creek | 420 | 422 | 2 | 11.0 | 4.0 | 2.0 | - | 17.0 | 11.0 | 4.0 | 2.0 | 17.0 |
| Sato | 823 | 839 | 16 | 23.0 | 7.0 | 3.0 | - | 33.0 | 23.0 | 7.0 | 3.0 | 33.0 |
| Scholls Heights | 617 | 622 | 5 | 18.0 | 4.0 | 2.0 | - | 24.0 | 18.0 | 4.0 | 2.0 | 24.0 |
| Sexton Mountain | 439 | 437 | (2) | 13.0 | 3.0 | 2.0 | - | 18.0 | 13.0 | 3.0 | 2.0 | 18.0 |
| Springville | 709 | 736 | 27 | 20.0 | 6.0 | 2.0 | - | 28.0 | 21.0 | 6.0 | 2.0 | 29.0 |
| Terra Linda | 271 | 283 | 12 | 9.0 | 2.0 | 1.0 | - | 12.0 | 8.5 | 2.0 | 1.0 | 11.5 |
| Vose | 685 | 716 | 31 | 22.0 | 6.0 | 2.0 | - | 30.0 | 21.0 | 6.0 | 2.0 | 29.0 |
| West TV | 295 | 289 | (6) | 7.0 | 3.0 | 2.0 | - | 12.0 | 8.0 | 3.0 | 2.0 | 13.0 |
| William Walker | 512 | 521 | 9 | 17.0 | 4.0 | 2.0 | - | 23.0 | 16.0 | 4.0 | 2.0 | 22.0 |
| Elementary School Total | 16,126 | 16,306 | 180 | 478.0 | 136.0 | 67.0 | | 681.0 | 476.5 | 136.0 | 67.0 | 679.5 |
| Average Elementary School Staffing Ratio | | | | 33.7 | 26.3 | 23.7 | | | 34.2 | 26.6 | 24.0 | |



2023-24 Classroom Teacher Staffing By School As of 1/31/24

| School | Budgeted FTE | | | | | | | | Actual FTE | | | |
|---|---------------------|--------------------|-------------------|----------------|--------------|-------------|-------------|----------------|----------------|--------------|--------------|----------------|
| | Budgeted Enrollment | 1/31/24 Enrollment | Enrollment Change | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | TOTAL |
| Cedar Park | 659 | 636 | (23) | 22.4 | 5.0 | 1.0 | 0.6 | 29.0 | 22.4 | 5.0 | 1.6 | 29.0 |
| Conestoga | 797 | 837 | 40 | 26.6 | 6.0 | 1.2 | 0.8 | 34.6 | 26.5 | 6.0 | 2.0 | 34.5 |
| Five Oaks | 790 | 779 | (11) | 27.6 | 6.2 | 1.2 | 0.8 | 35.8 | 26.6 | 6.2 | 2.0 | 34.8 |
| Highland Park | 642 | 654 | 12 | 20.8 | 4.8 | 0.8 | 0.6 | 27.0 | 20.8 | 4.8 | 1.4 | 27.0 |
| Meadow Park | 665 | 690 | 25 | 27.0 | 5.8 | 1.0 | 0.8 | 34.6 | 24.9 | 5.8 | 1.8 | 32.5 |
| Mountain View | 853 | 807 | (46) | 31.8 | 7.4 | 1.2 | 1.0 | 41.4 | 30.4 | 7.4 | 2.2 | 40.0 |
| Stoller | 1,001 | 1,044 | 43 | 29.6 | 7.0 | 1.2 | 1.0 | 38.8 | 30.3 | 7.0 | 2.2 | 39.5 |
| Tumwater | 951 | 970 | 19 | 27.8 | 6.4 | 1.2 | 0.8 | 36.2 | 28.5 | 6.4 | 2.0 | 36.9 |
| Whitford | 772 | 744 | (28) | 29.0 | 6.0 | 1.2 | 0.8 | 37.0 | 28.0 | 6.0 | 2.0 | 36.0 |
| Middle School Total | 7,130 | 7,161 | 31 | 242.6 | 54.6 | 10.0 | 7.2 | 314.4 | 238.5 | 54.6 | 17.2 | 310.3 |
| Average Middle School Staffing Ratio | | | | 29.4 | 24.0 | 23.2 | 22.7 | | 30.0 | 24.4 | 23.1 | |
| Aloha | 1,590 | 1,530 | (60) | 62.2 | 13.6 | 2.4 | - | 78.2 | 56.6 | 13.6 | 2.4 | 72.6 |
| Beaverton | 1,428 | 1,429 | 1 | 56.6 | 11.6 | 2.2 | - | 70.4 | 54.8 | 11.6 | 2.2 | 68.6 |
| Mountainside | 1,717 | 1,666 | (51) | 52.8 | 12.0 | 2.4 | - | 67.2 | 51.6 | 12.0 | 2.4 | 66.0 |
| Southridge | 1,405 | 1,423 | 18 | 49.0 | 11.0 | 2.0 | - | 62.0 | 49.5 | 11.0 | 2.0 | 62.5 |
| Sunset | 1,874 | 1,826 | (48) | 56.0 | 12.8 | 2.4 | - | 71.2 | 56.0 | 12.8 | 2.4 | 71.2 |
| Westview | 2,359 | 2,357 | (2) | 74.8 | 17.0 | 3.2 | - | 95.0 | 73.6 | 17.0 | 3.2 | 93.8 |
| High School Total | 10,373 | 10,231 | (142) | 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 | 657 | (31) | 25.2 | 5.0 | 0.8 | - | 31.0 | 23.9 | 5.0 | 0.8 | 29.7 |
| Beaverton Academy of Science and Engineering (6-12) | 820 | 843 | 23 | 29.8 | 5.8 | 1.2 | - | 36.8 | 30.2 | 5.8 | 1.2 | 37.2 |
| Community School (9-12) | 150 | 138 | (12) | 7.2 | 1.2 | 0.4 | - | 8.8 | 6.0 | 1.2 | 0.4 | 7.6 |
| FLEX Online School (6-12) | 600 | 433 | (167) | 19.4 | 2.4 | 1.0 | - | 22.8 | 18.3 | 2.4 | 1.0 | 21.7 |
| International School of Beaverton (6-12) | 890 | 869 | (21) | 31.6 | 6.2 | 1.2 | - | 39.0 | 32.5 | 6.2 | 1.2 | 39.9 |
| Options Schools Total | 3,148 | 2,940 | (208) | 113.2 | 20.6 | 4.6 | | 138.4 | 110.9 | 20.6 | 4.6 | 136.1 |
| Average Options Staffing Ratio | | | | 27.8 | 23.5 | 22.7 | | | 26.5 | 22.4 | 21.6 | |
| Address Extreme Class Size K 12 | | | | 13.0 | | | | 13.0 | | | | |
| District Total | 36,777 | 36,638 | (139) | 1,198.2 | 289.2 | 96.2 | 7.2 | 1,590.8 | 1,168.0 | 289.2 | 103.4 | 1,560.6 |

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
January 31, 2024

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|--------------|
| Corporate Notes | 10,000,000.00 | 9,729,200.00 | 9,703,550.00 | 1.37 | 362 | 2.725 |
| Commercial Paper Disc. -At Cost | 61,300,000.00 | 60,246,449.66 | 59,723,806.96 | 8.40 | 91 | 5.531 |
| Federal Agency Coupon Securities | 75,015,000.00 | 74,359,465.25 | 74,839,425.25 | 10.53 | 139 | 4.235 |
| Federal Agency Disc. -At Cost | 162,000,000.00 | 158,997,304.44 | 157,305,406.61 | 22.14 | 129 | 5.252 |
| Treasury Coupon Securities | 238,000,000.00 | 229,110,690.00 | 226,906,152.00 | 31.93 | 290 | 4.760 |
| Treasury Discounts -At Cost | 139,200,000.00 | 137,040,288.05 | 135,934,020.13 | 19.13 | 107 | 5.144 |
| LGIP | 46,197,277.94 | 46,197,277.94 | 46,197,277.94 | 6.50 | 1 | 3.750 |
| Investments | 731,712,277.94 | 715,680,675.34 | 710,609,638.89 | 100.00% | 169 | 4.858 |

| Total Earnings | January 31 | Month Ending | Fiscal Year To Date |
|---------------------------------|-------------------|-----------------------|----------------------------|
| Current Year | | 2,000,436.59 | 14,181,527.17 |
| Average Daily Balance | | 712,351,468.98 | |
| Effective Rate of Return | | 3.31% | |

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
January 31, 2024

| 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 | 14,527,200.00 | | 2.01 |
| 31315KVQ0 | 11383 | Farmer Mac Discount Note | 04/15/2024 | 10,000,000.00 | 9,787,894.44 | 9,892,100.00 | | 1.37 |
| | | | Subtotal | 25,000,000.00 | 24,067,706.94 | 24,419,300.00 | 35.00 | 3.39 |
| 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 | | 3.52 |
| 3133EPV77 | 11419 | Federal Farm Credit Bank | 10/01/2024 | 4,000,000.00 | 4,000,000.00 | 4,000,000.00 | | 0.56 |
| 3133ENZ94 | 11420 | Federal Farm Credit Bank | 11/18/2024 | 2,515,000.00 | 2,508,335.25 | 2,508,335.25 | | 0.35 |
| | | | Subtotal | 31,515,000.00 | 31,542,635.25 | 31,039,585.25 | 35.00 | 4.44 |
| Federal Home Loan Bank | | | | | | | | |
| 3130AULY8 | 11322 | Federal Home Loan Bank | 07/26/2024 | 5,000,000.00 | 5,000,000.00 | 4,989,450.00 | | 0.70 |
| 3130AVFX5 | 11328 | Federal Home Loan Bank | 03/30/2024 | 15,000,000.00 | 15,000,000.00 | 14,961,150.00 | | 2.11 |
| 3130ATNX1 | 11344 | Federal Home Loan Bank | 04/26/2024 | 3,500,000.00 | 3,488,940.00 | 3,496,780.00 | | 0.49 |
| 3130ATNX1 | 11345 | Federal Home Loan Bank | 04/26/2024 | 5,000,000.00 | 4,984,200.00 | 4,995,400.00 | | 0.70 |
| 3130ATXN2 | 11346 | Federal Home Loan Bank | 05/22/2024 | 5,000,000.00 | 4,982,550.00 | 4,990,550.00 | | 0.70 |
| 3130AWQ78 | 11348 | Federal Home Loan Bank | 04/01/2024 | 5,000,000.00 | 5,000,000.00 | 5,002,600.00 | | 0.70 |
| 313384YC7 | 11351 | Federal Home Loan Bank | 06/14/2024 | 20,000,000.00 | 19,266,522.22 | 19,628,800.00 | | 2.71 |
| 313384UL1 | 11353 | Federal Home Loan Bank | 03/18/2024 | 5,000,000.00 | 4,877,256.94 | 4,965,900.00 | | 0.68 |
| 313384WR6 | 11354 | Federal Home Loan Bank | 05/10/2024 | 5,000,000.00 | 4,840,400.00 | 4,929,050.00 | | 0.68 |
| 313384WR6 | 11355 | Federal Home Loan Bank | 05/10/2024 | 5,000,000.00 | 4,840,400.00 | 4,929,050.00 | | 0.68 |
| 313384WR6 | 11356 | Federal Home Loan Bank | 05/10/2024 | 7,000,000.00 | 6,776,560.00 | 6,900,670.00 | | 0.95 |
| 313384VM8 | 11369 | Federal Home Loan Bank | 04/12/2024 | 5,000,000.00 | 4,881,000.00 | 4,949,708.33 | | 0.68 |
| 313384YF0 | 11370 | Federal Home Loan Bank | 06/17/2024 | 5,000,000.00 | 4,834,900.00 | 4,903,338.89 | | 0.68 |
| 313384WR6 | 11380 | Federal Home Loan Bank | 05/10/2024 | 10,000,000.00 | 9,756,944.44 | 9,858,100.00 | | 1.37 |
| 313384B73 | 11385 | Federal Home Loan Bank | 08/12/2024 | 10,000,000.00 | 9,639,822.20 | 9,741,300.00 | | 1.35 |
| 313384J42 | 11386 | Federal Home Loan Bank | 10/04/2024 | 10,000,000.00 | 9,572,550.00 | 9,681,000.00 | | 1.34 |
| 313384VE6 | 11395 | Federal Home Loan Bank | 04/05/2024 | 10,000,000.00 | 9,821,847.22 | 9,906,500.00 | | 1.38 |
| 313384TB5 | 11396 | Federal Home Loan Bank | 02/14/2024 | 10,000,000.00 | 9,894,900.00 | 9,979,800.00 | | 1.39 |
| 313384WR6 | 11397 | Federal Home Loan Bank | 05/10/2024 | 10,000,000.00 | 9,775,750.00 | 9,858,100.00 | | 1.37 |
| 313384WB1 | 11409 | Federal Home Loan Bank | 04/26/2024 | 2,000,000.00 | 1,962,733.33 | 1,975,260.00 | | 0.27 |
| 313384UV9 | 11414 | Federal Home Loan Bank | 03/27/2024 | 2,000,000.00 | 1,982,547.22 | 1,983,740.00 | | 0.27 |
| 313384YZ6 | 11418 | Federal Home Loan Bank | 07/05/2024 | 4,000,000.00 | 3,912,344.44 | 3,915,611.11 | | 0.55 |
| 313384ZG7 | 11422 | Federal Home Loan Bank | 07/12/2024 | 6,000,000.00 | 5,863,333.33 | 5,865,420.00 | | 0.82 |
| 313384WJ4 | 11424 | Federal Home Loan Bank | 05/03/2024 | 4,000,000.00 | 3,946,002.22 | 3,947,200.00 | | 0.55 |
| 313384E88 | 11425 | Federal Home Loan Bank | 09/06/2024 | 7,000,000.00 | 6,791,886.11 | 6,799,870.00 | | 0.95 |

**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 | 175,500,000.00 | 171,693,389.67 | 173,154,348.33 | 35.00 | 24.16 |
| Federal National Mortgage Assn | | | | | | | | | |
| 3135G0W66 | 11379 | Fannie Mae (Fed NatlMortgage) | 10/15/2024 | 5,000,000.00 | 4,841,100.00 | 4,883,950.00 | | 0.68 | |
| | | | | Subtotal | 5,000,000.00 | 4,841,100.00 | 4,883,950.00 | 35.00 | 0.68 |
| | | | | Total | 237,015,000.00 | 232,144,831.86 | 233,497,183.58 | 100.00 | 32.67 |
| Corporate Indebtedness | | | | | | | | | |
| Apple Corp | | | | | | | | | |
| 037833DF4 | 11357 | Apple Corp | 01/13/2025 | 5,000,000.00 | 4,836,100.00 | 4,832,650.00 | | 0.68 | |
| | | | | Subtotal | 5,000,000.00 | 4,836,100.00 | 4,832,650.00 | 5.00 | 0.68 |
| Credit Agricole CIB NY | | | | | | | | | |
| 22533TFD3 | 11360 | Credit Agricole CIB NY | 06/13/2024 | 5,000,000.00 | 4,811,229.17 | 4,901,547.20 | | 0.67 | |
| 22533TEF9 | 11371 | Credit Agricole CIB NY | 05/15/2024 | 5,000,000.00 | 4,847,854.17 | 4,922,270.80 | | 0.68 | |
| 22533TEF9 | 11382 | Credit Agricole CIB NY | 05/15/2024 | 5,000,000.00 | 4,868,500.00 | 4,922,270.80 | | 0.68 | |
| 22533TDR4 | 11408 | Credit Agricole CIB NY | 04/25/2024 | 6,000,000.00 | 5,880,525.00 | 5,923,783.32 | | 0.82 | |
| | | | | Subtotal | 21,000,000.00 | 20,408,108.34 | 20,669,872.12 | 5.00 | 2.87 |
| Microsoft Corp | | | | | | | | | |
| 594918BB9 | 11388 | Microsoft Corp | 02/12/2025 | 5,000,000.00 | 4,867,450.00 | 4,896,550.00 | | 0.68 | |
| | | | | Subtotal | 5,000,000.00 | 4,867,450.00 | 4,896,550.00 | 5.00 | 0.68 |
| MUFG Bank | | | | | | | | | |
| 62479LFD2 | 11359 | MUFG Bank LTD/NY | 06/13/2024 | 5,000,000.00 | 4,810,166.67 | 4,901,547.20 | | 0.67 | |
| 62479LEF8 | 11372 | MUFG Bank LTD/NY | 05/15/2024 | 5,000,000.00 | 4,847,854.17 | 4,922,270.80 | | 0.68 | |
| 62479LEF8 | 11381 | MUFG Bank LTD/NY | 05/15/2024 | 5,000,000.00 | 4,867,250.00 | 4,922,270.80 | | 0.68 | |
| 62479LBL8 | 11384 | MUFG Bank LTD/NY | 02/20/2024 | 5,500,000.00 | 5,431,983.33 | 5,484,615.28 | | 0.76 | |
| 62479LE27 | 11423 | MUFG Bank LTD/NY | 05/02/2024 | 3,000,000.00 | 2,958,770.00 | 2,959,136.64 | | 0.41 | |
| | | | | Subtotal | 23,500,000.00 | 22,916,024.17 | 23,189,840.72 | 5.00 | 3.22 |
| Toyota Cap Corp | | | | | | | | | |
| 89233GEG7 | 11364 | Toyota Cap Corp | 05/16/2024 | 5,000,000.00 | 4,839,186.11 | 4,919,208.33 | | 0.68 | |
| 89233GDG8 | 11365 | Toyota Cap Corp | 04/16/2024 | 5,000,000.00 | 4,862,766.67 | 4,942,500.00 | | 0.68 | |
| 89233GE69 | 11416 | Toyota Cap Corp | 05/06/2024 | 1,800,000.00 | 1,773,992.50 | 1,774,415.99 | | 0.25 | |
| | | | | Subtotal | 11,800,000.00 | 11,475,945.28 | 11,636,124.32 | 5.00 | 1.61 |
| World Bank | | | | | | | | | |
| 459052UQ7 | 11404 | World Bank | 03/22/2024 | 5,000,000.00 | 4,923,729.17 | 4,963,000.00 | | 0.69 | |
| | | | | Subtotal | 5,000,000.00 | 4,923,729.17 | 4,963,000.00 | 5.00 | 0.69 |
| | | | | Total | 71,300,000.00 | 69,427,356.96 | 70,188,037.16 | 35.00 | 9.77 |

OR Treas Local Govt Inv Pool

Local Government Inv Pool

| | | | | | | | | |
|-----------|----------|------|--|---------------|---------------|---------------|--|------|
| LGIP 4010 | FUND 000 | LGIP | | 30,726,397.29 | 30,726,397.29 | 30,726,397.29 | | 4.32 |
| LGIP 5173 | FUND 300 | LGIP | | 1,016,022.04 | 1,016,022.04 | 1,016,022.04 | | 0.14 |
| LGIP 4972 | FUND 417 | LGIP | | 5,239,630.35 | 5,239,630.35 | 5,239,630.35 | | 0.73 |

**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 % |
|-------------------------------------|--------------|----------------------|-----------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| OR Treas Local Govt Inv Pool | | | | | | | | |
| LGIP 6440 | FUND 418 | LGIP | | 9,215,228.26 | 9,215,228.26 | 9,215,228.26 | | 1.29 |
| | | | Subtotal | 46,197,277.94 | 46,197,277.94 | 46,197,277.94 | 100.00 | 6.50 |
| | | | Total | 46,197,277.94 | 46,197,277.94 | 46,197,277.94 | 100.00 | 6.50 |
| US Treasuries | | | | | | | | |
| US Treasuries | | | | | | | | |
| 91282CEH0 | 11366 | Treasury Bill | 04/15/2025 | 5,000,000.00 | 4,813,950.00 | 4,813,950.00 | | 0.67 |
| 91282CDB4 | 11387 | Treasury Bill | 10/15/2024 | 10,000,000.00 | 9,607,812.50 | 9,702,700.00 | | 1.35 |
| 912828J27 | 11390 | Treasury Bill | 02/15/2025 | 15,000,000.00 | 14,462,550.00 | 14,585,100.00 | | 2.03 |
| 91282CDZ1 | 11391 | Treasury Bill | 02/15/2025 | 15,000,000.00 | 14,375,700.00 | 14,509,650.00 | | 2.02 |
| 912797HG5 | 11367 | Treasury Bill | 04/25/2024 | 3,000,000.00 | 2,923,225.83 | 2,963,580.00 | | 0.41 |
| 912797GB7 | 11368 | Treasury Bill | 07/11/2024 | 7,000,000.00 | 6,753,180.00 | 6,842,500.00 | | 0.95 |
| 912797JF5 | 11376 | Treasury Bill | 02/27/2024 | 2,000,000.00 | 1,969,433.33 | 1,992,400.00 | | 0.27 |
| 912797GN1 | 11389 | Treasury Bill | 02/15/2024 | 3,000,000.00 | 2,966,569.17 | 2,993,880.00 | | 0.41 |
| 912797HQ3 | 11393 | Treasury Bill | 05/09/2024 | 10,000,000.00 | 9,776,836.11 | 9,859,200.00 | | 1.37 |
| 912797HH3 | 11394 | Treasury Bill | 05/02/2024 | 14,500,000.00 | 14,190,171.25 | 14,309,035.00 | | 1.99 |
| 912797HQ3 | 11398 | Treasury Bill | 05/09/2024 | 10,000,000.00 | 9,779,125.00 | 9,859,200.00 | | 1.37 |
| 912797JD0 | 11399 | Treasury Bill | 02/13/2024 | 15,000,000.00 | 14,859,523.33 | 14,973,750.00 | | 2.09 |
| 912797GQ4 | 11400 | Treasury Bill | 03/07/2024 | 5,000,000.00 | 4,936,875.00 | 4,974,400.00 | | 0.69 |
| 912797GK7 | 11406 | Treasury Bill | 08/08/2024 | 7,500,000.00 | 7,253,500.00 | 7,307,625.00 | | 1.02 |
| 912797GX9 | 11413 | Treasury Bill | 03/14/2024 | 15,000,000.00 | 14,820,858.33 | 14,907,600.00 | | 2.08 |
| 912797JL2 | 11415 | Treasury Bill | 04/02/2024 | 2,000,000.00 | 1,981,016.67 | 1,982,200.00 | | 0.27 |
| 91279HQ3 | 11417 | Treasury Bill | 05/09/2024 | 200,000.00 | 197,111.11 | 197,277.78 | | 0.02 |
| 912796Y52 | 11421 | Treasury Bill | 07/05/2024 | 5,000,000.00 | 4,891,626.39 | 4,891,500.00 | | 0.68 |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 48,592,000.00 | | 6.65 |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 52,142,750.00 | | 7.38 |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,590,950.00 | | 2.07 |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 18,381,200.00 | | 2.59 |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 14,730,450.00 | | 2.01 |
| 91282CCT6 | 11350 | U.S. Treasury | 08/15/2024 | 20,000,000.00 | 19,056,600.00 | 19,507,000.00 | | 2.68 |
| 91282CCT6 | 11378 | U.S. Treasury | 08/15/2024 | 6,000,000.00 | 5,788,200.00 | 5,852,100.00 | | 0.81 |
| 91282CCG4 | 11392 | U.S. Treasury | 06/15/2024 | 4,000,000.00 | 3,894,472.00 | 3,928,120.00 | | 0.54 |
| 91282CCX7 | 11407 | U.S. Treasury | 09/15/2024 | 8,000,000.00 | 7,717,680.00 | 7,774,720.00 | | 1.08 |
| 912797FS1 | 11361 | U.S. Treasury | 06/13/2024 | 10,000,000.00 | 9,650,791.67 | 9,812,300.00 | | 1.35 |
| 912797JC2 | 11362 | U.S. Treasury | 02/06/2024 | 5,000,000.00 | 4,911,906.94 | 4,996,298.61 | | 0.69 |
| 912821MW2 | 11401 | U.S. Treasury Strips | 08/15/2024 | 10,000,000.00 | 9,662,900.00 | 9,735,300.00 | | 1.36 |
| 912821GJ8 | 11402 | U.S. Treasury Strips | 09/15/2024 | 7,000,000.00 | 6,737,850.00 | 6,792,240.00 | | 0.94 |
| 912821GN9 | 11403 | U.S. Treasury Strips | 10/15/2024 | 8,000,000.00 | 7,671,520.00 | 7,734,560.00 | | 1.08 |
| | | | Subtotal | 377,200,000.00 | 362,840,172.13 | 366,235,536.39 | 100.00 | 51.06 |
| | | | Total | 377,200,000.00 | 362,840,172.13 | 366,235,536.39 | 100.00 | 51.06 |
| Grand Total | | | | 731,712,277.94 | 710,609,638.89 | 716,118,035.07 | | |

Beaverton School District
Summary by Issuer
January 31, 2024
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 | 349,226,397.29 | 340,209,771.75 | 47.87 | 5.744 | 151 |
| Fund: 300 Debt Service | | | | | | |
| Subtotal | 11 | 69,016,022.04 | 67,663,053.56 | 9.53 | 5.256 | 88 |
| Fund: 417 Capital ProjectsTaxable | | | | | | |
| Subtotal | 6 | 21,239,630.35 | 20,936,756.74 | 2.95 | 4.938 | 48 |
| Fund: 418 Bond Issue Fund | | | | | | |
| Subtotal | 23 | 292,230,228.26 | 281,800,056.84 | 39.67 | 3.779 | 219 |
| Total and Average | 82 | 731,712,277.94 | 710,609,638.89 | 100.00 | 4.895 | 169 |

Beaverton School District

Grant Report as of 12/31/23

| | 2023-24 Award Amount | 2023-24 Budget | Actual Expenditures through 12/31/23 |
|---|-------------------------|-------------------|---|
| Federal | | | |
| 21st Century Community Learning | \$ - | \$ 183,114 | \$ 123,754 |
| ARP - HCY I | - | 41,179 | 16,184 |
| ARP - HCY II | - | 218,812 | 73,289 |
| ARP - Washington County Behavior Health & Wellness | - | 58,114 | 3,709 |
| ESSA Partnerships | - | 7,885 | - |
| ESSER II | - | 2,800,143 | 2,800,143 |
| ESSER III | - | 20,823,723 | 4,244,731 |
| Fresh Fruits & Vegetables | 125,166 | 159,880 | 43,369 |
| IDEA | 5,701,388 | 9,025,738 | 3,281,571 |
| Jumpstart Kindergarten | 643,905 | 643,905 | 7,270 |
| Local Food for Schools (LFS) | - | 84,008 | 84,008 |
| McKinney Vento* | 41,000 | - | - |
| Metro Walk & Roll | - | 53 | - |
| ODOT Safe Routes to School | - | 58,091 | 25,942 |
| Oregon Department of Human Services Child Care Development* | 187,376 | 696 | 19,470 |
| Perkins | 372,105 | 384,992 | 148,131 |
| Safe Routes to School | 240,000 | 80,000 | 12,252 |
| Teaching Pathways for Bilingual Educators | - | 248,498 | 89,662 |
| Title IA | 7,781,702 | 9,123,124 | 2,671,820 |
| Title IC Migrant | 707,346 | 792,514 | 320,376 |
| Title IC Preschool | 37,343 | 66,967 | 40,829 |
| Title IC Summer School | - | 208,393 | 121,385 |
| Title IIA | 1,021,801 | 1,444,359 | 416,106 |
| Title III English Language Acquisition | 700,340 | 1,740,372 | 670,197 |
| Title III Immigrant | 116,430 | 165,563 | - |
| Title IVA | 429,879 | 874,093 | 434,982 |
| Title VI Indian Education | 38,159 | 38,159 | 9,837 |
| | 18,143,940 | 49,272,374 | 15,659,017 |
| State | | | |
| Student Investment Account 2022-23 | - | 3,437 | 3,437 |
| Student Investment Account 2023-24 | 36,895,839 | 36,875,458 | 13,675,817 |
| High School Success 2022-23 | - | 1,983,879 | 1,983,879 |
| High School Success 2023-24 | 11,047,835 | 11,047,835 | 3,779,824 |
| High School Success 2023-24 | 329,720 | 329,720 | - |
| Early Indicator and Intervention System | 112,667 | 113,829 | 36,569 |
| Early Literacy Success | 2,842,917 | 141,500 | - |
| Farm to Child Nutrition | 140,309 | 140,309 | 140,309 |
| Interim/Formative Assessment | - | 61,433 | - |
| Oregon Department of Human Services Seamless Transition Summer Employment | - | 103,051 | 42,489 |
| Oregon Department of Transportation Innovative Mobility Program | - | 2,118 | 2,118 |
| Vision Screening Program* | 32,000 | 32,000 | 30,440 |
| OSCIM | - | 8,000,000 | - |
| Outdoor School | 2,652,865 | 2,654,189 | 468,068 |
| Preschool Promise | 563,400 | 563,400 | 153,221 |
| TAP Absbestos Hazard Assessment | - | 5,771 | 5,771 |
| | 54,617,552 | 62,057,929 | 20,321,941 |

Beaverton School District

Grant Report as of 12/31/23

| | 2023-24 Award Amount | 2023-24 Budget | Actual Expenditures through 12/31/23 |
|--|-------------------------|-----------------------|---|
| Local | | | |
| City of Beaverton Safe Routes to School | 20,746 | 20,746 | 9,263 |
| Washington County Early Learning & Youth Development | 185,000 | 185,000 | 90,644 |
| | 205,746 | 205,746 | 99,907 |
| Private | | | |
| Beaverton Education Foundation Grants | 132,050 | 265,130 | 47,323 |
| Children's Institute | 116,600 | 85,829 | 20,320 |
| Meyer Memorial Trust Native Learning Garden | - | 46,727 | - |
| PGE Electric Buses | 220,326 | 543,930 | - |
| Tualatin Soil and Water Conservation District Fir Grove Garden | 5,000 | 5,000 | 4,949 |
| Worksystems | 40,000 | 49,935 | - |
| | 513,976 | 996,551 | 72,593 |
| Grand Total | \$ 73,481,215 | \$ 112,532,601 | \$ 36,153,458 |

* Award amounts include estimates for the current year if grant agreement has not yet been received.
 Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

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 JANUARY 30, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

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

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the executive session to order at 5:48 p.m. She noted that all seven board members were in attendance, with Sunita Garg attending virtually.

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

Chief Human Resources Officer Susan Rodriguez and Associate Superintendent for Business Services Michael Schofield spoke with the board about upcoming labor negotiations.

III. CLOSE MEETING

Dr. Pérez adjourned the executive session at 6:52 p.m.

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Use the following links to access board meeting information:

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

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING JANUARY 30, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Shellie Bailey-Shah
Camellia Osterink
Dr. Patrick Meigs
Craig Beaver
Kari Skinner
Sara Doig
Jenna Thoma
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Public Communications Officer
General Counsel
Executive Administrator for K-8 Schools
Administrator for Transportation
Public Safety Administrator
Teacher on Special Assignment, Teaching & Learning
Teacher on Special Assignment, Teaching & Learning
Board Secretary

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:02 p.m. She acknowledged that all board members were present, with six attending in-person and board member Sunita Garg attending virtually. The board reviewed the agenda and did not request any changes.

II. RECOGNITION**A. School Board Appreciation Month**

Superintendent Balderas shared that January is School Board Appreciation Month, and expressed gratitude for the dedication and efforts of the Beaverton School Board.

B. EPA Clean School Bus Grant**Belong. Believe. Achieve.**

Use the following links to access board meeting information:

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

Transportation Administrator Craig Beaver and the BSD Transportation Department were recognized by the board following the award of a nearly \$20 million grant for BSD's fleet electrification project from the Environmental Protection Agency's Clean School Bus Grant Program. The grant will fund the replacement of 50 of the district's 225 renewable-diesel-powered school buses with zero-emission electric school buses.

C. YoungArts National Competition Winners

Westview High School students Sarah Baglin and Eunji Ryu were recognized for having been named winners in the 2024 YoungArts National Competition — Sarah for Theater/Musical Theater and Eunji for Writing/Play or Script. YoungArts identifies exceptional young artists and selects award winners through a blind adjudication process conducted by an independent panel of accomplished artists.

III. SUPERINTENDENT'S REPORT

Dr. Balderas expressed his appreciation to the school board and Craig Beaver for his hard work in earning a large grant to fund electric buses. He noted that the vision of the transportation administrator and the board to cultivate sustainability options in all of the district's systems was applaudable.

Dr. Balderas also expressed his gratitude to all the employees who worked hard during the recent ice storm, from the facilities and maintenance team members who worked through the storm to keep buildings as safe and ready as possible, to the transportation team and district administrators who drove starting around 3:30 a.m. to evaluate street and sidewalk conditions, as well as neighboring superintendents who were in communication in the early morning. He noted that closing schools is a hardship on all and is a decision never taken lightly.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

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

B. Comments by Community Members

The board heard public comments from 7 speakers, 6 in-person and 1 virtually. The board also received 22 written public comments.

V. ITEMS FOR INFORMATION

A. Program Report: Behavioral Health and Wellness

Dr. Heather Cordie, Dr. Patrick Meigs, Sara Doig and Jenna Thoma presented a report and answered board members' questions about the Behavioral Health and Wellness Program, including the district's purposeful focus on safe and thriving students in alignment with its strategic plan. Each BSD school has a behavioral health and wellness team, composed of several school staff in varied roles, that helps the school meet the academic and social-emotional needs of each child.

B. Financial Report

Mike Schofield presented the monthly financial update.

C. Youth Services Program Data Report

Dr. Carl Mead, Kari Skinner, and Beaverton Police Captain Ed Mastripolito presented an update from the Youth Services Program and answered questions from board members. The data report compiled and presented by the Beaverton Police Department tracked the number and type of incidents that involved a Beaverton YSO at each school and included demographic information.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, December 12, 2023
- ii. School Board Business Meeting, December 12, 2023

C. Public Contracts

Susan Greenberg moved to approve the consent agenda and Justice Rajee seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. Board Policy Revisions

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

Susan Greenberg moved to approve the board policy revisions as submitted and Justice Rajee seconded. The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. NWRESA Local Service Plan

Northwest Regional Education Service District superintendent Dan Goldman and board member Becky Tymchuk presented NWRESA's proposed local service plan for review and consideration for approval at a future meeting.

B. Board Policy Revisions

- i. CB Superintendent
- ii. CPA Layoff & Recall of Administrators
- iii. LBE Public Charter Schools

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

IX. BOARD COMMUNICATION

Board members made individual comments and committee reports, including about recent meetings of the Bond Accountability Committee and the Beaverton Education Foundation, BEF's work to supplement school supports, appreciation for staff and the recent ice storm, school funding and the upcoming short session of the state legislature, the recent Washington County legislative summit, advocacy to federal legislators about IDEA and Title funding, contracting with providers for high-dosage tutoring, oversight of the Youth Services Program, a student concert to support the McKinney-Vento program, and recent visits to schools.

X. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 9:44 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 | |
| Modernization for Montclair and Cedar Mill Elementary Schools | Aaron Boyle, Administrator for Facilities Development | Invitation to Bid (ITB) 23-0017 | Kirby Nagelhout Construction Co. | \$305,880 | 02/2024 | 08/2024 | Authorization to Award Contract |
| Synthetic Turf for Southridge High School Softball and Baseball Fields | Aaron Boyle, Administrator for Facilities Development | Oregon InterMountain ESD (IMESD) Association of Educational Purchasing Agencies (AEPA) Cooperative Contract #020-A Natural & Synthetic Surfaces for Sports Fields, Tracks, Courts, Playgrounds and Landscaping Applications | FieldTurf USA, Inc. | \$4,448,718 | 02/2024 | 09/2024 | Authorization to Award Contract |
| Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment for Beaverton High School Rebuild Project | Aaron Boyle, Administrator for Facilities Development | Request for Proposal (RFP) 22-0003 | Skanska USA Building Inc. | \$215,799,367 | 02/2024 | 09/2027 | Authorization to Award Contract Amendment |

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Modernization for Montclair and Cedar Mill Elementary Schools

- **Contract Scope:** Create a covered walkway at Montclair Elementary School and renovate one set of student restrooms at Cedar Mill Elementary School
- **Contract Timeline:** 02/2024 – 08/2024
- **Contract Amount:** \$305,880
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Montclair Modernization and 2022 Bond; Cedar Mill Modernization
- **Solicitation Method:** Invitation to Bid (ITB) 23-0017
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Montclair Modernization and Cedar Mill Modernization

- **Project Scope:** Create a covered walkway at Montclair Elementary School and renovate one set of student restrooms at Cedar Mill Elementary School
- **Project Budget:** \$507,720
- **Project Timeline:** 09/2022 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds for modernization projects at various schools. Modernization projects aim to provide modern learning environments at older schools and enhance student and staff experiences in the school(s). At Montclair Elementary School, a new covered walkway will be created for student passage. At Cedar Mill Elementary School, one set of student restrooms will be renovated.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Synthetic Turf for Southridge High School Softball and Baseball Fields

- **Contract Scope:** Convert current living turf softball and baseball stadium fields into complete synthetic turf fields at Southridge High School
- **Contract Timeline:** 02/2024 – 09/2024
- **Contract Amount:** \$4,448,718
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond; Southridge High School Softball/Baseball Artificial Turf
- **Solicitation Method:** Oregon InterMountain ESD (IMESD) Association of Educational Purchasing Agencies (AEPA) Cooperative Contract #020-A Natural & Synthetic Surfaces for Sports Fields, Tracks, Courts, Playgrounds and Landscaping Applications
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Southridge High School Softball/Baseball Artificial Turf

- **Project Scope:** Install synthetic turf at varsity softball and baseball fields at Southridge High School, Aloha High School and Westview High School
- **Project Budget:** \$5,200,000 (if approved)
- **Project Timeline:** 04/2023 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters included funds for outdoor improvements to stadium fields. At Southridge High School, improvements to the softball and baseball fields will include converting current living field turf to complete synthetic playing fields and associated subsurface construction.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment for Beaverton High School Rebuild Project

- **Contract Scope:** GMP amendment to the CM/GC contract for the Beaverton High School rebuild project
- **Contract Timeline:** 02/2024 – 09/2027
- **Contract Amount:** Original Pre-Construction Services Contract Amount: \$560,000, GMP Amendment Amount: \$215,799,367 (\$4,755,916 of the GMP amendment amount was previously authorized by the board as early work amendments), Total Amended Contract Value: \$216,359,367
- **Contractor/Vendor:** Skanska USA Building Inc.
- **Funding Source:** 2022 Bond; Beaverton High School Rebuild
- **Solicitation Method:** Request for Proposal (RFP) 22-0003
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaverton High School 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 Beaverton High School. The replacement high school is required to be substantially completed by July 6, 2026, to be ready for the start of the 2026–27 school year. 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 Skanska USA Building, Inc. subject to obtaining terms acceptable to district administration.

CONSENT AGENDA — ITEM FOR ACTION**SOUTHRIDGE HIGH SCHOOL SOFTBALL/BASEBALL SYNTHETIC TURF PROJECT BUDGET INCREASE****SUMMARY**

Southridge High School is scheduled to receive synthetic turf varsity softball and baseball fields during the summer of 2024. This project was included as part of the 2022 bond. The cost for the project exceeds the available budget, and staff are seeking a budget increase from program contingency.

BACKGROUND

The 2022 bond includes a project to convert the natural turf varsity softball/baseball fields at Southridge High School to synthetic turf. This will also include a multipurpose soccer field overlay on the baseball field. This conversion will make the fields all-weather playable, and greatly increase the ability for the school to program them.

As the district has progressed with the design and bidding of the project, it has become clear that the initial budget for these fields is not adequate. The primary driver for this cost increase is related to the stormwater management facilities that were not included as part of the budgeting assumptions. This requires installing facilities to treat and detain the stormwater for the area of the field.

RECOMMENDATION

The superintendent recommends the board approve transferring \$1,700,000 (\$1.7 million) from the 2022 Bond Program Contingency to the Southridge High School Softball/Baseball Synthetic Turf Project.

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CONSENT AGENDA – ITEM FOR ACTION**AUTHORIZE INTERDISTRICT TRANSFERS FOR 2024–25****BACKGROUND**

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

It is proposed that the board authorize the district to approve the following interdistrict transfers for the 2024–25 school year:

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

Cooper Mountain Elementary School

Grade 2 — 1 open slot for students

Grade 3 — 2 open slots for students

Hiteon Elementary School

Any grade — 24 open slots for students

Kinnaman Elementary School

Grade 1 — 10 open slots for students

Grade 3 — 10 open slots for students

Grade 4 — 10 open slots for students

McKay Elementary School

Grade K — 4 open slots for students

Grade 1 — 10 open slots for students

Grade 2 — 9 open slots for students

Terra Linda Elementary School

Grade 4 — 7 open slots for students

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Five Oaks Middle School

Grade 6 — 5 open slots for students

Grade 7 — 10 open slots for students

Grade 8 — 14 open slots for students

Southridge High School

Any grade — 37 open slots for students

FLEX Online School*

Grades K–5 — 40 open slots for students

Grades 6–12 — 100 open slots for students

*An interdistrict transfer to FLEX Online entitles a student to attend FLEX Online only. They may not transfer to another Beaverton school or program.

RECOMMENDATION

The superintendent recommends that the school board authorize interdistrict transfers as proposed for the 2024–25 school year.

ITEM FOR ACTION**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

It is recommended that the board approve the following resolution to approve the NWRESD Local Service Plan for the 2024–25 school year:

BE IT RESOLVED by the Board of Directors of Beaverton School District in Washington 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.

SUGGESTED MOTION

I move to approve the resolution authorizing the Northwest Regional Education Service District’s Local Service Plan for the 2024–25 school year.

Belong. Believe. Achieve.



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

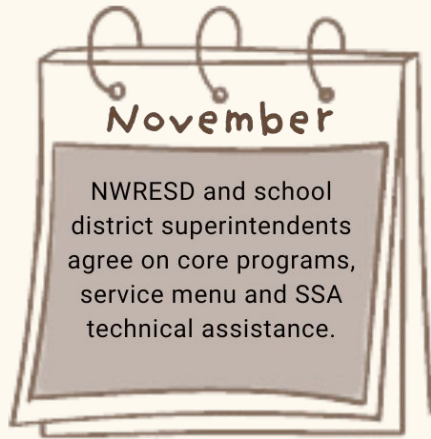
90% of the SSF formula for education service districts is allocated to school districts

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.



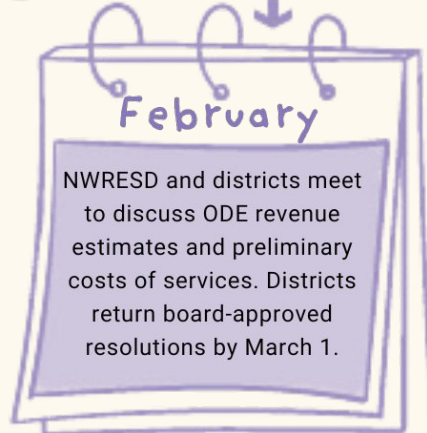
March

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.



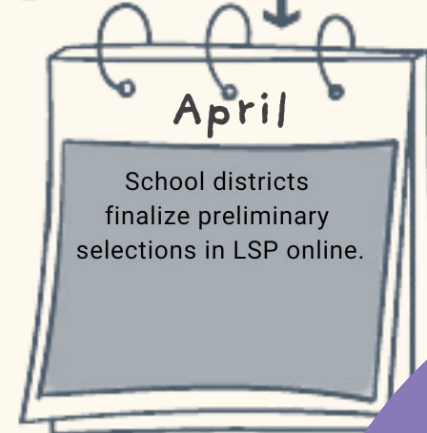
December

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



February

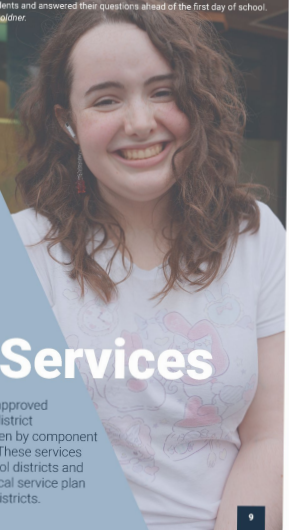
NWRESD and districts meet to discuss ODE revenue estimates and preliminary costs of services. Districts return board-approved resolutions by March 1.



April

School districts finalize preliminary selections in LSP online.

2024-25 Local Service Plan - Core Services



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 Core 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.

9

P. 9

2024-25 Local Service Plan - Menu



A preschooler participates in circle time during a Friends and Me Playgroup hosted by NWRESO's Beaverton Early Childhood Center. The playgroups give students who are neurodivergent – meaning they have autism, attention 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.

12

P. 12

2024-25 Local Service Plan - Student Success Ad Technical Assistance Plan



From left, Lori Cohen, an instructional coaching expert, and Samya Matouk, NWRESO 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 NWRESO'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.

23

P. 23

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.

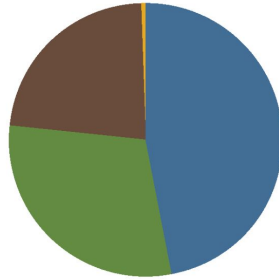
Core Services: \$5,425,601

- 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

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.*



2024-25 Local Service Plan

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

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Appendix

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| Proposed Resolution Authorizing NWRESD Local Service Plan for 2024-25 | 27 |
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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.

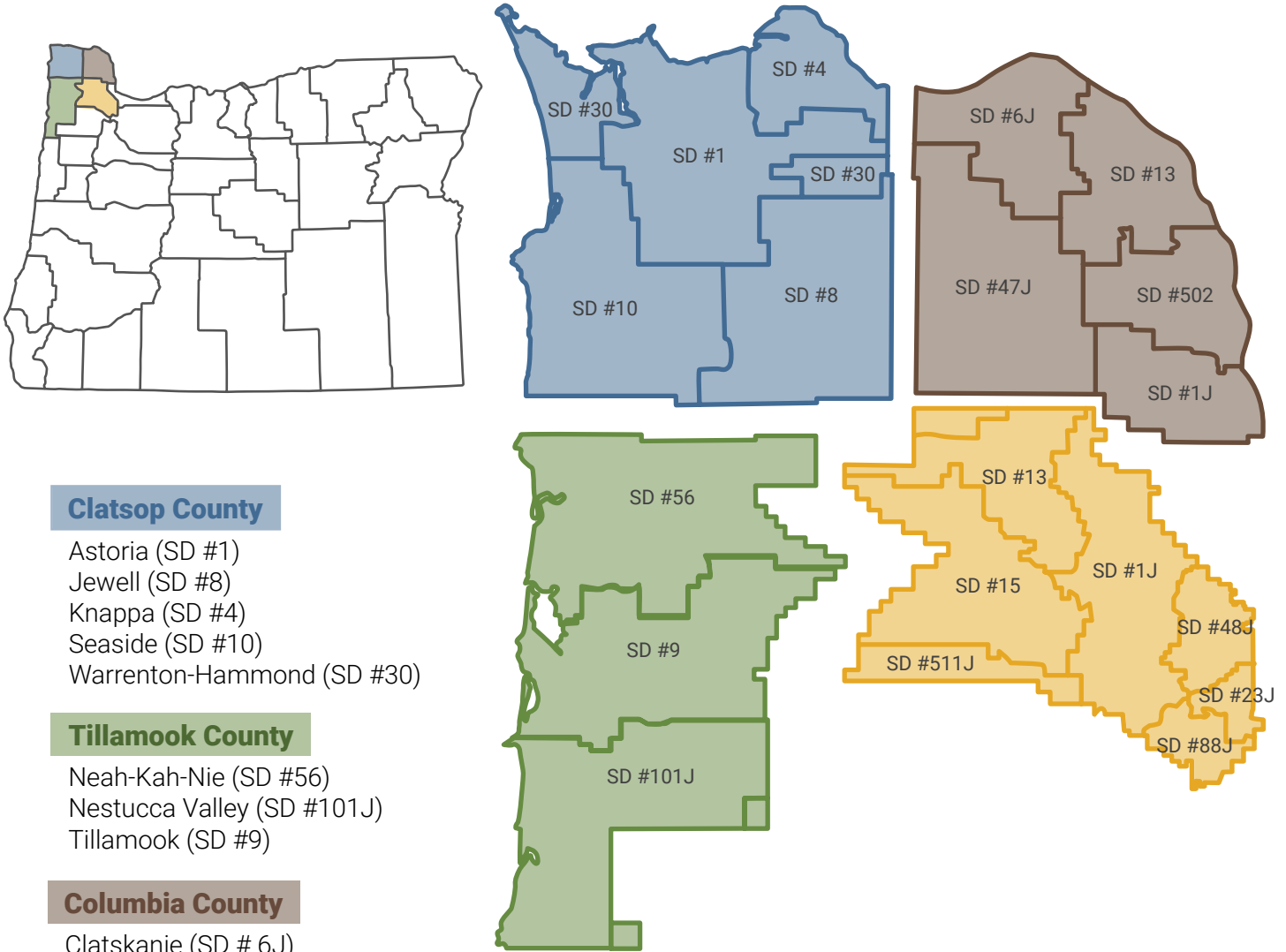
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



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



Key Staff Contacts



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Chief Academic Officer

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Stuart Long

Chief Information Officer

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Executive Director

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Administrator

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Matt Doyle

Columbia Service Center
Administrator

mdoyle@nwresd.k12.or.us



Kim Lyon

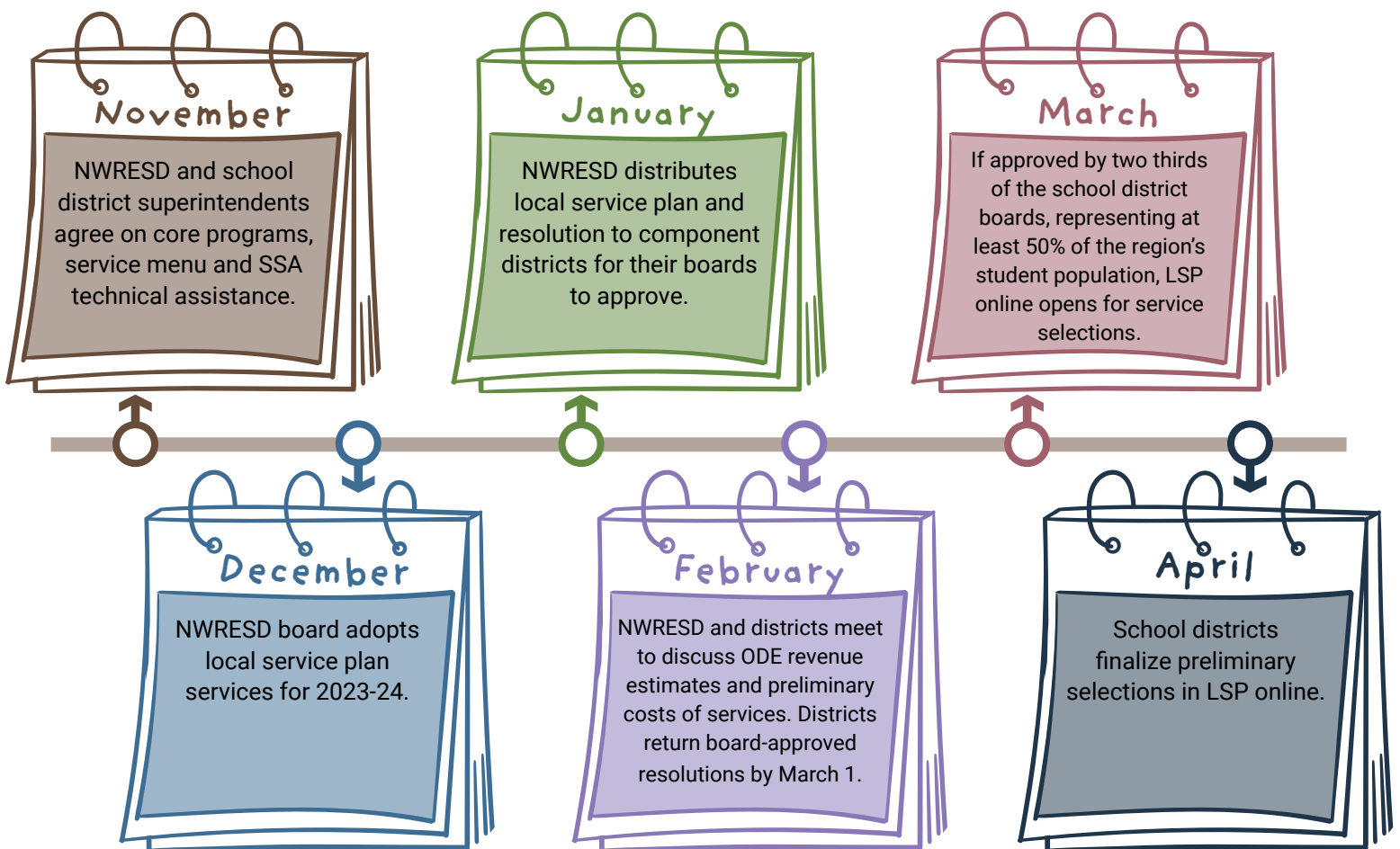
Tillamook Service Center
Administrator

klyon@nwresd.k12.or.us

Timeline for Plan Development

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

NWRESD'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.

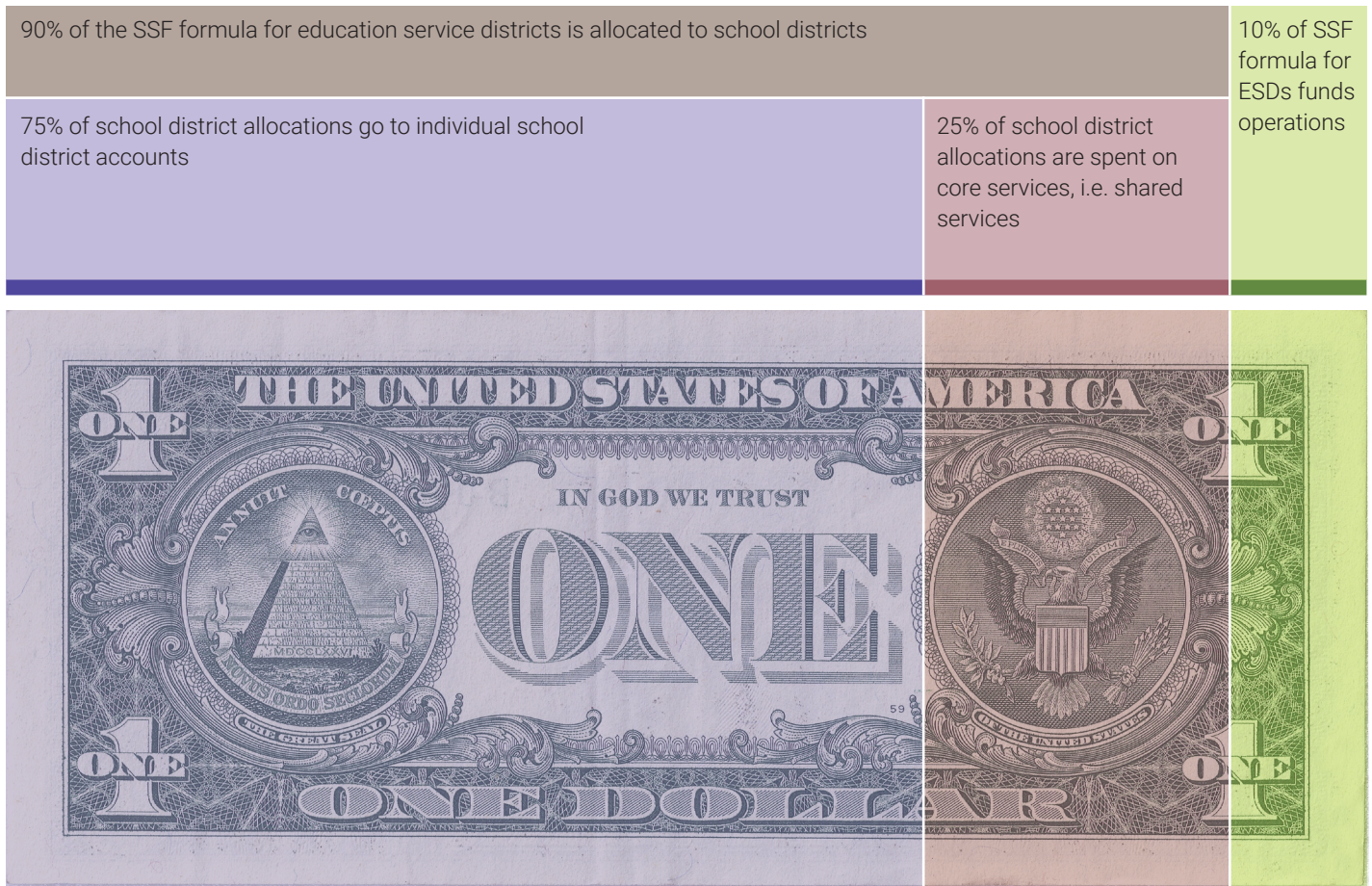
The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

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 NWRES D 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

NWRES D 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.





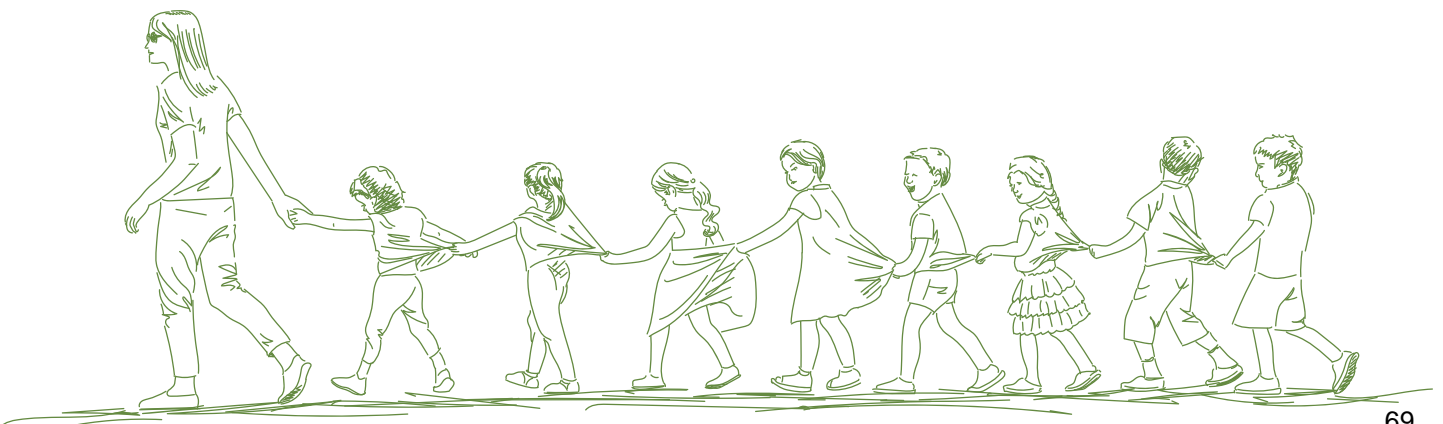
Early Learning

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

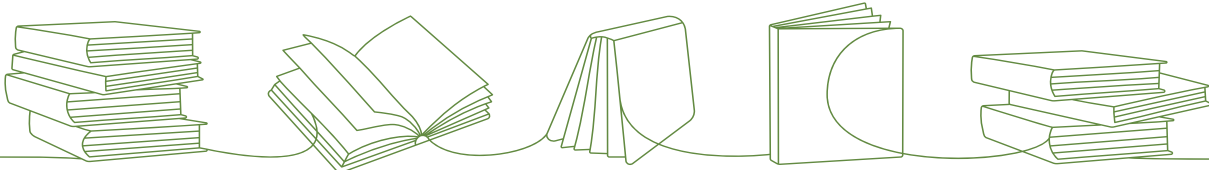
Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

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

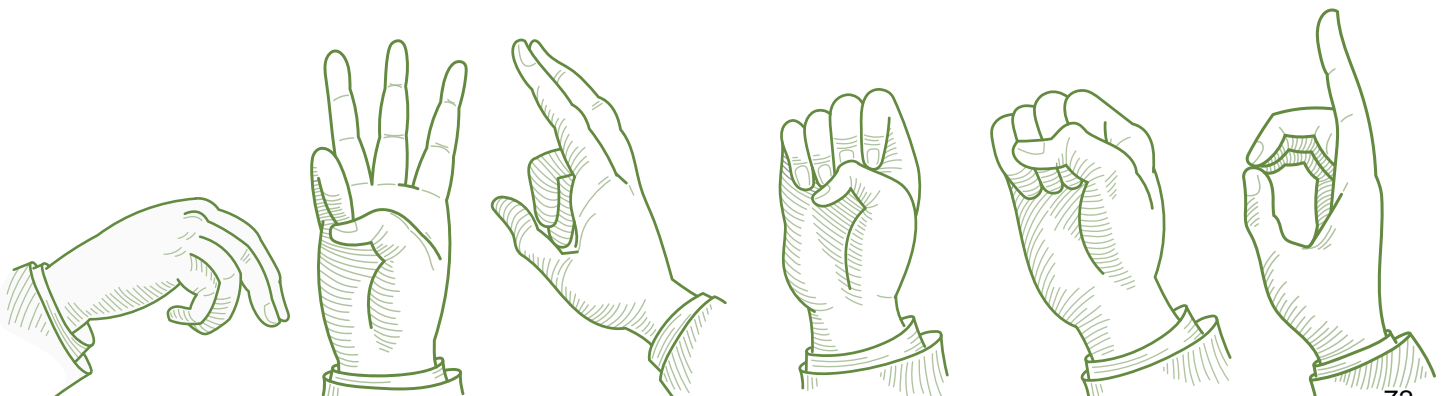
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

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

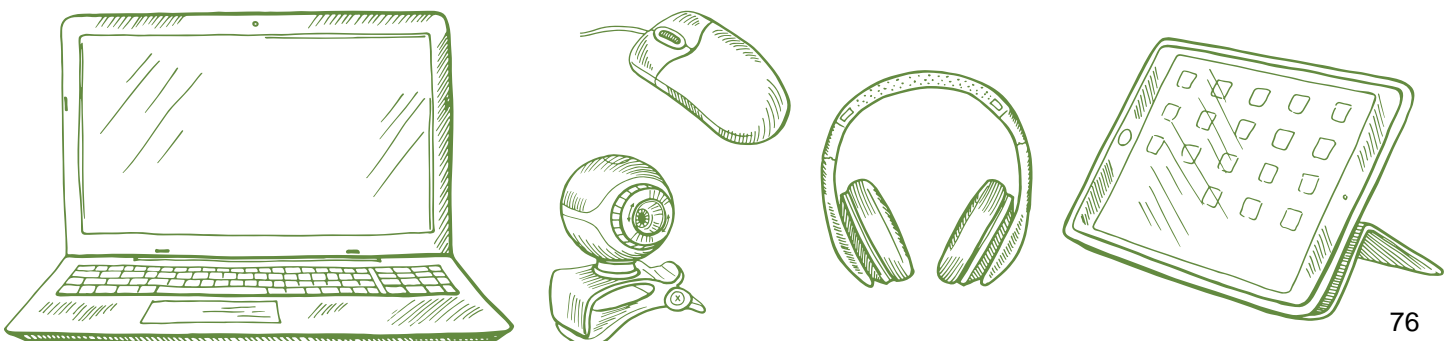
rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

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, NWRESA 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 NWRESA'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. NWRESD'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.

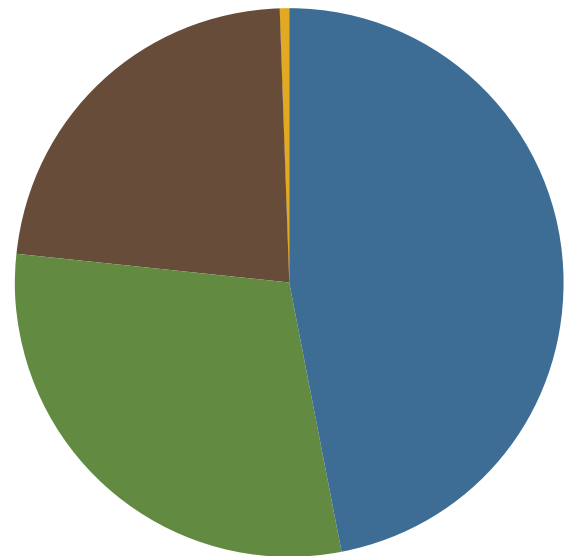
Core Services: \$5,425,601

- 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 |
|--|--------------------|------------------------------|----------------|---|---------------------|-------------------------|---|
|--|--------------------|------------------------------|----------------|---|---------------------|-------------------------|---|

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, NWRESD 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

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

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES CB, CPA, LBE****SUMMARY**

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

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

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

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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](#)

[ORS Chapter 338](#)

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

[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 \(2023\)](#)

ITEM FOR ACTION AT A FUTURE MEETING**TRANSPORTATION SUPPLEMENTAL PLAN FOR 2024–25****SUMMARY**

Oregon school districts provide daily round-trip home-to-school transportation for elementary and secondary students living more than a certain distance from school, and for selected areas within these zones where needed for student safety. To qualify for state reimbursement of 70% of approved transportation costs, routes servicing areas within these zones must be approved annually by the State Board of Education as local district Transportation Supplemental Plans. These plans are revised as transportation needs and circumstances change.

BACKGROUND

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively). The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans. The primary reason for providing transportation for students within the non-transportation zone is lack of sufficient infrastructure for a safe walkway (e.g., sidewalks, walkways, road crossings, etc.)

A committee composed of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned and completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

RECOMMENDATION

The proposed Transportation Supplemental Plan revisions are presented for initial consideration and will come before the board for approval at the next business meeting.

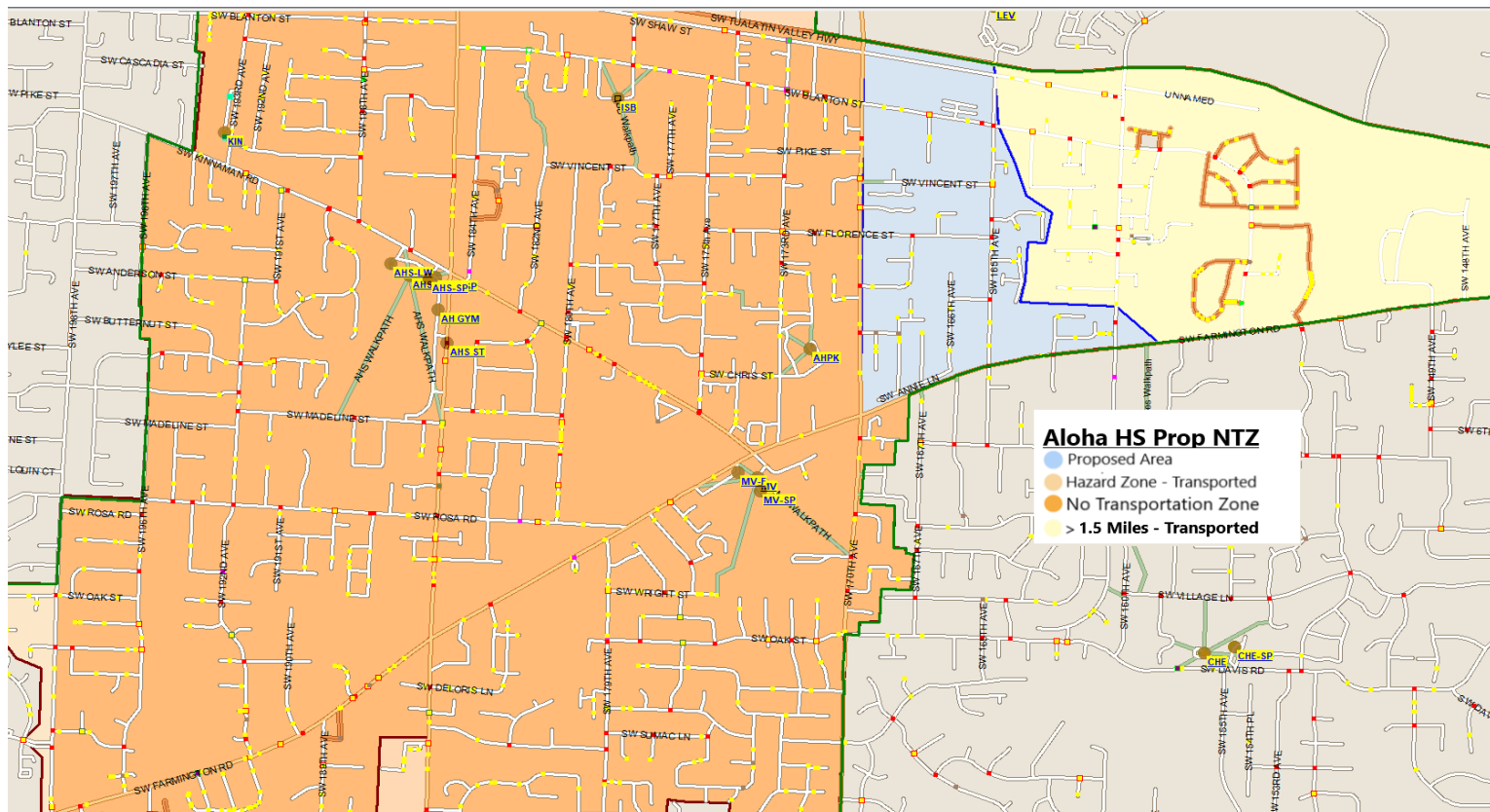
Belong. Believe. Achieve.

| Schools | Area Name and link | Area Description | Students | Stops | Buses | Action |
|--|--------------------------|---|----------|-------|-------|-----------------------|
| <u>Aloha High</u> | <i>Aloha HS HAZ East</i> | Area East of 170th between TV HWY and Farmington | 45 | 4 | 0.75 | Remove Transportation |
| <u>Bethany ES</u> | Bethany NTZ 2024 | New residential development west side of NW 174th near NW Lapaloma Dr | 0 | 0 | 0 | Remove Transportation |
| <u>Findley ES</u> | Findley ES Haz 2023 | NW 118th and NW Marcotte Road | 1 | 1 | 0.1 | Add Transportation |
| <u>Scholls Heights</u> | Scholls Heights NTZ 2024 | See if barrows connects on google map. need to eval if complete | 7 | 1 | 0.15 | Remove Transportation |

Aloha High School

The proposed area (east of SW 170th between SW TV Highway and SW Farmington) currently receives supplemental transportation service due to hazards associated with crossing SW 170th. Previous evaluations of this area identified two intersections along SW 170th that met established safe crossing guidelines for high school students (SW Blanton & SW Farmington). When determining walk routes utilizing these crossings, Transportation found portions of this neighborhood would still have a walking route to Aloha High School which exceeded 1.5 miles. While bus service could have been removed from portions of this area, buses would still need to travel through and serve areas of this neighborhood and those residing within the no-transportation-zone would likely continue to ride the bus on a space-available basis.

Washington County Urban Road Maintenance District (URMDAC) funded the addition of a signalized pedestrian crossing at SW 170th and SW Florence [170th Avenue \(FY 2020-22 Pedestrian & Biking Improvement\) | Washington County, OR \(washingtoncountyor.gov\)](https://www.washingtoncountyor.gov). Construction is currently underway as of January 2024, and is scheduled to be completed in the spring 2024. The addition of this 3rd intersection creates paths for the entire neighborhood under 1.5 miles.





Existing Signalized Intersection

Current Walk Area

New Signalized Pedestrian Crossing

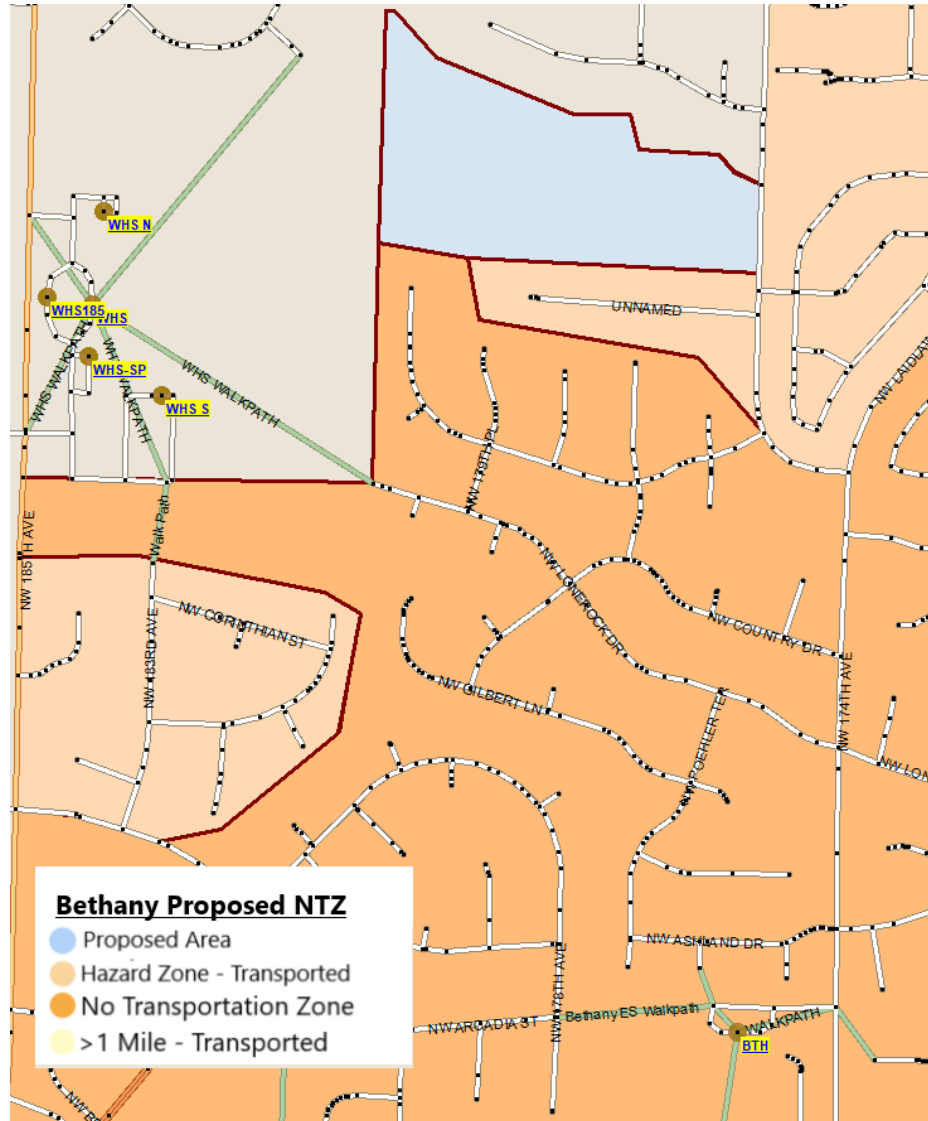
Existing Signalized Intersection

Proposed Area

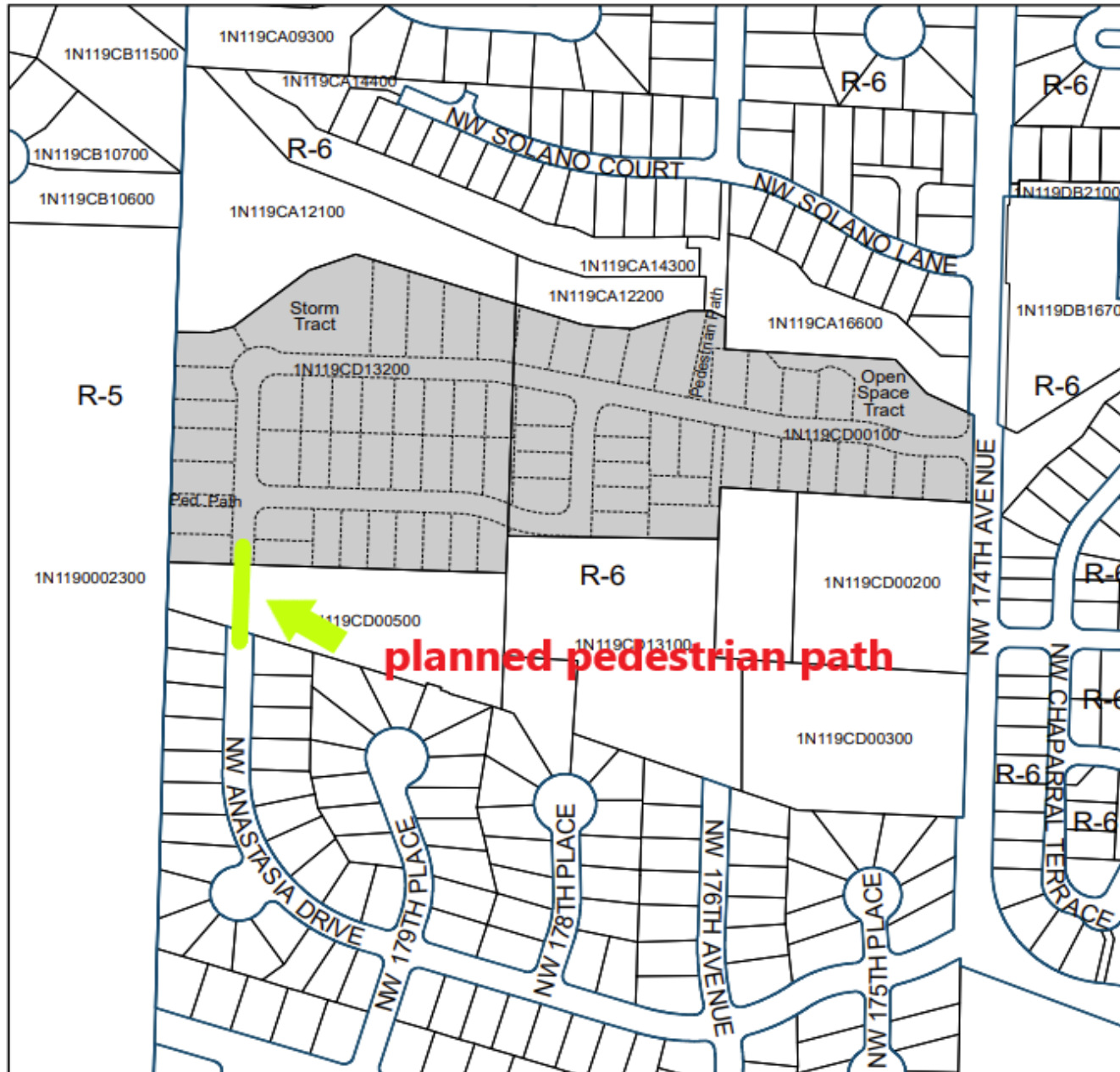
SW Kavitt Ln

Bethany Elementary School

The proposed area is a new planned residential development bordering the Westview High School Field and NW 174th Ave, south of NW Solano Lane. NW 174th Ave lacks sidewalks on the west side. Washington County has requested developers ensure there is a pedestrian walk path connecting this development to NW Anastasia Dr. to the south, which is part of the existing walk area for Bethany Elementary. This area currently has no residents.







NW Thompson
(north side), looking
west @ NW 118th.



**SW Barrows - eastbound, near
crosswalk at SW Loon**



ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES GBNA, IL****SUMMARY**

Revisions are recommended to update school board policies GBNA and IL. 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.

BACKGROUND**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 |

GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying – Staff

Updates to this policy better align it with model policy, current terms and practices, and Oregon law. Language has been added regarding retaliation, false reports, and consequences, and information about how to file a complaint is revised to align with the district’s established uniform complaint procedure.

IL – Assessment Program

Language has been updated to better align the policy with Oregon law and current terms and practices, including regarding opting out of statewide summative assessments and about graduation requirements that are not currently in effect.

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 GBNA
- Revisions to board policy IL

Belong. Believe. Achieve.

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying – Staff

The board is committed to providing a safe, positive and productive learning and working environment.

Hazing, harassment, intimidation, menacing or bullying, and acts of cyberbullying of staff, students or third parties (as defined under board policy GBN/JBA) by staff, students or third parties is strictly prohibited and shall not be tolerated by the district.

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. Such retaliation shall be considered a serious violation of board policy, independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Complaints regarding hazing, harassment, intimidation, bullying, menacing or cyberbullying of or by staff shall be processed in accordance with the procedures found in KL-AR.

~~Complaints shall be filed with supervisor.~~

~~Complaints against a supervisor shall be filed with the Chief Human Resource Officer, unless the supervisor is the superintendent.~~

~~Complaints against the Chief Human Resources officer will be filed with the superintendent.~~

~~Complaints against the Superintendent shall be filed with the board chair.~~

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action, which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff will be reported to the Teacher Standards and Practices Commission, ~~as provided~~ if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. The administrative regulations ~~shall will include reporting requirements and~~ definitions of prohibited behaviors, reporting and investigative procedures, and provisions to ensure notice of this policy is provided to students, staff and third parties.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)

[ORS 163.197](#)

[ORS 166.065](#)

[ORS 166.155 to -166.165](#)

[ORS 174.100](#)

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.250](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.103 - 659A.143](#)
[ORS 659A.199 - 659A.224](#)
[OAR 839-003-0000](#)
[OAR 839-005-0021](#)
[OAR 839-005-0030](#)

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

[Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. \(2012\).](#)

[Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 \(2012\); 29 C.F.R. Part 1626 \(2018\)](#)

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

[Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 \(2012\).](#)

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

[OREGON BUREAU OF LABOR AND INDUSTRIES, Workplace Bullying \(visited Feb. 26, 2019\).](#)

[<https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>.](https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf)

Cross Reference(s):

GBN/JBA - Sexual Harassment

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

JFCM - Threats of Violence

KL - Public Complaints

Assessment Program**

The district's assessment program shall be designed to determine district and school program improvement and individual student needs, and to meet the requirements of Oregon Administrative Rules. Each year the district shall determine each student's progress in relation to federal, state and district achievement goals.

Assessments shall be used to measure the academic content standards ~~and Essential Skills~~ and to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, ~~assessments of English language development~~, and other valid ~~methods as may be assessments~~ required by state and federal ~~requirements regulations~~;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained (~~e.g., talented and gifted, special education~~);
3. Assessments by individual teachers, ~~including formative assessments occurring as students are learning~~;
4. ~~Other districtwide, and school-wide~~ ~~and grade level~~ assessments, ~~approved by the deputy superintendent for teaching and learning~~.

It is the intent of the board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress ~~toward meeting or exceeding in relation to state~~ academic content standards ~~and Essential Skills~~, district learning targets and personal learning goals. District, ~~and school and individual~~ results shall be reported to the board, ~~parents~~ and the community, ~~and individual results shall be reported to parents~~, as prescribed by law.

~~The annual assessment of student and district progress is a vital component of the instructional process. It is the district's intent to include every student as specified by the state and district in the annual assessment program.~~

~~Students whose home language is not English shall be assessed for English language proficiency to determine eligibility for the English language development (ELD) program. Students in the ELD program will be assessed annually for English proficiency until meeting the proficiency requirements according to the law.~~

~~For assessments that provide students with multiple testing opportunities over the course of the year, decisions regarding retesting students will be made individually for each student and grounded in the benefit of retesting for the student.~~

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education

~~(ODE)~~ [as in need of improvement, corrective action or restructuring](#), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, [gender identity](#), [gender expression](#), age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

~~A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student.~~

[A parent on behalf of their student or an adult student may annually opt out of taking a statewide summative assessment by completing and submitting ODE's opt-out form to the school or district.](#) The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. [The district will provide](#) parents and adult students ~~will be provided the~~ access to forms and required notices ~~by the district~~ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

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

~~The assessment program will include:~~

- ~~1. A periodic review and evaluation of the district's summative assessment program.~~
- ~~2. An annual report detailing student achievement progress.~~

[The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.](#)

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
~~[OAR 581-022-1910](#)~~
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)

[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)
[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)

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