



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, April 30, 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	
A. National Theatre Education Hall of Fame Award	
B. Verna Bailey Be the Change Awards	
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A. Comments by Individual Board Members	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	

School Board Comments

April 30, 2024

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

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

This evening I'd like to talk about the journey over the last couple of weeks with health insurance. According to our collective bargaining agreement, BEA members and the BSD school board are required to ratify any substantive changes in health insurance benefits. Two weeks ago, our members were forced to make an incredibly difficult and complex choice in a very short amount of time about huge changes in those benefits. BEA and BSD have a long history of collaboration, and it was disheartening in this instance of disagreement that as we sought information for members making this impossible choice, we were unable to get answers to emergent questions from the District's insurance broker and in fact were blocked from communicating whatsoever with them. To say the ordeal was frustrating is an understatement.

I do want to point out that I'm surprised not to see a ratification vote on the school board's agenda this evening as required in our collective bargaining agreement. With open enrollment starting tomorrow, I'm confused as to when this vote might occur to ensure that we are proceeding according to our agreements. I can promise that we'll be in touch very soon about that.

I want to acknowledge that every employee in BSD, including our members and our colleagues in OSEA, are facing difficult decisions with the offered healthcare options this year. We know that healthcare, like everything, is becoming more expensive, and we also know that one of the things that sets BSD apart as an employer is access to great healthcare benefits. The plans on offer are all going to cost our members' money in one way or another.

All that said, educator Appreciation Week is next week, which I think is strategically placed at a point in the year when educators are exhausted. I've heard stories from across the District of great things happening with students in classrooms, in hallways, in offices, in music rooms, and on playgrounds and athletic fields. I've also heard stories of educators who are burnt out, who are tired and trying to meet ever increasing demands, and who are coming to a job every day that is DIFFICULT. I can think of no better way for BSD to honor our educators than to commit to coming to the bargaining table with compensation proposals that reflect our expertise and

value to the Beaverton community. That includes the upcoming bargain with our OSEA colleagues.

In addition, we know that placements for next year are likely coming out next week. This time of year can often be fraught for educators. Another way to show appreciation for BSD educators next week is for administrators, whenever possible, to honor educators' wishes and place them in positions that they have asked for rather than transfer them unnecessarily.

To close, I'd like to reiterate something I shared here a few months ago. 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 is what we deserve.

Thank you for your time this evening.

Hello Dr Balderas, Chair Perez and members of the board

I am kyrsti Sackman I am a roving para II
& the current OSEA Classified president elect.

Thank you to Lindsay & the BEA team and a special shout out to every classified staff here in attendance tonight, in person and on zoom& the staff speaking up here or in written commentary- we see you. We appreciate you & I remind you- WE ARE STRONGER TOGETHER.

We all feel the weight of the Cost of living in Beaverton raising, as we all know the insurance rates are going up this impacts so many of our employees, but I am here to remind and vocalize that our classified staff are lowest paid employees in the district, but very much the glue of our community.

Please recognize that as every other BSD employees feels the weight, please recognize that classified employees will feel these impacts THE MOST

We as classified continue to hear an increase in Safety concerns Specifically around training and facilities - the stress around key boxes or swipe cards, legal safe rooms and things needed to accommodate all 504s and IEPs students as well as the appropriate trainings for all staff involved in safety support of students

We just ask to please review the reality of how we as a collective can do better for our staff and students.

Bargaining begins may 9th for OSEA

We hope to reach a dignified agreement on wages and benefits packages for our lowest paid employees, who are also some of the most essential to the school experience of success.

We know that next month the board is voting on the budget, we hope that everyone involved in these meetings are taking into account the GLUE that is EACH classified staff in BSD and really take time to advocate for a budget that will benefit and entice our classified employees to continue their dedicated hard work of our classified staff alongside of our certified counterparts

OSEA begins bargaining May 9th- classified please watch for updates and we encourage all to continue wearing blue for union Tuesdays, as well as on all bargaining days for both BEA and OSEA - in solidarity the rights of our workers.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, April 26 through 12 p.m. on Tuesday, April 30, 2024. The following comments followed all the posted guidelines listed on the form and below.

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

First Name	Last Name	Association with BSD	Comments:
Dr. Sumit	Mehotra	Parent/Guardian	<p>At Oct'23 board meeting & BSD Engage, parents submitted request for bus service to south of Sato within 1 mile.</p> <ol style="list-style-type: none"> 1. Walking to school from south of Sato is not safe for kids walking alone. Several near miss accidents witnessed by various parents. 2. Current pathways involve crossing the busy roads (159th & Brugger; Kaiser & Ernst St). Walkway along the Kaiser with no physical barrier is very risky. 3. Parents are suffering with work time loss as must accompany kids to school due to unsafe walking conditions. 4. Walking bus doesn't work with the large group without enough volunteers and barrier protection along kaiser road. Parents as volunteer does not work. <p>Parents request is to either add bus to the south of Sato within 1 mile, or atleast add school staff volunteers at (159th & Brugger; and Kaiser & Ernst) and recommend county to install a physical barrier all along the kaiser road for kids' safety. Parents should be able to leave kids walking from their home on a safe walkway.</p>
Elizabeth	Schulz	Staff Member	<p>AsanemployeeofBSDfor20yearsandparenttochildrenattendingBSDschools;IwouldliketodiscusstheSIGNIFI CANTchangestooourinsurancecoverageandrates.Health insurancebenefitshavealwaysbeenasellingpointfornewemployeesaswellasretaining employmentforcurrentstaff.IstronglyencouragetheBoardtomakeapromptdecisionto increasetheinsurancecapPRIORToourMay31deadline.Noonemakingafinancial decisionshoulddosoWITHOUTALLOfthefactsTheproposedRegenceoptions</p>

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			<p>information we have regard to prescription coverage is MACA. What does that mean? Our benefits are the ONLY benefitsequal among Admin Certified and Classified staff. While most Admin won't have difficulty paying the higher difference in premium without our AMAZING benefits or the ridiculous premiums and HUGE oop increase that the proposed will ensue. Our least paid staff will have to choose if they can AFFORD to stay employed in BSD. If teachers cannot afford to go to the doctor because of costly deductibles they will come to school sick and others will get sick or they will be forced to stay home leaving students with a Sub if there are enough OUR STUDENTS future is at risk.</p>
Anne	Conner	Staff Member	<p>It is very disheartening that Mountain View Middle School will be having construction for the next two years and yet very little modernization will actually be happening. We are now being told that we will only be getting seismic upgrades, solid walls, and new ceiling tiles. In the meantime, all teachers will have to pack up their classrooms, move rooms, and some will be in portables next year and the year after. The PE Department will be without several spaces. We have asbestos in the walls, carpets are stained and likely have mold in them, wood paneling everywhere, barely any natural light, water that tastes like dirt, fake whiteboards, etc. Mountain View staff are very dedicated and our students deserve to have a nice school to go to. Many staff members, students, and community members see the improvements around the district and feel forgotten about. It would be nice for the district to put some money towards making our school a safe and inviting place to be.</p>
Becky	Reichard	Other Community Member	<p>As a former BSD parent and public librarian who partnered with BSD school libraries, I can attest to the need for consistent, quality school library staff. While the public library is the door to preschool literacy, the school library supports school age literacy. The role and value of school libraries in building literacy cannot be overstated. This is why reading scores are higher in schools with library programs. It's not just reading to kids, even though that is extremely important. It is knowing the literature, how to present it, how to make it accessible, how to embed it into students' lives so they see the relevance and importance and personal satisfaction of learning. You cannot achieve this with a revolving door of library staff. This requires people with education and the ability to build student relationships and know their libraries intimately. It requires an educated, quality staff that is fairly compensated who retains their position. BSD, make the choice for libraries!</p>
Dianna	H	Staff Member	<p>Please encourage those representing BSD in bargaining with BEA and OSEA to share their proposed increase in the Employee Insurance Cap or confirm no increase close to the May 1st open enrollment date and certainly before May 31.</p> <p>Many low-paid staff are stressed due to changes in insurance plans for 24-25, facing tough choices between low initial pre-tax deductions/high deductibles or high employee pre-tax deductions to keep plans similar to last year's. This effectively reduces funds for essential needs like medication, medical care, mental health care, food, and/or rent. Please urge the decision-makers to expedite the process, as the open enrollment period begins 5/1.</p>

			This is essentially a pay cut to so many employees that can't afford it. We ask that you give a little nudge to the decision makers where you can, to hurry this along.
Yun-Pei	Tu	Parent/Guardian	<p>After the change of school boundaries two years ago, many good students were forced to leave BSD for better school environments. Here, I would like to propose a plan for sending our kids to the Summa program held by Tumwater Middle School instead of Meadow Park. The BSD Board has the authority to decide this matter.</p> <p>Reasons list below:</p> <ol style="list-style-type: none"> 1. Tumwater just started the Summa program, and it is possible to include more students. There are only 4 and half schools that feed the Summa program in Tumwater. However, there are 9 and half schools that feed to Meadow Park. Bethany has 4-6 Summa students each year. 2. Bethany Elementary School loses the battle of the change of school boundary which made our students force to do the lottery of option schools, go to private schools or even let the family to move out of the neighborhood. 3. No school bus route problems for Summa students. 4. Stoller Middle School does not have enough capacity to accept more students due to crowded Tag classes.
Janet	Poulos	Staff Member	<p>As a BSD teacher/parent, I'm shocked that BSD Library Media Assistants are paid so little they rely on food stamps. Please consider that LMAs</p> <ul style="list-style-type: none"> • earn less than BSD bus drivers, Para 1s & 2s. • plan/teach lessons to all grade levels every week. <p>Unlike Para 1s/2s, but like certified staff, LMAs</p> <ul style="list-style-type: none"> • teach entire classes • are responsible for students in emergency situations. • must plan their own lessons, without guidance from a certified staff. <p>At the March 19 school board meeting (video minutes 19:48-21:50) SATO LMA Tammy Frye spoke of studies which proved that qualified library programs</p> <ul style="list-style-type: none"> • increase scores on standardized tests & student achievement • increase graduation rates of low income students, students of color & those with disabilities • double advanced writing scores • increase elementary math scores <p>If BSD truly wants to promote equity, BSD LMAs should receive wages on which they can live, without food stamps. Please compensate them accordingly & value their work!</p>

Barbara	Weiss	Staff Member	<p>I have also mailed a letter to the Board, which I truly hope you read. This is my conclusion to that letter: As you get involved with bargaining for insurance premium caps, wages, etc., please remember how hard your classified staff work in BSD's special education classrooms. How vital they are to the running of these rooms. How it impacts their day when the classrooms are understaffed (we have to watch for and deal with seizures, do tube feeds, monitor or feed students with feeding protocols, deal with aggressive behaviors, change diapers, etc., in addition to working on IEP goals). How frequently they feel unappreciated and sometimes unseen by school administration. How expensive it is to live in today's world, and how their absence would impact the schools if they felt the need to find alternate employment. I have been a paraeducator II for 20 years with BSD. Thank you in advance for listening to comments from classified staff.</p>
Yihsun	Yang	Parent/Guardian	<p>There is an ongoing problem with bullying within the Five Oak MS based on https://www.greatschools.org/. Additionally, I am deeply concerned about the well-being and support provided to our TAG students from Bethany ES.</p> <p>TAG students are often targeted for several reasons. Firstly, their exceptional academic performance draws attention, resources, and opportunities. Unfortunately, this success can make them susceptible to bullying. Some bullies may be envious of their achievements, while others perceive them as a threat to their own status and academic success.</p> <p>Bethany ES is the top performing ES and FiveOaks MS is the lowest performed in BSD academic. By Placing Summa students from Bethany ES to Tumwater MS has minimum impact to the middle school loading and adds no commute burden to the parents. Distance from Bethany to Tumwater and Bethany to MeadowPark is within 10% difference. TAG students are placed with closer academic level helps reducing the issue forementioned.</p> <p>Sincerely, YY</p>
Tina	Garcia	Staff Member	<p>The athletic trainers have been overlooked by the district for almost 2 decades. In the 17 years of our job's existence in BSD, we've not once been considered for job betterment or improvement wages or otherwise. When the school district conducted Trupp studies, they didn't even include the athletic trainers' position! We are told we must work on non contracted days without pay and without accruing flex time purely because we are "exempt". We save BSD millions in liability and lawsuits, we save the district losses of instructional time as students do not have to miss class to go to ERs, doctors, &/or PT clinics, and for us to be overlooked as a profession is the highest form of disrespect. We are licensed health care professionals and are severely underpaid compared to our neighboring school district colleagues. BSD has 5 National award winners, 1 sits on the National & state sports med advisory committees. BSD ATs set the bar for others, it's time to compensate us for our expertise.</p>

ITEM FOR INFORMATION**EARLY LEARNING****SUMMARY**

The district continues to refine our pre-K programs in support of the strategic plan. Currently we offer pre-K at 13 of our 15 Title I schools.

BACKGROUND

The district began opening pre-K programs beginning in 2017–18, focusing on Title I schools, and has continued to add schools each year. Staff will present information about the district’s pre-K programs, planned changes, the program’s support of a multi-tiered system of supports, and highlight the district’s relationship with an ongoing partner, Children’s Institute.

RECOMMENDATION

Staff will present information on the district’s early learning program. No action is needed.

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Early Learning in BSD 2023/2024 Updates

Presenters: Dr. Heather Cordie, Dr. Perla Rodriguez, Erin Lolic (Children's Institute), Talisa Timms (Children's Institute), Angela Vargas, Emma Graves, Marissa Ching

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BELONG
BELIEVE
ACHIEVE

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Teaching and Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Dr. Perla Rodriguez, Executive Administrator for K-8 Schools
- Angela Vargas, Early Learning TOSA
- Emma Graves, Early Learning TOSA
- Marissa Ching, Early Learning TOSA
- Erin Lolich, Children's Institute
- Talisa Timms, Children's Institute

BSD's Equity Lens

Beaverton School District **EQUITY LENS**

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



EQUITY

In Beaverton, we aspire to have the following 5P's:



Partnership
elevates multiple perspectives from historically underserved communities



People
reflect the diversity of our student body



Place
is safe, inclusive and affirming for historically underserved students and their families



Policy
articulates a vision for equity



Practice
eliminates gaps in access, opportunity, and expectation

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

Guiding Principles

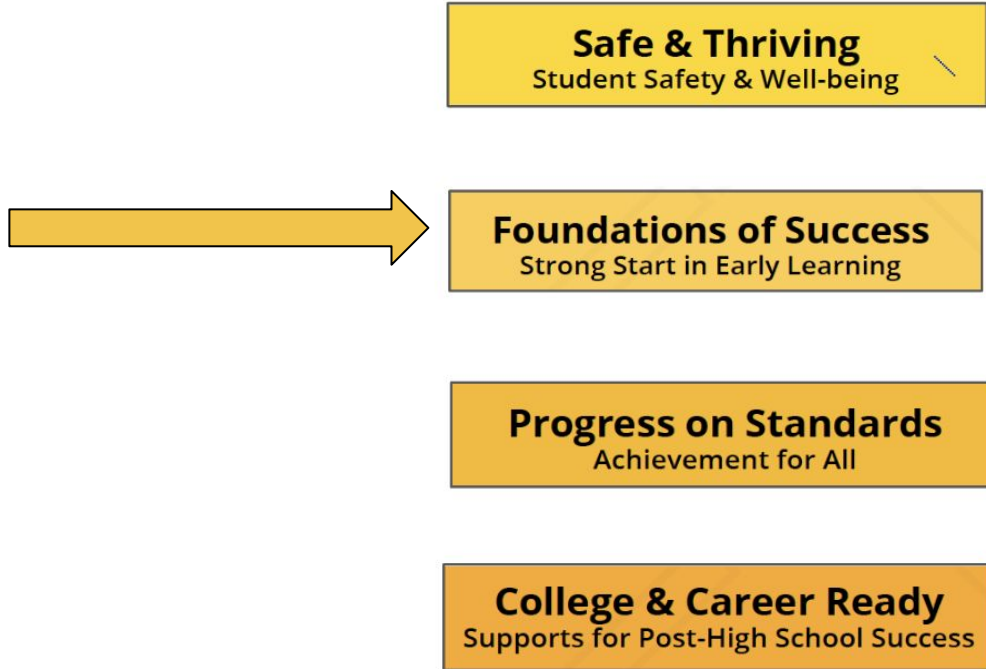


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Learning Objectives for Today's Meeting

- Learn how BSD's Pre-Kindergarten program supports the district strategic plan
- Learn about the changes planned for next year
- Understand how Pre-K supports MTSS
- Become familiar with the relationship between BSD and one of our partners, The Children's Institute

Strategic Plan Goal Areas



Foundations of Success

Outcomes	Strategies	Building or District	Phase
Each student demonstrates proficiency...	Assessments aligned to standards with multiple approaches to documenting learning and development and empowering students to self-assess and self-report progress	District & Building	New
	Engage families with two-way communication to support students' learning	Building	Sustaining
	Implement research-based interventions for math and literacy	District & Building	Implementing
...on literacy and language targets by the end of third grade.	Rich learning environments with several key visual supports and access to multimodal materials	Building	Sustaining
	Research-based systematic balanced literacy components including phonics and phonemic awareness curriculum and instruction	District	Implementing
...in math numeracy learning targets by the end of third grade.	Implement NCTE sociomathematical norms and practices	District & Building	Implementing
	Student-centered math talks where students develop multiple strategies along a progression of skills	Building	Sustaining
	Applied mathematical problem solving	Building	Sustaining
...in habits of mind.	Habits of mind strategies explicitly taught, practiced and nurtured	Building	New
	Implement and support playful inquiry in early learning classrooms (Playful Inquiry Co-researcher Practices)	Building	Implementing

Review of our Early Learning (PK) Data Highlighted:

- We need to work more closely with our partners from Northwest Regional ESD with regard to student placement.
- Staff continue to need professional development on the Habits of Mind practices as well as how to assess for report cards (PK - 5th grade).
- For a smooth transition to kindergarten, we need to learn about early literacy reading science and how to add explicit literacy instruction to our playful inquiry.
- We need to leverage our partners and ensure that our collective work supports our strategic plan.

Partnership with NWRESD

- We established a system where students are placed in our PK classrooms by NWRESD and BSD collaboratively starting next year.
- Our focus is maintaining a balanced classroom.
- This is an opportunity to identify students who may have special needs before kindergarten.
- Our PK staff have an opportunity this spring to observe students in order to prepare an optimal learning environment.

Habits of Mind

- Last year the language on report cards was changed to align with the Habits of Mind PK-5. In order to use the new language consistently across schools:
 - Teachers experienced with Habits of Mind are creating PK-5 report card rubrics
 - The early learning team is providing professional development in implementing the Habits of Mind



Alignment to Kindergarten

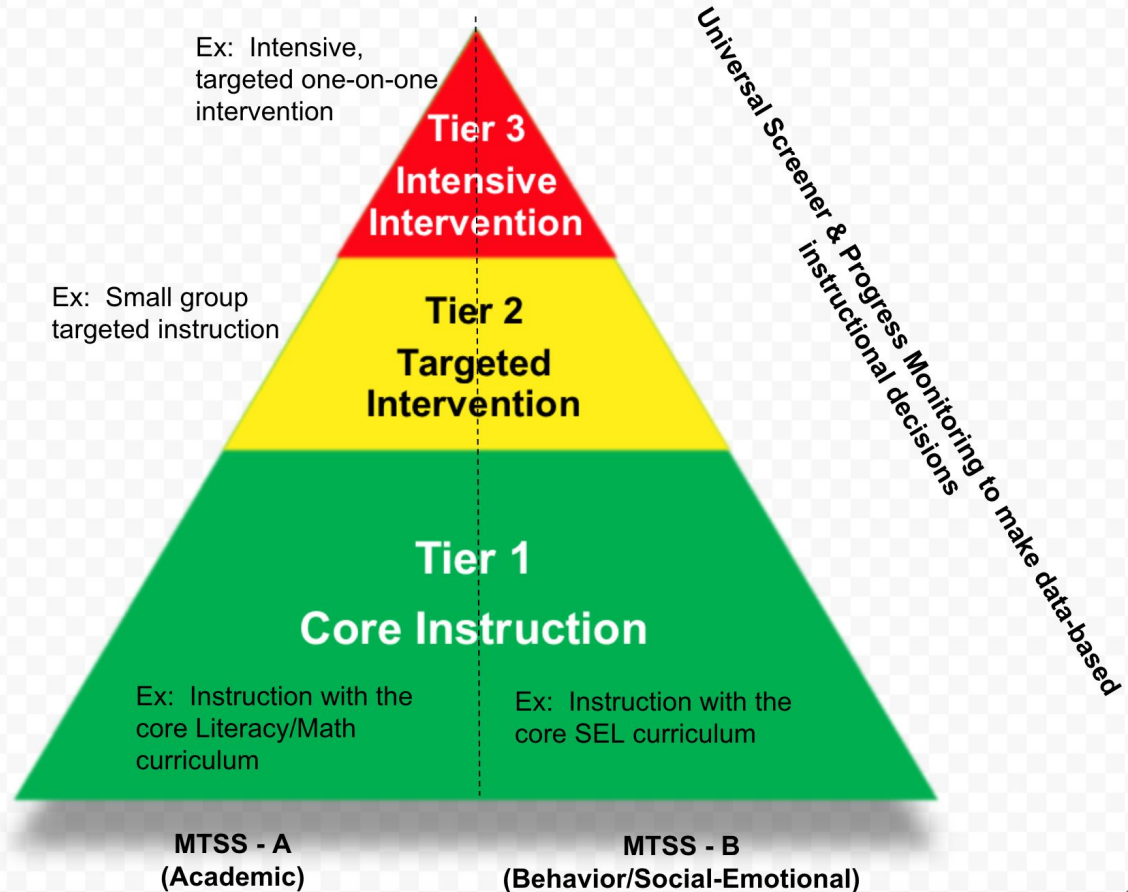
- Alignment to Kindergarten
 - Oregon Early Literacy Framework
 - Creative Curriculum
 - Scholastic
 - Universal Screener
 - STAR Preschool
 - Early Bird
 - Playful inquiry AND explicit instruction in early literacy



Alignment to Kindergarten

- Alignment to kindergarten
 - Dual Language Pre-K
 - Families are interested in having students begin their DL experience earlier
 - What does DL look like in PK?
 - Continuing support for teachers

Multi-Tiered System of Support (MTSS) Model



2024–25 School Year: The Numbers

- Currently 13 of our 15 Title I elementary schools offer PK
- Next year 14 of 15 Title I schools will offer PK (adding Raleigh Park)
- PK registration has started and we already have 32% of our total PK slots filled
- In our Dual Language PKs, 70% of the families that have registered for PK have expressed interest in DL
- Full-day PK pilot at McKay Elementary School

Questions & Discussion



Our Promise

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Believe.
Achieve.



Early Learning Partners

Children's Institute

BELONG
BELIEVE
ACHIEVE

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Beaverton School District's Early Learning Journey

Erin Lolicich & Talisa Timms

Supporting educators in creating cohesive
early learning experiences for children.

Children's Institute is working to make Oregon the best place to be a kid.

We leverage research, practice, policy, and advocacy to shift systems toward justice for families so that all of Oregon's children, prenatal to grade 5, have access to opportunity.



What is Early School Success?

Partnership between Beaverton SD, Forest Grove SD, Lincoln County SD, St. Helens SD, and Cl.

Aligning:

- instruction
- environments
- family engagement
- district supports



Beaverton is a statewide model for early learning

We need a statewide investment in early learning. We're grateful to Beaverton for modeling what's possible and inspiring other communities to invest upstream.



How do we partner with educators?



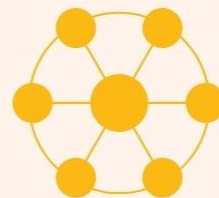
Team Leads

We identify a teacher leader in each school and support them to lead their ESS team through one-on-one coaching and monthly meetings with other team leads in our network.



Network Learning

We bring our school district partners together to engage in facilitated network learning that fosters connection, reflection, collaboration, and planning.



Learning Labs

We engage educators in an interactive and collaborative learning lab experience centered around values, strengths, the student experience, and shared practices.

Early Learning in Beaverton with Jessica Langsam



Early Learning in Beaverton with Jessica Langsam



Questions & Discussion



Our Promise

Belong.
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 **BEAVERTON**
SCHOOL DISTRICT

Scan QR code or visit
www.beaverton.k12.or.us/strategic-plan
to learn about our strategic plan.



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

NOTES:

- **General Fund Activity and Forecast**
Changes to the forecast include increases in revenue from the State School Fund, property taxes and interest earning as well as slight downward revisions to expenditures.

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 March 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	257.7	-	257.7	316.3
Property Taxes	167.5	167.5	164.6	-	164.6	169.0
Common School Fund	5.4	5.4	2.6	-	2.6	5.3
County School Fund	1.0	1.0	0.4	-	0.4	0.7
Local Option Levy	40.5	40.5	40.5	-	40.5	41.5
Investment Earnings	4.0	4.0	-	-	-	9.5
NWRESA Appointment	11.1	11.1	10.5	-	10.5	14.0
Other	7.3	7.3	3.2	-	3.2	10.2
Total	\$ 666.3	\$ 666.3	\$ 618.2	\$ -	\$ 618.2	\$ 705.2
EXPENDITURES:						
Salaries	\$ 304.5	\$ 304.5	\$ 202.4	\$ -	\$ 202.4	\$ 303.0
Benefits	181.2	181.2	119.7	-	119.7	180.5
Purchased services	37.5	37.5	25.2	4.8	30.0	36.0
Supplies & materials	16.7	16.7	9.3	1.7	11.0	14.4
Capital outlay	0.6	0.6	0.8	0.3	1.1	1.1
Other	3.1	3.1	2.1	0.2	2.3	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	\$ 366.2	\$ 7.0	\$ 373.2	\$ 660.8

Projected Surplus / (Deficit) from Operations	\$ 21.7
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 160.4
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2024 *	
	22.7%

*Projected ending fund balance breakdown:		Projected EFB
General Operating Fund	\$ 159.9	22.6%
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	\$ 218.3	\$ 2.7	\$ 221.0	\$ 332.4
Support Services	205.3	205.3	139.7	4.1	143.8	203.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	8.5	8.5	8.2	0.2	8.4	8.5
Contingencies	116.0	116.0	-	-	-	116.0
Total	\$ 666.3	\$ 666.3	\$ 366.2	\$ 7.0	\$ 373.2	\$ 660.8

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of March 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	\$ 10,177,339	\$ 4,334,260	\$ 498,281	\$ 4,832,541	35.61%	\$ 5,344,798
Categorical	9,932,000	8,280,491	2,706,892	2,001,322	4,708,214	47.40%	3,572,277
Scholarship Fund	550,000	455,920	38,265	20,500	58,765	10.68%	397,155
Grant Fund	144,648,240	56,281,838	54,982,349	31,326,161	86,308,510	59.67%	(30,026,672)
Sustainability Fund	22,600,000	21,762,083	-	-	-	0.00%	21,762,083
Nutrition Services Fund	18,332,235	14,316,147	10,207,729	2,596,034	12,803,763	69.84%	1,512,384
Debt Service Fund	116,516,484	106,202,736	15,707,905	-	15,707,905	13.48%	90,494,831
Capital Projects Fund	534,962,000	376,625,676	69,733,690	337,766,091	407,499,781	76.17%	(30,874,105)
Insurance Reserve Fund	11,038,624	12,257,027	3,894,253	982,907	4,877,160	44.18%	7,379,867
Workers' Compensation Fund	5,851,772	5,129,975	1,809,446	104,694	1,914,140	32.71%	3,215,835
Total	\$ 878,000,355	\$ 611,489,232	\$ 163,414,789	\$ 375,295,990	\$ 538,710,779		\$ 72,778,453



2023-24 Classroom Teacher Staffing By School
As of 3/31/24

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	3/31/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	901	905	4	29.0	9.0	3.0	-	41.0	29.0	9.0	3.0	41.0
Barnes	433	445	12	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Beaver Acres	771	785	14	25.0	6.0	4.0	-	35.0	25.0	6.0	4.0	35.0
Bethany	428	428	-	11.0	4.0	2.0	-	17.0	10.0	4.0	2.0	16.0
Bonny Slope	672	641	(31)	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	402	31	12.0	3.0	2.0	-	17.0	12.0	3.0	2.0	17.0
Cooper Mountain	394	411	17	11.0	3.0	2.0	-	16.0	12.0	3.0	2.0	17.0
Elmonica	398	411	13	12.0	3.0	2.0	-	17.0	13.0	3.0	2.0	18.0
Errol Hassell	365	339	(26)	10.0	3.0	2.0	-	15.0	9.0	3.0	2.0	14.0
Findley	582	572	(10)	15.0	5.0	2.0	-	22.0	15.0	5.0	2.0	22.0
Fir Grove	314	345	31	11.0	2.0	2.0	-	15.0	11.0	2.0	2.0	15.0
FLEX (K-5)	115	85	(30)	3.0	1.0	-	-	4.0	3.0	1.0	-	4.0
Greenway	258	278	20	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	472	-	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	19.0
Jacob Wismer	550	585	35	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	255	(4)	8.0	2.0	2.0	-	12.0	8.0	2.0	2.0	12.0
McKinley	633	658	25	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	28.0
Montclair	290	282	(8)	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	498	3	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Raleigh Hills	269	277	8	8.0	3.0	1.0	-	12.0	8.0	3.0	1.0	12.0
Raleigh Park	298	310	12	9.0	3.0	1.0	-	13.0	9.0	3.0	1.0	13.0
Ridgewood	376	376	-	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	16.0
Rock Creek	420	419	(1)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	17.0
Sato	823	841	18	23.0	7.0	3.0	-	33.0	22.0	7.0	3.0	32.0
Scholls Heights	617	622	5	18.0	4.0	2.0	-	24.0	18.0	4.0	2.0	24.0
Sexton Mountain	439	438	(1)	13.0	3.0	2.0	-	18.0	13.0	3.0	2.0	18.0
Springville	709	731	22	20.0	6.0	2.0	-	28.0	21.0	6.0	2.0	29.0
Terra Linda	271	283	12	9.0	2.0	1.0	-	12.0	8.5	2.0	1.0	11.5
Vose	685	729	44	22.0	6.0	2.0	-	30.0	21.0	6.0	2.0	29.0
West TV	295	286	(9)	7.0	3.0	2.0	-	12.0	8.0	3.0	2.0	13.0
William Walker	512	518	6	17.0	4.0	2.0	-	23.0	16.0	4.0	2.0	22.0
Elementary School Total	16,126	16,332	206	478.0	136.0	67.0		681.0	475.5	136.0	67.0	678.5
Average Elementary School Staffing Ratio				33.7	26.3	23.7			34.3	26.7	24.1	



**2023-24 Classroom Teacher Staffing By School
As of 3/31/24**

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	3/31/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	659	641	(18)	22.4	5.0	1.0	0.6	29.0	22.4	5.0	1.6	29.0
Conestoga	797	828	31	26.6	6.0	1.2	0.8	34.6	25.5	6.0	2.0	33.5
Five Oaks	790	776	(14)	27.6	6.2	1.2	0.8	35.8	26.5	6.2	2.0	34.7
Highland Park	642	647	5	20.8	4.8	0.8	0.6	27.0	19.8	4.8	1.4	26.0
Meadow Park	665	689	24	27.0	5.8	1.0	0.8	34.6	23.9	5.8	1.8	31.5
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	1,054	53	29.6	7.0	1.2	1.0	38.8	30.6	7.0	2.2	39.8
Tumwater	951	973	22	27.8	6.4	1.2	0.8	36.2	27.9	6.4	1.0	35.3
Whitford	772	744	(28)	29.0	6.0	1.2	0.8	37.0	28.2	6.0	2.0	36.2
Middle School Total	7,130	7,159	29	242.6	54.6	10.0	7.2	314.4	235.2	54.6	16.2	306.0
Average Middle School Staffing Ratio				29.4	24.0	23.2	22.7		30.4	24.7	23.4	
Aloha	1,590	1,531	(59)	62.2	13.6	2.4	-	78.2	56.6	13.6	2.4	72.6
Beaverton	1,428	1,424	(4)	56.6	11.6	2.2	-	70.4	54.8	11.6	2.2	68.6
Mountainside	1,717	1,657	(60)	52.8	12.0	2.4	-	67.2	51.6	12.0	2.4	66.0
Southridge	1,405	1,404	(1)	49.0	11.0	2.0	-	62.0	49.5	11.0	2.0	62.5
Sunset	1,874	1,812	(62)	56.0	12.8	2.4	-	71.2	56.0	12.8	2.4	71.2
Westview	2,359	2,329	(30)	74.8	17.0	3.2	-	95.0	72.6	17.0	3.2	92.8
High School Total	10,373	10,157	(216)	351.4	78.0	14.6		444.0	341.1	78.0	14.6	433.7
Average High School Staffing Ratio				29.5	24.2	23.4			29.8	24.2	23.4	
Arts & Communication Magnet Academy (6-12)	688	651	(37)	25.2	5.0	0.8	-	31.0	24.4	5.0	0.8	30.2
Beaverton Academy of Science and Engineering (6-12)	820	838	18	29.8	5.8	1.2	-	36.8	31.5	6.1	1.2	38.8
Community School (9-12)	150	127	(23)	7.2	1.2	0.4	-	8.8	6.0	1.2	0.4	7.6
FLEX Online School (6-12)	600	435	(165)	19.4	2.4	1.0	-	22.8	17.3	2.4	1.0	20.7
International School of Beaverton (6-12)	890	870	(20)	31.6	6.2	1.2	-	39.0	32.9	6.2	1.2	40.3
Options Schools Total	3,148	2,921	(227)	113.2	20.6	4.6		138.4	112.1	20.9	4.6	137.6
Average Options Staffing Ratio				27.8	23.5	22.7			26.1	22.0	21.2	
Address Extreme Class Size K 12				13.0				13.0				
District Total	36,777	36,569	(208)	1,198.2	289.2	96.2	7.2	1,590.8	1,163.9	289.5	102.4	1,555.8

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
March 31, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	10,000,000.00	9,801,550.00	9,703,550.00	1.47	302	2.725
Commercial Paper Disc. -At Cost	50,800,000.00	50,458,351.42	49,368,094.46	7.49	43	5.571
Federal Agency Coupon Securities	60,015,000.00	59,728,608.25	59,839,425.25	9.07	99	4.032
Federal Agency Disc. -At Cost	155,000,000.00	153,192,460.00	150,432,447.59	22.81	78	5.254
Treasury Coupon Securities	238,000,000.00	231,879,050.00	226,906,152.00	34.41	230	4.760
Treasury Discounts -At Cost	122,200,000.00	120,833,093.00	119,200,034.03	18.08	78	5.132
LGIP	43,991,763.36	43,991,763.36	43,991,763.36	6.67	1	3.750
Investments	680,006,763.36	669,884,876.03	659,441,466.69	100.00%	128	4.837

Total Earnings	March 31	Month Ending	Fiscal Year To Date
Current Year		2,012,925.79	18,186,947.92
Average Daily Balance		677,180,057.97	
Effective Rate of Return		3.50%	

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
March 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	14,611,200.00		2.16
31315KVQ0	11383	Farmer Mac Discount Note	04/15/2024	10,000,000.00	9,787,894.44	9,974,100.00		1.48
		Subtotal		25,000,000.00	24,067,706.94	24,585,300.00	35.00	3.65
Federal Farm Credit Bank								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,836,000.00		3.79
3133EPV77	11419	Federal Farm Credit Bank	10/01/2024	4,000,000.00	4,000,000.00	3,996,440.00		0.60
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,503,808.25		0.38
		Subtotal		31,515,000.00	31,542,635.25	31,336,248.25	35.00	4.78
Federal Home Loan Bank								
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	4,991,350.00		0.75
3130ATNX1	11344	Federal Home Loan Bank	04/26/2024	3,500,000.00	3,488,940.00	3,499,160.00		0.52
3130ATNX1	11345	Federal Home Loan Bank	04/26/2024	5,000,000.00	4,984,200.00	4,998,800.00		0.75
3130ATXN2	11346	Federal Home Loan Bank	05/22/2024	5,000,000.00	4,982,550.00	4,997,700.00		0.75
3130AWQ78	11348	Federal Home Loan Bank	04/01/2024	5,000,000.00	5,000,000.00	5,000,000.00		0.75
313384YC7	11351	Federal Home Loan Bank	06/14/2024	20,000,000.00	19,266,522.22	19,776,200.00		2.92
313384WR6	11354	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,968,850.00		0.73
313384WR6	11355	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,968,850.00		0.73
313384WR6	11356	Federal Home Loan Bank	05/10/2024	7,000,000.00	6,776,560.00	6,956,390.00		1.02
313384VM8	11369	Federal Home Loan Bank	04/12/2024	5,000,000.00	4,881,000.00	4,989,200.00		0.74
313384YF0	11370	Federal Home Loan Bank	06/17/2024	5,000,000.00	4,834,900.00	4,941,900.00		0.73
313384WR6	11380	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,756,944.44	9,937,700.00		1.48
313384B73	11385	Federal Home Loan Bank	08/12/2024	10,000,000.00	9,639,822.20	9,806,500.00		1.46
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,736,600.00		1.45
313384VE6	11395	Federal Home Loan Bank	04/05/2024	10,000,000.00	9,821,847.22	9,988,500.00		1.48
313384WR6	11397	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,775,750.00	9,937,700.00		1.48
313384WB1	11409	Federal Home Loan Bank	04/26/2024	2,000,000.00	1,962,733.33	1,991,660.00		0.29
313384YZ6	11418	Federal Home Loan Bank	07/05/2024	4,000,000.00	3,912,344.44	3,943,720.00		0.59
313384ZG7	11422	Federal Home Loan Bank	07/12/2024	6,000,000.00	5,863,333.33	5,909,640.00		0.88
313384WJ4	11424	Federal Home Loan Bank	05/03/2024	4,000,000.00	3,946,002.22	3,979,120.00		0.59
313384E88	11425	Federal Home Loan Bank	09/06/2024	7,000,000.00	6,791,886.11	6,841,380.00		1.03
313384VQ9	11426	Federal Home Loan Bank	04/15/2024	5,000,000.00	4,956,856.25	4,987,050.00		0.75
313384XZ7	11430	Federal Home Loan Bank	06/11/2024	5,000,000.00	4,924,888.89	4,946,200.00		0.74
		Subtotal		153,500,000.00	149,820,430.65	152,094,170.00	35.00	22.72

**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 %
Federal Agency								
Federal National Mortgage Assn								
3135G0W66	11379	Fannie Mae (Fed NatlMortgage)	10/15/2024	5,000,000.00	4,841,100.00	4,905,350.00		0.73
				Subtotal	5,000,000.00	4,841,100.00	35.00	0.73
				Total	215,015,000.00	210,271,872.84	100.00	31.89
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,903,750.00		0.73
				Subtotal	5,000,000.00	4,836,100.00	5.00	0.73
Credit Agricole CIB NY								
22533TFD3	11360	Credit Agricole CIB NY	06/13/2024	5,000,000.00	4,811,229.17	4,943,677.75		0.73
22533TEF9	11371	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,847,854.17	4,966,062.50		0.73
22533TEF9	11382	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,868,500.00	4,966,062.50		0.73
22533TDR4	11408	Credit Agricole CIB NY	04/25/2024	6,000,000.00	5,880,525.00	5,977,624.98		0.89
				Subtotal	21,000,000.00	20,853,427.73	5.00	3.09
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,897,800.00		0.73
				Subtotal	5,000,000.00	4,867,450.00	5.00	0.74
MUFG Bank								
62479LFD2	11359	MUFG Bank LTD/NY	06/13/2024	5,000,000.00	4,810,166.67	4,943,677.75		0.72
62479LEF8	11372	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,847,854.17	4,966,062.50		0.73
62479LEF8	11381	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,867,250.00	4,966,062.50		0.73
62479LE27	11423	MUFG Bank LTD/NY	05/02/2024	3,000,000.00	2,958,770.00	2,985,519.99		0.44
				Subtotal	18,000,000.00	17,484,040.84	5.00	2.65
Toyota Cap Corp								
89233GEG7	11364	Toyota Cap Corp	05/16/2024	5,000,000.00	4,839,186.11	4,965,308.30		0.73
89233GDG8	11365	Toyota Cap Corp	04/16/2024	5,000,000.00	4,862,766.67	4,988,066.65		0.73
89233GE69	11416	Toyota Cap Corp	05/06/2024	1,800,000.00	1,773,992.50	1,790,226.00		0.26
				Subtotal	11,800,000.00	11,475,945.28	5.00	1.74
				Total	60,800,000.00	59,071,644.46	35.00	8.96
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		25,228,494.78	25,228,494.78	25,228,494.78		3.82
LGIP 5173	FUND 300	LGIP		2,795,090.40	2,795,090.40	2,795,090.40		0.42
LGIP 4972	FUND 417	LGIP		6,229,629.28	6,229,629.28	6,229,629.28		0.94
LGIP 6440	FUND 418	LGIP		9,738,548.90	9,738,548.90	9,738,548.90		1.47
				Subtotal	43,991,763.36	43,991,763.36	100.00	6.67
				Total	43,991,763.36	43,991,763.36	100.00	6.67

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
US Treasuries								
91282CEH0	11366	Treasury Bill	04/15/2025	5,000,000.00	4,813,950.00	4,879,700.00		0.73
91282CDB4	11387	Treasury Bill	10/15/2024	10,000,000.00	9,607,812.50	9,757,600.00		1.45
912828J27	11390	Treasury Bill	02/15/2025	15,000,000.00	14,462,550.00	14,601,300.00		2.19
91282CDZ1	11391	Treasury Bill	02/15/2025	15,000,000.00	14,375,700.00	14,536,950.00		2.18
912797HG5	11367	Treasury Bill	04/25/2024	3,000,000.00	2,923,225.83	2,989,500.00		0.44
912797GB7	11368	Treasury Bill	07/11/2024	7,000,000.00	6,753,180.00	6,898,990.00		1.02
912797HQ3	11393	Treasury Bill	05/09/2024	10,000,000.00	9,776,836.11	9,944,400.00		1.48
912797HH3	11394	Treasury Bill	05/02/2024	14,500,000.00	14,190,171.25	14,434,025.00		2.15
912797HQ3	11398	Treasury Bill	05/09/2024	10,000,000.00	9,779,125.00	9,944,400.00		1.48
912797GK7	11406	Treasury Bill	08/08/2024	7,500,000.00	7,253,500.00	7,362,300.00		1.10
912797JL2	11415	Treasury Bill	04/02/2024	2,000,000.00	1,981,016.67	1,999,720.00		0.30
912797HQ3	11417	Treasury Bill	05/09/2024	200,000.00	197,111.11	198,888.00		0.03
912796Y52	11421	Treasury Bill	07/05/2024	5,000,000.00	4,891,626.39	4,931,550.00		0.74
912797KF3	11427	Treasury Bill	06/18/2024	4,000,000.00	3,933,700.00	3,955,040.00		0.59
912797JN8	11428	Treasury Bill	04/16/2024	5,000,000.00	4,961,150.00	4,989,000.00		0.75
912797JN8	11429	Treasury Bill	04/16/2024	1,000,000.00	992,230.00	997,800.00		0.15
912797HG5	11433	Treasury Bill	04/25/2024	4,000,000.00	3,982,261.11	3,986,000.00		0.60
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	48,913,000.00		7.16
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	53,314,800.00		7.96
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,841,450.00		2.23
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,881,200.00		2.79
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,842,650.00		2.16
91282CCT6	11350	U.S. Treasury	08/15/2024	20,000,000.00	19,056,600.00	19,635,600.00		2.89
91282CCT6	11378	U.S. Treasury	08/15/2024	6,000,000.00	5,788,200.00	5,890,680.00		0.87
91282CCG4	11392	U.S. Treasury	06/15/2024	4,000,000.00	3,894,472.00	3,958,040.00		0.59
91282CCX7	11407	U.S. Treasury	09/15/2024	8,000,000.00	7,717,680.00	7,826,080.00		1.17
912797FS1	11361	U.S. Treasury	06/13/2024	10,000,000.00	9,650,791.67	9,894,200.00		1.46
912797FS1	11431	U.S. Treasury	06/13/2024	6,000,000.00	5,931,866.67	5,936,520.00		0.90
912797JV0	11432	U.S. Treasury	05/07/2024	2,000,000.00	1,987,697.22	1,989,500.00		0.30
912797JV0	11434	U.S. Treasury	05/07/2024	2,000,000.00	1,987,697.22	1,989,500.00		0.30
912797FS1	11435	U.S. Treasury	06/13/2024	4,000,000.00	3,954,577.78	3,957,680.00		0.60
912821MW2	11401	U.S. Treasury Strips	08/15/2024	10,000,000.00	9,662,900.00	9,812,700.00		1.46
912821GJ8	11402	U.S. Treasury Strips	09/15/2024	7,000,000.00	6,737,850.00	6,839,140.00		1.02
912821GN9	11403	U.S. Treasury Strips	10/15/2024	8,000,000.00	7,671,520.00	7,782,240.00		1.16
		Subtotal		360,200,000.00	346,106,186.03	352,712,143.00	100.00	52.48
		Total		360,200,000.00	346,106,186.03	352,712,143.00	100.00	52.48
		Grand Total		680,006,763.36	659,441,466.69	669,884,876.03		

Beaverton School District
Summary by Issuer
March 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	38	300,728,494.78	292,237,631.61	44.32	5.854	120
Fund: 300 Debt Service							
	Subtotal	12	72,795,090.40	71,429,819.14	10.83	5.219	28
Fund: 417 Capital Projects Taxable							
	Subtotal	5	20,229,629.28	19,975,142.62	3.02	4.798	32
Fund: 418 Bond Issue Fund							
	Subtotal	25	<u>286,253,548.90</u>	275,798,873.32	41.82	3.748	169
	Total and Average	80	680,006,763.36	659,441,466.69	100.00	4.873	128

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 BUSINESS MEETING MARCH 19, 2024**Board Members Present:**

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

Board Members Absent:

Ugonna Enyinnaya

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Casey Waletich
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Erica Marson
Janine Mobley
Alfonso Giardiello
Aaron Boyle
Craig Beaver
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Facilities Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Talent Acquisition
Administrator for Facilities Development
Administrator for Transportation
Board Secretary & Executive Assistant

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 7:01 p.m. She noted that six board members were present, all in-person, and board member Ugonna Enyinnaya was excused. The board reviewed the agenda and did not request any changes.

II. SUPERINTENDENT'S REPORT

Dr. Balderas noted that Beaverton School District's first budget meeting was held earlier in the day. He appreciated that BSD is fortunate to have reserve funds that had allowed the district to invest \$9 million dollars in additional staffing for the year to support schools. Dr. Balderas expressed his appreciation for the united front of BSD and local and statewide agency partners in ongoing advocacy for schools to be

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Use the following links to access board meeting information:

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

funded at appropriate levels. He also expressed the hope that there would be no additional unfunded mandates from the state as these are unsustainable. Dr. Balderas appreciated the dedication and hard work of BEA partners during ongoing negotiations and extended the same to OSEA as bargaining begins soon. Lastly, Dr. Balderas expressed his thanks for the staff and board members who continue to make school visits productive and informative and his hopes that spring break will bring relaxation and renewed purpose.

III. 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 4 speakers, all in person. The board also received 8 written public comments.

IV. ITEMS FOR INFORMATION

A. Bond Program Update

Aaron Boyle and Casey Waletich presented an update and answered questions from board members on the 2022 bond program, including the Beaverton High School and Raleigh Hills Elementary School replacement projects, seismic and modernization projects, equity performance goals, and student engagement opportunities. They noted over half of the 66 planned projects are under contract.

B. Department Report: Human Resources

Susan Rodriguez, Erica Marson, Janine Mobley and Alfonso Giardiello presented a report and answered questions about the Human Resources Department's successes and challenges, recent accomplishments, and areas of focus for future goals to support the district's strategic plan and leadership goals.

C. Financial Report

Mike Schofield presented the monthly financial update, including 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.

V. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Work Session, March 5, 2024

C. Public Contracts

D. Construction Excise Tax

Board member Susan Greenberg moved to approve the consent agenda and vice chair Sunita Garg seconded. The motion passed 6:0.

VI. ITEMS FOR ACTION

A. Transportation Supplemental Plan

Susan Greenberg moved to approve the Transportation Supplemental Plan and Sunita Garg seconded. The motion passed 6:0.

B. Board Policy Revisions

- i. GBNA Bullying, Harassment, Intimidation - Staff
- ii. IL Assessment Program

Susan Greenberg moved to approve the board policy revisions as submitted and Sunita Garg seconded. The motion passed 6:0.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

A. School Support Fee

Mike Schofield presented information about the new “school support fee” established by the 2023 Oregon Legislature, to be considered for approval at a future meeting. School districts with identified enterprise zones within the district boundaries are required to establish a school support fee rate for businesses that are granted property tax exemptions in the enterprise zone. The rate must be set between 15% and 30% of the amount the qualifying business would have otherwise paid in property taxes in the years the fee applies to. The fee will be counted as district local revenue in the State School Fund formula, with the effect that revenues will be redistributed statewide via the school funding equalization formula. After discussion with the City of Beaverton and City of Hillsboro, the district recommends establishing this fee at the lowest allowable rate of 15% to help attract businesses and not disincentivize their locating in the district.

B. Board Policy Revisions

- i. DN Disposal of District Property
- ii. JEA Compulsory Attendance

Camellia Osterink and Kerry Delf presented and answered questions from the board on recommended revisions to two board policies for review and consideration for approval at a future meeting.

VIII. BOARD COMMUNICATION

Board members made committee reports and individual comments including a desire for all employees to have a relaxing and rejuvenating spring break. Other topics mentioned included U.S. Congresswoman Suzanne Bonamici’s recent visit to Aloha High School, recriminalization of drug possession and potential effects for students, iftar celebrations, attendance at Rep. Lisa Reynolds’ coffee chat in line with board goals, a thank you to staff for the thoughtful and heartfelt collaboration in negotiations, and a reminder for board members to finish the mandatory Oregon Government Ethics Commission filings by April 15.

Board member Justice Rajee asked that endorsements by board members be a topic addressed in a future meeting. Board chair Karen Pérez explained that currently the OSBA guidance based on an interpretation of BSD policy language is to not use school board titles when endorsing, but agreed it was a topic that could be revisited.

IX. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 8:50 p.m.

CONSENT AGENDA – ITEM FOR ACTION**PUBLIC CONTRACTS AUTHORIZATION****SUMMARY**

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

BACKGROUND

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

Board policies DJ District Purchasing, DJCA Personal Services Contracts, and DJC Bidding Requirements and administrative regulations DJ-AR, DJCA-AR, and DJC-AR articulate the school district's public contracting rules in accordance with state recommended model rules. Appropriate public contracting rules and bidding procedures have been complied with before recommending the attached contracts for board approval.

RECOMMENDATION

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

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Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
General Contractor (GC) Services to Install a New Asphalt Track at Beaver Acres Elementary School	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0023	Western Construction LLC	\$278,985	04/2024	09/2024	Authorization to Award Contract
General Contractor (GC) Services for Exercise Room-Classroom Renovation at the International School of Beaverton (ISB)	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0028	GR Smith Construction Corporation	\$117,372	04/2024	09/2024	Authorization to Award Contract
General Contractor (GC) Services to Update Audio/Visual (AV) Equipment in the Main Gym at Westview High School (WHS)	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0022	JGCM Inc. d/b/a Northside Electric	\$394,725	04/2024	09/2024	Authorization to Award Contract
Furniture, Fixtures and Equipment (FF&E) for Whitford Middle School	Aaron Boyle, Administrator for Facilities Development	King County Directors' Association (KCDA) Cooperative Contract #24-130 General Furniture	SBI – US Enterprises LLC	\$668,606	05/2024	09/2024	Authorization to Award Contract
Architectural/Engineering (A/E) Services for Oak Hills Elementary School Classroom Addition	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0029	OH Planning + Design, Architecture, P.C.	\$418,578	05/2024	12/2025	Authorization to Award Project Work Authorization
Synthetic Turf for Aloha High School (AHS) Softball and Baseball Fields	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0030	AKS Engineering & Forestry, LLC	\$442,821	05/2024	10/2025	Authorization to Award Project Work Authorization

Architectural/Engineering (A/E) Services for District Administrative Offices (DAO) HVAC	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0029	Arcadis Architects (USA) Inc.	\$323,843	05/2024	10/2025	Authorization to Award Project Work Authorization
General Contractor (GC) Services for Greenway Elementary Parking Lot and Portable Civil Works	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0029	Subcom Excavation & Utilities LLC	\$440,000	04/2024	09/2024	Authorization to Award Contract
Architectural/Engineering Services for Cooper Mountain Elementary School Office Relocation	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0025	BRIC Architecture, Inc.	\$265,789	05/2024	09/2025	Authorization to Award Project Work Authorization
Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment to Security Upgrades: Site Fencing Phase 2, Group 1 and 2a	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	R.A. Gray Construction, LLC	\$453,577	04/2024	12/2024	Authorization to Award Guaranteed Maximum Price Amendment
Architecture/Engineering (A/E) Services for Roof Replacement and Seismic Strengthening at Terra Linda Elementary School	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0029	OH Planning + Design, Architecture, P.C.	\$337,564	05/2024	10/2025	Authorization to Award Project Work Authorization
Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment to Westview High School (WHS) Concessions/Bathrooms	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0027	Bremik Construction, Inc.	\$2,326,471	04/2024	11/2024	Authorization to Award Guaranteed Maximum Price Amendment

Architecture/Engineering (A/E) Services for Stage Improvements at Six (6) Middle Schools and Southridge High School	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0025	Opsis Architecture, LLP	\$551,930	04/2024	09/2026	Authorization to Award Project Work Authorization
Field Improvements for Stadium Turf at Westview High School	Aaron Boyle, Administrator for Facilities Development	Oregon Inter Mountain ESD (IMESD) Association of Educational Purchasing Agencies (AEPA) Cooperative Contract #024-A Natural & Synthetic Surfaces for Sports Fields, Tracks, Courts, Playgrounds and Landscaping Applications	FieldTurf USA, Inc.	NTE \$1,600,000	04/2024	09/2024	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Aloha High School (AHS) HVAC Upgrades	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0020	P. & C. Construction Co.	\$130,890	01/2024	09/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for District-Wide Bottle Fillers	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Buildskape LLC	\$22,280	05/2024	08/2025	Authorization to Award Contract
Student Device Replacement for Kindergarten–2nd Grade	Steven Langford, Chief Information Officer for Information & Technology	OETC Cooperative Contract #OETC-14R-4064	Apple Inc.	\$2,713,948	05/2024	09/2024	Authorization to Award Contract
Student Device Replacement for 3rd–8th Grade	Steven Langford, Chief Information Officer for Information & Technology	OETC Cooperative Contract #OETC-16R-Computers	Organization for Educational Technology and Curriculum	\$7,076,708	05/2024	09/2024	Authorization to Award Contract

Broadline Groceries and the Storage & Distribution of USDA Food Products	Charity Ralls, Administrator for Nutrition Services	Request for Proposal (RFP) #23-0007	Sysco Portland, Inc.	\$2,555,000	07/2024	06/2025	Authorization to Award Contract
Type D Electric Bus Purchase	Craig Beaver, Administrator for Transportation Services	BuyBoard National Purchasing Cooperative #722-23	Model 1 Commercial Vehicles, Inc.	\$836,578	04/2024	06/2025	Authorization to Award Contract
General Contractor (GC) Services for Raleigh Hills Portable Relocation	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 23-0027	Pacific Mobile Structures, Inc.	\$224,010	04/2024	09/2024	Authorization to Award Contract
District Wide Lockout Lockdown Testing & Improvements	Aaron Boyle, Administrator for Facilities Development, Kari Skinner, Public Safety Administrator	State of Minnesota Cooperative Contract, SWIFT Contract No: 221500	Paladin Technologies (USA) Inc.	\$195,038.35	04/2024	09/2024	Authorization to Award Contract Amendment
District Copier Replacement	Michael Schofield, Associate Superintendent of Business Services	OETC Cooperative Contract #22-B	Pacific Office Automation Inc.	\$324,380.25	04/2024	08/2024	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services to Install a New Asphalt Track at Beaver Acres Elementary School

- **Contract Scope:** GC services to furnish, install, manage and coordinate all work for new track at Beaver Acres Elementary School
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$278,985
- **Contractor/Vendor:** Western Construction LLC
- **Funding Source:** 2022; Beaver Acres Modernization
- **Solicitation Method:** Invitation to Bid (ITB) #23-0023
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaver Acres Modernization

- **Project Scope:** Round 2 school; projects include: new paved track and updates to the courtyard
- **Project Budget:** \$504,463
- **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. At Beaver Acres Elementary School a new paved track will be constructed, in addition to making updates to the courtyard.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services for Exercise Room – Classroom Renovation at the International School of Beaverton (ISB)

- **Contract Scope:** GC services to relocate, install, manage and coordinate all the work to consolidating two (2) existing exercise spaces and return the existing spaces into academic classrooms at ISB
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$117,372
- **Contractor/Vendor:** GR Smith Construction Corporation
- **Funding Source:** 2022 Bond; ISB Modernization
- **Solicitation Method:** Invitation to Bid (ITB) #23-0028
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: ISB Modernization

- **Project Scope:** Round 2 school; projects include: projector installations; cafeteria AV updates; cafeteria stage classroom curtain masking; weight room move; install washer/dryer in A-hall custodial closet; band room instrument storage; staff room updates
- **Project Budget:** \$598,764
- **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. This contract provides services to relocate, install, manage and coordinate all the work to consolidate two existing exercise spaces and return the existing spaces into academic classrooms at ISB. District project management staff anticipate change orders, which may cause the contract amount to exceed \$150,000.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services to Update Audio/Visual (AV) Equipment in the Main Gym at Westview High School (WHS)

- **Contract Scope:** GC services to furnish, install, manage and coordinate all work to update existing AV equipment in the main gym at WHS
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$394,725
- **Contractor/Vendor:** JGCM Inc. d/b/a Northside Electric
- **Funding Source:** 2022 Bond; Westview High School Modernization
- **Solicitation Method:** Invitation to Bid (ITB) #23-0022
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Westview High School Modernization

- **Project Scope:** Round 2 school; projects include: new iMacs for computer lab; projector installation for large classrooms; re-imaging of interior hallways; cafeteria AV update; gym AV update
- **Project Budget:** \$759,972
- **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. This contract provides services to update the AV equipment in the main gym at Westview High School.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with JGCM Inc. d/b/a Northside Electric, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Furniture, Fixtures and Equipment (FF&E) for Whitford Middle School

- **Contract Scope:** Furnish and install student and teacher furniture, including tables, chairs, lecterns, and miscellaneous ancillary furniture, for Whitford Middle School
- **Contract Timeline:** 05/2024 – 09/2024
- **Contract Amount:** \$668,606
- **Contractor/Vendor:** SBI – US Enterprises LLC
- **Funding Source:** 2022 Bond; Whitford Modernization
- **Solicitation Method:** King County Directors’ Association (KCDA) Cooperative Contract #24-130 General Furniture
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Whitford Modernization

- **Project Scope:** Furnish and install student and teacher furniture, including tables, chairs, lecterns, and miscellaneous ancillary furniture for Whitford Middle School
- **Project Budget:** \$863,751
- **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 schools. This contract will furnish and install new student and teacher furniture, including tables, chairs, lecterns, and miscellaneous ancillary furniture at Whitford Middle School.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with SBI – US Enterprises LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architectural/Engineering (A/E) Services for Oak Hills Elementary School Classroom Addition

- **Contract Scope:** A/E services to add four (4) classrooms and a covered play structure at Oak Hills Elementary School
- **Contract Timeline:** 05/2024 – 12/2025
- **Contract Amount:** \$418,578
- **Contractor/Vendor:** OH Planning + Design, Architecture, P.C.
- **Funding Source:** 2022 Bond; Oak Hills Classroom Addition
- **Solicitation Method:** Request for Proposal (RFP) #21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Oak Hills Classroom Addition

- **Project Scope:** Construction of additional classrooms and covered play area at Oak Hills Elementary School
- **Project Budget:** \$3,500,000
- **Project Timeline:** 02/2024 – 09/2025

BACKGROUND: The 2022 bond measure approved by voters includes funds to add additional classrooms and outdoor learning at Oak Hills Elementary School. Enrollment in the area is holding steady and the school currently utilizes portables. The addition of classrooms will allow the decommissioning of portables. This contract provides comprehensive architectural and engineering services to include meeting district design standards, establishing project goals and aligning budget and scheduling requirements.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute a project work authorization under the master contract described herein with OH Planning + Design, Architecture, P.C., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

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

- **Contract Scope:** Design to convert current living turf softball and baseball stadium fields into complete synthetic turf fields at Aloha High School
- **Contract Timeline:** 05/2024 – 10/2025
- **Contract Amount:** \$442,821
- **Contractor/Vendor:** AKS Engineering & Forestry, LLC
- **Funding Source:** 2022 Bond; Aloha High School Softball/Baseball Artificial Turf
- **Solicitation Method:** Request for Proposal (RFP) #21-0030
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha 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:** \$2,000,000
- **Project Timeline:** 05/2023 – 10/2025

BACKGROUND: The 2022 bond measure approved by voters included funds for outdoor improvements to stadium fields. At Aloha 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 a project work authorization under the master contract described herein with AKS Engineering & Forestry, LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architectural/Engineering (A/E) Services for District Administrative Office (DAO) HVAC

- **Contract Scope:** Design services to upgrade rooftop units and rezone terminal units
- **Contract Timeline:** 05/2024 – 10/2025
- **Contract Amount:** \$323,843
- **Contractor/Vendor:** Arcadis Architects (USA) Inc.
- **Funding Source:** Construction Excise Tax (CET)
- **Solicitation Method:** Request for Proposal (RFP) #21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: DAO HVAC Upgrades

- **Project Scope:** Upgrade rooftop units and rezone terminal units at District Administrative Office
- **Project Budget:** \$3,675,000
- **Project Timeline:** 05/2024 – 10/2025

BACKGROUND: Pre-design investigation concluded that rooftop units at the District Administrative Office are near end of life and should be replaced. Rezone building to optimize thermal comfort is also recommended based on stakeholder needs.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute a project work authorization under the master contract described herein with Arcadis Architects (USA) Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services for Greenway Elementary School Parking Lot and Portable Civil Works

- **Contract Scope:** The general scope is to construct the infrastructure required for the portable relocation and install a new parking lot at Greenway Elementary School.
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$440,000
- **Contractor/Vendor:** Subcom Excavation & Utilities LLC
- **Funding Source:** 2022 Bond: Raleigh Hills Temporary Relocation
- **Solicitation Method:** Invitation to Bid (ITB) #23-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Raleigh Hills Temporary Relocation

- **Project Scope:** Installation of three (3) portables and a new parking lot at Greenway
- **Project Budget:** \$945,429
- **Project Timeline:** 04/2024 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds to relocate Raleigh Hills Elementary School staff and students during construction of Raleigh Hills rebuild. This requires the installation of three (3) portables at Greenway Elementary School. The project is to construct storm facilities, extend power and modify the fire land to accommodate the portables. The relocation of Raleigh Hills also requires additional staff parking.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Subcom Excavation & Utilities LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architecture/Engineering (A/E) Services for Cooper Mountain Elementary School Office Relocation

- **Contract Scope:** A/E design services for office relocation and secured entry at Cooper Mountain Elementary School
- **Contract Timeline:** 05/2024 – 09/2025
- **Contract Amount:** \$265,789
- **Contractor/Vendor:** BRIC Architecture, Inc.
- **Funding Source:** 2022 Bond; Cooper Mountain Office Relocation
- **Solicitation Method:** Request for Proposal (RFP) 21-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Cooper Mountain Office Relocation

- **Project Scope:** Front Office Relocation
- **Project Budget:** \$1,500,000
- **Project Timeline:** 05/2024 – 09/2025

BACKGROUND: The 2022 bond measure approved by voters includes funds to relocate the front office at Cooper Mountain Elementary School. Cooper Mountain’s main office is currently located remote from the main entrance into the facility for visitors, staff and students. The relocation of the office will allow for a secured entry sequence with visibility to all individuals accessing the facility. This contract provides design services to establish project direction aligning with budget and scope continuing through construction of the office relocation.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute a project work authorization under the contract described herein with BRIC Architecture, 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 to Security Upgrades: Site Fencing Phase 2 Group 1 and 2a

- **Contract Scope:** The general scope of this project is to furnish, install, manage, and coordinate all the work for site fencing at the Phase 2, Group 1 and 2a elementary schools to provide fully enclosed play areas
- **Contract Timeline:** 04/2024 – 12/2024
- **Contract Amount:** \$453,577
- **Contractor/Vendor:** R.A. Gray Construction, LLC
- **Funding Source:** 2014 Bond; Security Upgrades
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Upgrades: Site Fencing Phase 2

- **Project Scope:** The general scope of this project is to design, furnish, install, manage, and coordinate all the work for site fencing at selected elementary schools to provide fully enclosed play areas
- **Project Budget:** \$729,327
- **Project Timeline:** 09/2023 – 12/2024

BACKGROUND: The school district has incomplete site fencing at several of our elementary schools. A security assessment recommended fully enclosing our playground areas to enhance student safety. Enclosed playgrounds also greatly assist staff with student supervision. This is Phase 2 Groups 1 and 2a, which includes fencing at the following schools: Elmonica, Bonny Slope, Cedar Mill, Hazeldale, Scholls Heights, Sexton Mountain, Ridgewood, Springville, West Tualatin View, and Kinnaman. The board previously approved a pre-construction contract with R.A. Gray Construction, LLC the CM/GC for this project. Under that agreement, the CM/GC provided a guaranteed maximum price proposal, which was subsequently negotiated with district staff.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architecture/Engineering (A/E) Services for Roof Replacement and Seismic Strengthening at Terra Linda Elementary School

- **Contract Scope:** A/E design services to evaluate and design roof for recover or replacement. Includes roof level seismic upgrades as required
- **Contract Timeline:** 05/2024 – 10/2025
- **Contract Amount:** \$337,564
- **Contractor/Vendor:** OH Planning + Design, Architecture, P.C.
- **Funding Source:** 2022 Bond; Terra Linda Roof Replacement
- **Solicitation Method:** Request for Proposal (RFP) #21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Terra Linda Roof Replacement

- **Project Scope:** Complete roof replacement and seismic roof strengthening at Terra Linda Elementary School
- **Project Budget:** \$2,000,000
- **Project Timeline:** 05/2024 – 10/2025

BACKGROUND: The 2022 bond measure included funds for seismic renovations, deferred maintenance, and modernization of school facilities. This project includes design services to evaluate the existing roof for recover or replacement and to include roof level seismic upgrades as required at Terra Linda Elementary School. The scope of this project was determined through close collaboration with school staff, maintenance representative and inspection of assets from the facilities assessment report.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute a project work authorization under the master contract described herein with OH Planning + Design, Architecture, P.C., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment to Westview High School Concessions/Bathrooms

- **Contract Scope:** GMP Amendment to the CM/GC Contract for the Westview High School Concessions/Bathrooms includes constructing a ticket booth, concession stand and restroom building at Westview High School
- **Contract Timeline:** 04/2024 - 11/2024
- **Contract Amount:** \$2,326,471
- **Contractor/Vendor:** Bremik Construction, Inc.
- **Funding Source:** 2022 Bond; Westview High School Concessions/Bathrooms
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Westview High School Concessions/Bathrooms

- **Project Scope:** Design and construct a ticket booth, concession stand and restroom building adjacent to the stadium field at Westview High School
- **Project Budget:** \$3,097,323
- **Project Timeline:** 04/2023 – 11/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds for Westview High School to construct a concessions/bathroom facility adjacent to the stadium field. This will include the construction of a new concession stand, ticket booth(s) and restroom building. This also includes some deferred maintenance costs to address poor accessibility and drainage. The initial contract was for a CM/GC to provide pre-construction services, including 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 materials, 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 guaranteed maximum price amendment described herein with Bremik Construction, Inc. subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architecture/Engineering (A/E) Services for Stage Improvements at Six (6) Middle Schools and Southridge High School

- **Contract Scope:** A/E services to design stage improvements at six (6) middle schools and Southridge High School which includes lighting, lighting control, power distribution, and A/V improvements
- **Contract Timeline:** 04/2024 – 09/2026
- **Contract Amount:** \$551,930
- **Contractor/Vendor:** Opsis Architecture LLP
- **Funding Source:** 2022 Bond; MS & SRHS Stage Improvements
- **Solicitation Method:** Request for Proposal (RFP) #21-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: MS & SRHS Stage Improvements

- **Project Scope:** Deferred maintenance for stage improvements at six (6) middle schools and Southridge High School
- **Project Budget:** \$3,520,000
- **Project Timeline:** 10/2022 – 09/2026

BACKGROUND: The 2022 bond measure approved by voters includes funds for deferred maintenance. This contract provides comprehensive architecture and engineering services to design stage improvements at six (6) middle schools and Southridge High School.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Field Improvements for Stadium Turf at Westview High School

- **Contract Scope:** Replace synthetic turf field and track at Westview High School
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** Initial contract amount not-to-exceed (NTE) \$1,600,000
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond; Westview High School Stadium Turf Replacement
- **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: Westview High School Stadium Turf Replacement

- **Project Scope:** Replace track and stadium field surfacing
- **Project Budget:** \$1,805,000
- **Project Timeline:** 08/2023 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds for outdoor improvements to stadium fields. At Westview High School improvements to the stadium field will include replacing the existing synthetic playing field and associated subsurface construction. The existing field is beyond its functional lifespan and has drainage issues. This project also includes resurfacing the track.

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) Pre-Construction Services for Aloha High School (AHS) HVAC Upgrades

- **Contract Scope:** Provide CM/GC Pre-Construction services for the Aloha High School (AHS) HVAC upgrades which includes but is not limited to the removal and replacement of the existing boilers, refurbish or replace the existing air handlers, convert the pneumatic controls to digital controls
- **Contract Timeline:** 04/2024 – 09/2026
- **Contract Amount:** \$130,890
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) \$22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha HVAC Upgrades

- **Project Scope:** Upgrade of the HVAC system. Replace the existing boilers and all appurtenant fixtures, refurbish all air handlers that can be refurbished, replace air handlers that cannot be refurbished, convert pneumatic controls to digital controls. Balance the HVAC system throughout the school.
- **Project Budget:** \$21,805,000
- **Project Timeline:** 01/2024 – 09/2026

BACKGROUND: The 2022 bond measure included funds for deferred maintenance at our schools. At Aloha High School the HVAC system is past its lifespan and portions are failing. Maintenance is having difficulty keeping the existing system functioning and it needs an upgrade. This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a guaranteed maximum price (GMP) proposal. When district staff successfully negotiate an acceptable GMP amendment to this contract, the amendment will be presented to the board for approval.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Pre-Construction Services for District-Wide Water Bottle Fillers

- **Contract Scope:** Provide CM/GC pre-construction services for the district-wide installation of water bottle fillers, which includes but is not limited to the removal and replacement of the existing fountains as necessary, installation of backsplashes, and appurtenant construction for installation.
- **Contract Timeline:** 05/2024 – 08/2025
- **Contract Amount:** \$22,280
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: District Wide Water Bottle Fillers

- **Project Scope:** Bottle fillers will be installed in all cafeterias to comply with the Healthy, Hunger-Free Kids Act. The possibility of installing additional bottle fillers in strategic locations in schools will be based on enrollment and necessity for students to access bottle fillers.
- **Project Budget:** \$1,360,000
- **Project Timeline:** 05/2024 – 08/2025

BACKGROUND: The 2022 bond measure includes funds for deferred maintenance at our schools. The driving force for this project is the Healthy, Hunger-Free Kids Act that requires that students have access to drinking water during meals. This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a guaranteed maximum price (GMP) proposal. When district staff successfully negotiate an acceptable GMP amendment to this contract, the amendment will be presented to the board for approval.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Student Device Replacement for Kindergarten – 2nd Grade

- **Contract Scope:** Replace student devices for students in kindergarten through 2nd grade. The Apple iPad was selected as the student device
- **Contract Timeline:** 05/2024 – 09/2024
- **Contract Amount:** \$2,713,948
- **Contractor/Vendor:** Apple Inc.
- **Funding Source:** 2022 Bond Fund; Technology
- **Solicitation Method:** OETC Cooperative Contract #OETC-14R-4064
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: K-2 Student Device Replacement

- **Project Scope:** Replace student devices for students in kindergarten through 2nd grade. The Apple iPad was selected as the student device
- **Project Budget:** \$2,713,948
- **Project Timeline:** 05/2024 – 09/2024

BACKGROUND: Devices for students in grades K–2 will be replaced for the start of the 2024 school year as part of the student device replacement schedule. After review, the Apple iPad was selected to replace iPads that are currently used by students in kindergarten through 2nd grade.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Student Device Replacement for 3rd – 8th Grade

- **Contract Scope:** Replace student devices for students in grades 3–8. The Acer Chromebook was selected as the student device
- **Contract Timeline:** 05/2024 – 09/2024
- **Contract Amount:** \$7,076,708
- **Contractor/Vendor:** Organization for Educational Technology and Curriculum
- **Funding Source:** 2022 Bond; Technology
- **Solicitation Method:** OETC Cooperative Contract #OETC-16R-Computers
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: Student Device Replacement for 3rd – 8th Grade

- **Project Scope:** Replace student devices for students in grades 3–8. The Acer Chromebook was selected as the student device
- **Project Budget:** \$7,076,708
- **Project Timeline:** 05/2024 – 09/2024

BACKGROUND: Devices for students in grades K–2 will be replaced for the start of the 2024 school year as part of the student device replacement schedule. After review, the Acer Chromebook was selected to replace Chromebooks that are currently used by students in grades 3–8.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Organization for Educational Technology and Curriculum, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Broadline Groceries and the Storage & Distribution of USDA Food Products

- **Contract Scope:** Year-round provision of broadline groceries and supplies and the storage and distribution of the district's USDA Commodity Foods products for school year 2024–25
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$2,555,000
- **Contractor/Vendor:** Sysco Portland, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposal (RFP) #23-0007
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: Broadline Groceries and the Storage & Distribution of USDA Food Products

- **Project Scope:** Provision of broadline grocery products to all District schools and receipt, storage and delivery of USDA Foods for all district schools for school year 2024–25.
- **Project Budget:** \$2,555,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires a broadline grocery products distributor to deliver groceries and USDA food products to all district locations in order to meet the requirements of the various USDA meals programs (NSLP, SFSP, etc.) that the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Type D Electric Bus Purchase

- **Contract Scope:** Purchase of two Type D Electric School Buses as scheduled in Fleet Replacement Program for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements
- **Contract Timeline:** 04/2024 – 06/2025
- **Contract Amount:** \$836,578
- **Contractor/Vendor:** Model 1 Commercial Vehicles, Inc.
- **Funding Source:** US EPA Clean School Bus Grant, SSF Vehicle Depreciation Funds, and 2022 Bond Fund; Buses
- **Solicitation Method:** BuyBoard National Purchasing Cooperative Contract #722-23
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Replacement of Diesel Buses with Electric Buses

- **Project Scope:** Replace diesel school buses with zero-emission electric school buses
- **Project Budget:** \$20,000,000
- **Project Timeline:** 02/2024 – 06/2026

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

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services for Raleigh Hills Portable Relocation

- **Contract Scope:** The general scope is to relocate three double portables from Raleigh Hills to Greenway Elementary School
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$224,010
- **Contractor/Vendor:** Pacific Mobile Structures, Inc.
- **Funding Source:** 2022 Bond: Raleigh Hills Temporary Relocation
- **Solicitation Method:** Invitation to Bid (ITB) 23-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Raleigh Hills Temporary Relocation

- **Project Scope:** Installation of three portables and a new parking lot at Greenway
- **Project Budget:** \$945,429
- **Project Timeline:** 04/2024 – 09/2024

BACKGROUND: The 2022 bond measure approved by voters includes funds to relocate Raleigh Hills staff and students during construction of Raleigh Hills Rebuilt. Greenway Elementary has capacity to accommodate some classes but more space is needed. The portables will host four (4) classrooms, technology and music spaces.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: District-Wide Lockout Lockdown Testing & Improvements

- **Contract Scope:** Testing and Integration of Lockdown / Secure Buttons at all locations.
- **Contract Timeline:** 04/2024 – 09/2024
- **Contract Amount:** \$195,038.35 (after proposed amendment)
- **Contractor/Vendor:** Paladin Technologies (USA) Inc.
- **Funding Source:** 2022 Bond; Security Upgrades
- **Solicitation Method:** State of Minnesota Cooperative Contract, SWIFT Contract No: 221500
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development; Kari Skinner, Public Safety Administrator

ASSOCIATED PROJECT: Security Upgrades

- **Project Scope:** Security Upgrades District-Wide
- **Project Budget:** \$10,000,000
- **Project Timeline:** 08/2023 – 09/2027

BACKGROUND: The 2022 bond measure approved by voters included funds for improving the security infrastructure district-wide. As a first step to this project, we are evaluating and testing all the existing systems to ensure that they function seamlessly together. This project is already underway, and the initial contract amount was \$119,676. However, initial findings showed a lack of communication between the lockout buttons and first responders. The contract can integrate this feature as they move forward, but it will require additional effort and a change order of \$75,362. This change requires school board approval to move forward.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** District Copier Replacement

- **Contract Scope:** Replace copiers and associated components per copier replacement schedule
- **Contract Timeline:** 04/2024 – 08/2024
- **Contract Amount:** \$324,380.25
- **Contractor/Vendor:** Pacific Office Automation Inc.
- **Funding Source:** 2022 Bond; Critical Equipment
- **Solicitation Method:** OETC Cooperative Contract #22-B-PrintServices
- **Recommended By:** Michael Schofield, Associate Superintendent of Business Services

ASSOCIATED PROJECT:

- **Project Scope:** Replace copiers and associated components per copier replacement schedule
- **Project Budget:** \$2,000,000.00
- **Project Timeline:** 04/2023 – 06/2028

BACKGROUND: A copier consultant was engaged to assist in the creation of a replacement schedule for district-owned copiers in accordance with the 2022 Bond (critical equipment) requirements. In accordance with the schedule, the district will make annual purchases of copiers and associated components (software, card readers, etc.).

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

CONSENT AGENDA — ITEM FOR ACTION**LEGAL SETTLEMENT****SUMMARY**

The district negotiated a settlement on March 25, 2024, to resolve a lawsuit that had been previously filed against the school district.

BACKGROUND

Board Policy DJ requires the school board to approve expenditures of funds over \$150,000. The negotiated settlement exceeds that amount and therefore requires board approval of the expenditure.

RECOMMENDATION

The superintendent recommends the board authorize the expenditure of \$430,000 to settle claims in a lawsuit filed in the Circuit Court of the State of Oregon, for the County of Washington, Case No. 22CV39562. The settlement agreement will be in a form approved by the district's general counsel.

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CONSENT AGENDA – ITEM FOR ACTION
BUDGET TRANSFER RESOLUTION FOR 2023-24 BUDGET
SUMMARY

The administration requests an appropriation transfer of \$200,000 from Support Services to Debt Service within the General Fund in accordance with ORS 294.463(1).

BACKGROUND

Several years ago, the district entered into a lease agreement for a number of vehicles. The current administration plans to end the leasing program and acquire those vehicles. From a financial perspective, it makes sense to acquire the existing fleet and directly purchase vehicles in the future, when necessary, due to the length of time we plan to operate our vehicles. The budget transfer moves \$200,000 of unused budget appropriation from the Support Services function to the Debt Service function within the General Fund to ensure compliance with Oregon Local Budget Law.

RECOMMENDATION

It is recommended that the board approve resolution 24-430A:

BE IT RESOLVED that the school board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2023, and for the purposes shown below are hereby appropriated:

	Adopted Budget		Change		Adjusted Budget
General Fund					
Resources:					
Local Sources	\$ 216,914,817	\$	-	\$	216,914,817
Intermediate Sources	12,994,240		-		12,994,240
State Sources	312,412,345		-		312,412,345
Other Sources	124,000,000		-		124,000,000
Total Resources	\$ 666,321,402	\$	-	\$	666,321,402
Requirements:					
Instruction	\$ 336,087,293	\$	-	\$	336,087,293
Support Services	205,337,710		(200,000)		205,137,710
Enterprise & Community Services	250,000		-		250,000
Facilities Acquisition & Construction	100,000		-		100,000
Long-Term Debt Service	1,814,352		200,000		2,014,352
Transfers	6,734,854		-		6,734,854
Contingency	115,997,193		-		115,997,193
Total Requirements	\$ 666,321,402	\$	-	\$	666,321,402

SUGGESTED MOTION

I move to approve the requested appropriation transfer of \$200,000 from Support Services to Debt Service in the General Fund of the 2023-24 budget.

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The above resolution statements were approved and declared adopted on this thirtieth day of April 2024.

X _____
Board Chair

CONSENT AGENDA — ITEM FOR ACTION**INSTRUCTIONAL TIME WEATHER WAIVER****SUMMARY**

A severe ice storm in January 2024 caused many Oregon school districts to close schools for multiple days for the safety of students and staff. The state will allow districts to request to waive up to 14 hours due to severe inclement weather in the calculation of required instructional time. Board approval is required for the district to request a waiver.

BACKGROUND

The severe ice storm in January 2024 made roads unnavigable, caused power outages, and damaged school facilities. BSD and many school districts across the state had to close schools for multiple days for the safety of students and staff.

Due to the widespread impacts the severe storm caused for schools across the state, the Oregon State Board of Education has approved allowing districts to waive up to 14 hours of instructional time for weather-related closures during the 2023–24 school year. The state adopted a temporary rule in OAR 581-002-0035 Waivers and Permissions that states: "For the 2023-24 school year, a school district or public charter school may request permission to include in its calculation of instructional time required by OAR 581-022-2320 up to 14 hours for missed instructional time due to emergency school closures for adverse weather conditions and facilities failure. The request must be made in writing to the Deputy Superintendent of Public Instruction. The request must include a statement that the request is made with the approval of the school district's or charter school's governing school board and must include relevant information explaining why the district or charter school needs the permission."

Beaverton School District was closed on three student days and dismissed students early one day due to the severe weather incident. This resulted in a loss of 3.5 days of instructional time, more than the 14 hours allowed to be waived. With an approved 14-hour waiver, the district does not plan to extend the school year due to the ice storm-related closures in January.

RECOMMENDATION

The superintendent recommends the board authorize the district to apply for a 14-hour waiver of instructional time due to the ice storm.

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ITEM FOR ACTION**STRATEGIC INVESTMENT PROGRAM SCHOOL SUPPORT FEE****SUMMARY**

House Bill 2009 requires school districts with identified enterprise zones within the district boundaries to establish a “school support fee” rate for businesses that qualify within the enterprise zone. Revenues from the fee will be redistributed statewide via the school funding equalization formula. The district recommends establishing this fee at the lowest allowable rate.

BACKGROUND

During the 2023 Legislative Session, House Bill 2009 was passed and signed into law. The bill included provisions that created a new “school support fee” to be paid to school districts in lieu of property tax by businesses that are granted property tax exemptions in both standard enterprise zones and long-term rural enterprise zones. The school support fee applies to years 4 and 5 of a standard enterprise zone and years 6 to 15 of a long-term rural enterprise zone.

The school support fee rate must be set between 15% and 30% of the amount the qualifying business would have otherwise paid in property taxes in the years the fee applies to. For example, if the business would have been assessed \$10,000 in school district property taxes if there were not an exemption for the enterprise zone, that business would now pay a school support fee between \$1,500 and \$3,000 depending on what rate is set for that enterprise zone.

The school support fee will be paid to school districts and will be counted as district local revenue in the State School Fund formula, similar to the existing process in which locally collected property taxes are calculated into the State School Fund formula. The effect is that the revenue received from the school support fee will be redistributed statewide via the school funding equalization formula rather than solely benefiting the individual districts.

After discussion with the City of Beaverton and City of Hillsboro, the district recommends establishing the rate of 15% for enterprise zones within our district boundaries, the lowest allowable amount under the new legislation. It is the hope of our city partners that establishing a low rate for this required fee will help to attract businesses to our district.

RECOMMENDATION

It is recommended that the board approve resolutions 24-430B and 24-430C and establish the school support fee rate of 15 percent.

SUGGESTED MOTION

I move to approve the strategic investment program school support fee and resolutions as recommended.

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**Beaverton School District Board of Directors
Resolution No. 24-430B**

WHEREAS, HB 2009 (2023) was passed in 2023 and became part of ORS 285C.067;

WHEREAS, HB 2009 (2023) requires the governing body of each school district along with the governing body of the zone sponsor to set a rate for the school support fee imposed pursuant to Sections 48 (2) and 51 (2) of HB 2009 (2023);

WHEREAS, this rate must be at least 15 percent and not more than 30 percent;

WHEREAS, the district has coordinated with the governing body of the City of Beaverton to set the rate;

WHEREAS, by November 1 in any applicable year, the governing body of the zone sponsor will provide the district will all information necessary for the district to collect the fee directly from the business firm;

WHEREAS, by December 1 in any applicable year, the district shall send to the business firm a notice of the required fee, with a due date not later than December 31 of the same year;

WHEREAS, the district shall be responsible for making refunds to business firms of overpayments;

WHEREAS, if a fee payment is delinquent for more than 60 days following the date of delinquency or any later date allowed for curing the delinquency, the Board shall give written notice of the delinquency to the business firm and the assessor of the county;

BE IT THEREFORE RESOLVED that the Beaverton School District Board and the governing body of the City of Beaverton establish the rate of the school support fee of 15 percent, effective January 1, 2024.

ATTESTED:

Beaverton School District

City of Beaverton

X _____

X _____

School Board Chair

City Council President

Date Approved

Date Approved

**Beaverton School District Board of Directors
Resolution No. 24-430C**

WHEREAS, HB 2009 (2023) was passed in 2023 and became part of ORS 285C.067;

WHEREAS, HB 2009 (2023) requires the governing body of each school district along with the governing body of the zone sponsor to set a rate for the school support fee imposed pursuant to Sections 48 (2) and 51 (2) of HB 2009 (2023);

WHEREAS, this rate must be at least 15 percent and not more than 30 percent;

WHEREAS, the district has coordinated with the governing body of the City of Hillsboro to set the rate;

WHEREAS, by November 1 in any applicable year, the governing body of the zone sponsor will provide the district with all information necessary for the district to collect the fee directly from the business firm;

WHEREAS, by December 1 in any applicable year, the district shall send to the business firm a notice of the required fee, with a due date not later than December 31 of the same year;

WHEREAS, the district shall be responsible for making refunds to business firms of overpayments;

WHEREAS, if a fee payment is delinquent for more than 60 days following the date of delinquency or any later date allowed for curing the delinquency, the Board shall give written notice of the delinquency to the business firm and the assessor of the county;

BE IT THEREFORE RESOLVED that the Beaverton School District Board and the governing body of the City of Hillsboro establish the rate of the school support fee of 15 percent, effective January 1, 2024.

ATTESTED:

Beaverton School District

City of Hillsboro

X _____

X _____

School Board Chair

City Council President

Date Approved

Date Approved

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES DN, JEA****SUMMARY**

Revisions are recommended to update school board policies DN and JEA. Policy changes are mostly generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes, regulations and best practices, and integrated and recommended by staff.

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**DN – Disposal of District Property**

This update adds language clarifying that the superintendent or designee is authorized to declare items owned by the district as surplus and dispose of them, which better reflects ongoing practices. Real property is an exception and would require board action to declare it surplus property.

JEA – Compulsory Attendance

Recommended revisions to this policy include updated language reflecting current terms and practices, new language defining military children, and removal of an outdated section about suspending students' driving privileges.

RECOMMENDATION

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

- Revisions to board policy DN
- Revisions to board policy JEA

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Disposal of District Property

The **Board** [district](#) may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete. [With the exception of real property, authority is delegated to the superintendent or designee to declare as surplus and dispose of district property, including but not limited to equipment, furniture and other items.](#)

Efforts will be made to find other uses for items declared surplus. Items that are still usable, but no longer of use in the district, may be disposed of through approved state agencies or through other means of disposal where [other organizations](#) or the public **has** [have](#) the ability to acquire surplus items.

The monies generated by sale or disposal of items are returned to the general fund. If the district property was purchased with state, federal or private grant funds, disposal of the property shall be made as outlined in the grant or by state or federal regulations.

Specific information related to disposal of district property is delineated in the district's *Purchasing Manual* which is updated periodically.

END OF POLICY

Legal Reference(s):

[ORS 279B.055](#)

[ORS Chapters 279A, 279B](#) and [279C](#)

[ORS 332.155](#)

Education, Title 34 C.F.R. Part 80 § 80.32(e)

Cross Reference(s):

DID - Fixed Asset Inventories

Compulsory Attendance**

Except when exempt by Oregon law, all ~~students~~ children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school ~~during the entire school term~~. All ~~students~~ children age 5 and older who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

~~Persons having legal control of a student between the aged of 6 and 18, who has not completed 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term.~~

Persons having legal control of a student who ~~is five years of age and~~ has enrolled ~~the child~~ in a public school; are required to have the student attend and maintain the child in regular attendance during the entire school term.

~~Attendance supervisors~~ The building principal or designee shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising ~~his/her~~ their ~~student~~ child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

~~In addition, under board policy JHFDA—Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days unexcused absences in a single semester to the Oregon Department of Transportation.~~

Exemptions from Compulsory School Attendance

In the following cases, ~~students~~ children shall not be required to attend public, full-time schools:

1. ~~Students~~ Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. ~~Students~~ Children proving to the board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. ~~Students~~ Children who have received a high school diploma or a modified diploma.

4. ~~Students~~ [Children](#) being taught; by a private teacher; the courses of study usually taught in kindergarten through grade 12 in the public schools^s for a period equivalent to that required of students attending public schools.
5. ~~Students~~ [Children](#) being educated in the home by a parent, ~~or~~ guardian [or private teacher](#). When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Northwest Regional Education Service District ([ESD](#)) in writing within 10 days of such occurrence.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. ~~Students~~ [Children](#) excluded from attendance as provided by law.
9. [Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.](#)
10. An exemption may be granted to the parent or guardian of any ~~student~~ [child](#) 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

~~[ORS 336.615 to -336.665](#)~~

[ORS 339.010 to -339.095](#)

[ORS 339.139](#)

~~[ORS 339.257](#)~~

[ORS 339.990](#)

~~[ORS 419B.550 to -419B.558](#)~~

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

~~[OAR 581-021-0071](#)~~

[OAR 581-021-0076](#)

¹ ["Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.](#) 87

[OAR 581-021-0077](#)

Cross Reference(s):

IGBHC - Alternative Education Notification

ITEM FOR ACTION AT A FUTURE MEETING**ELEMENTARY LANGUAGE ARTS / ENGLISH LANGUAGE PROFICIENCY CURRICULUM ADOPTION****SUMMARY**

The K–5 Language Arts / English Language Proficiency Adoption Committee was formed and charged to develop a recommendation for instructional materials for language arts and English language proficiency for grades K–5, following the process outlined in the Beaverton School District Adoption Process in alignment with board policy IIA and administrative regulation II/IIA-AR. The committee has completed its review and has recommended Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* District administration recommends adoption of the curriculum identified by the adoption committee.

BACKGROUND

The Oregon State Board of Education adopted Language Arts and Literacy standards in June 2019 and instructional materials were adopted in October 2021. Additionally, the Council of Chief State School Officers (CCSSO), in collaboration with WestEd, developed new English Language Proficiency standards, which were adopted by the Oregon State Board of Education in October 2013.

An updated Oregon Department of Education Division 22 corrective action plan for instructional materials adoption was approved by the school board in November 2023. As part of the updated action plan, the district was directed to complete its adoption of instructional materials for language arts (LA) and English language proficiency (ELP) for grades K–5 in the 2023–24 school year for implementation in classrooms in fall 2024. This timeline allowed for alignment to the Oregon Early Literacy Framework (published in 2023), which outlines the foundational practices and research for literacy curriculum and instruction in Oregon classrooms.

The K–5 Language Arts/English Language Proficiency Adoption Committee was formed, composed of classroom teachers, ELD teachers, dual language teachers, building administrators, and others, from a wide range of schools and regions in the district. The committee began meeting in December 2023 and has followed the [Beaverton School District Adoption Process](#) in alignment with policy IIA and II/IIA-AR. The committee centered the Oregon Early Literacy Framework in evaluating instructional materials and did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs. Opportunities for families and community members to review and provide feedback on the finalist programs were held online and in-person in March and April. Additionally, the lens of reading science and culturally responsive practice was foundational in selecting materials to support children’s literacy and multilingual development.

Following this process, the adoption committee recommended the district adopt Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!*, which will include support for multilingual learners and newcomer students.

RECOMMENDATION

The superintendent recommends adoption of the curriculum selected for recommendation by the K–5 LA/ELP Adoption Committee, Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* This is presented for initial consideration and will come before the board for approval at its next meeting.

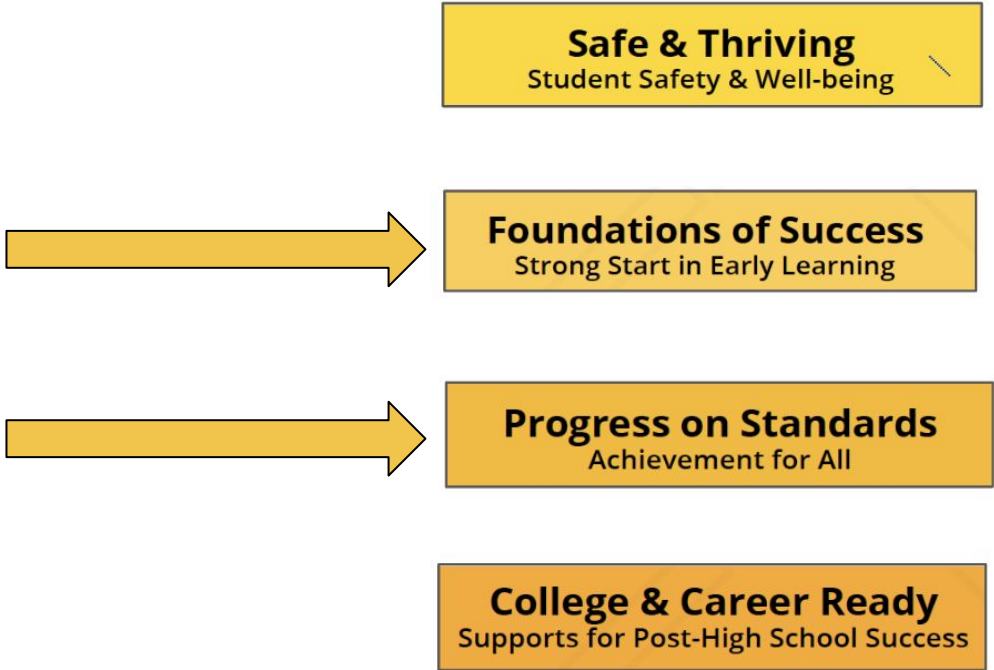
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Elementary Language Arts/English Language Proficiency Adoption

Presenters: Dr. Heather Cordie, Robin Kobrowski,
Veronica Galvan, Dr. Toshiko Maurizio, Chrissy
Lawrence and Marcela Ullibarry-Cabrera,
Teaching & Learning

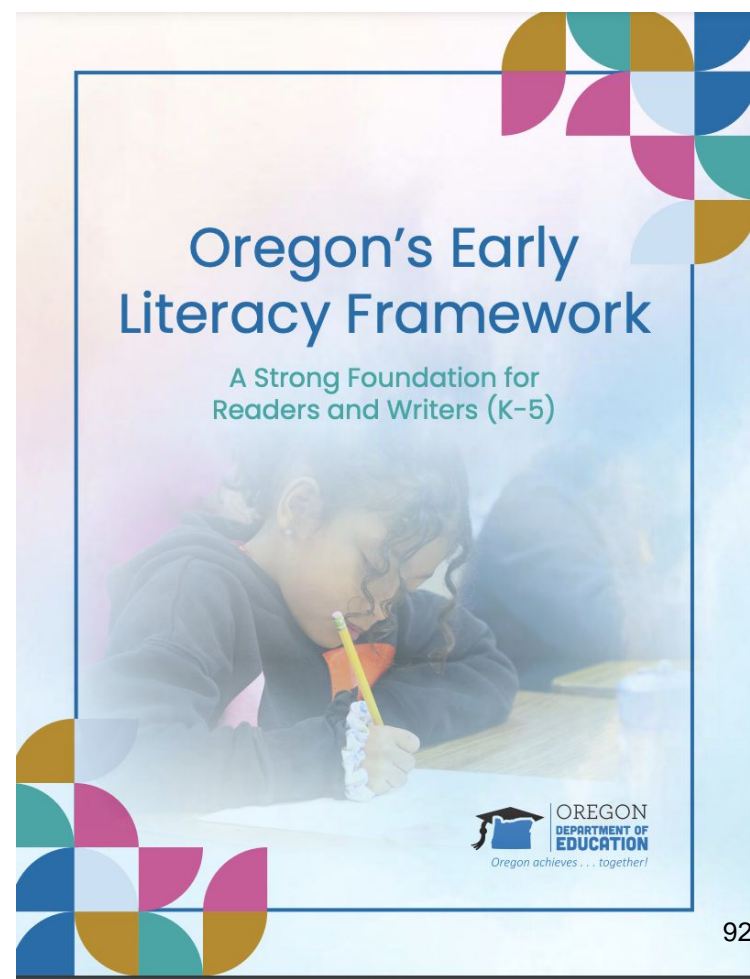
School Board Meeting
April 30, 2024

District Strategic Plan Goal Areas



Oregon's Early Literacy Framework

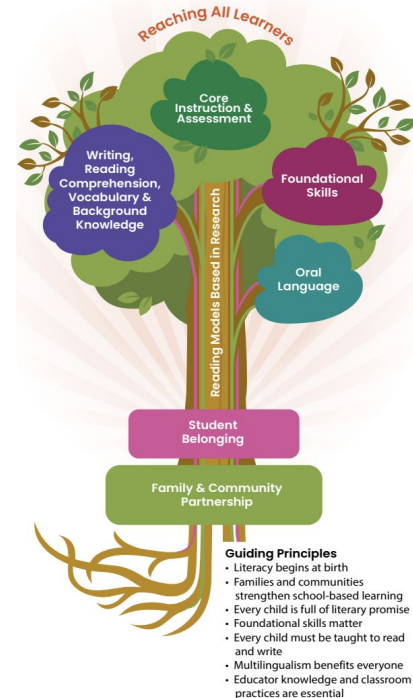
A Strong Foundation for Readers and Writers (K-5)



Literacy Framework: Guiding Principles

- Literacy begins at birth
- Families and communities strengthen school-based learning
- Every child is of literary promise
- Foundational skills matter
- Every child must be taught to read and write
- Multilingualism benefits everyone
- Educator knowledge and classroom practices are essential

Framework Overview

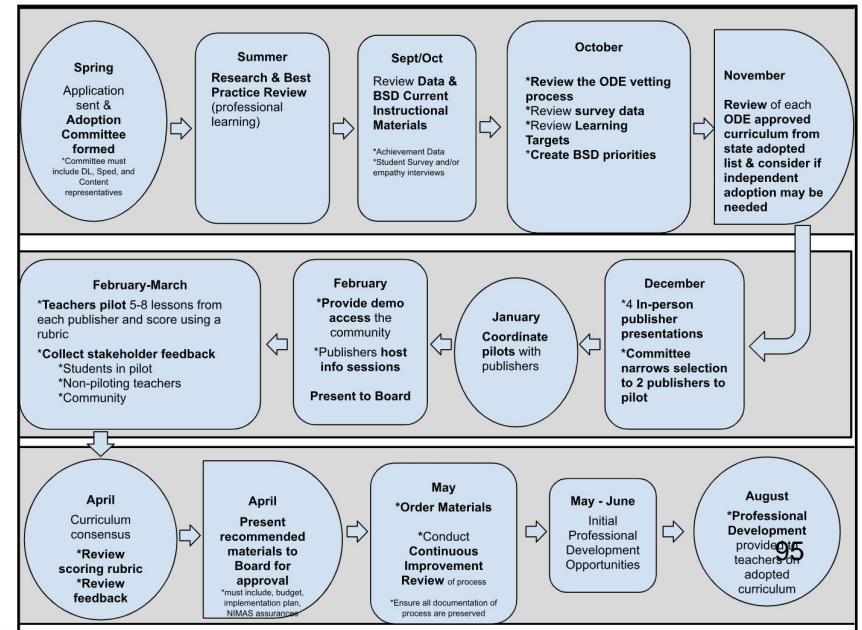


Background and Summary

- State Board of Education adopted updated Language Arts standards in June 2019 and instructional materials in October 2021.
- State Board of Education adopted English Language Proficiency standards in 2013
- The last BSD Language Arts adoption was completed in 2016–17 and the last BSD English Language Proficiency adoption was in 2017.

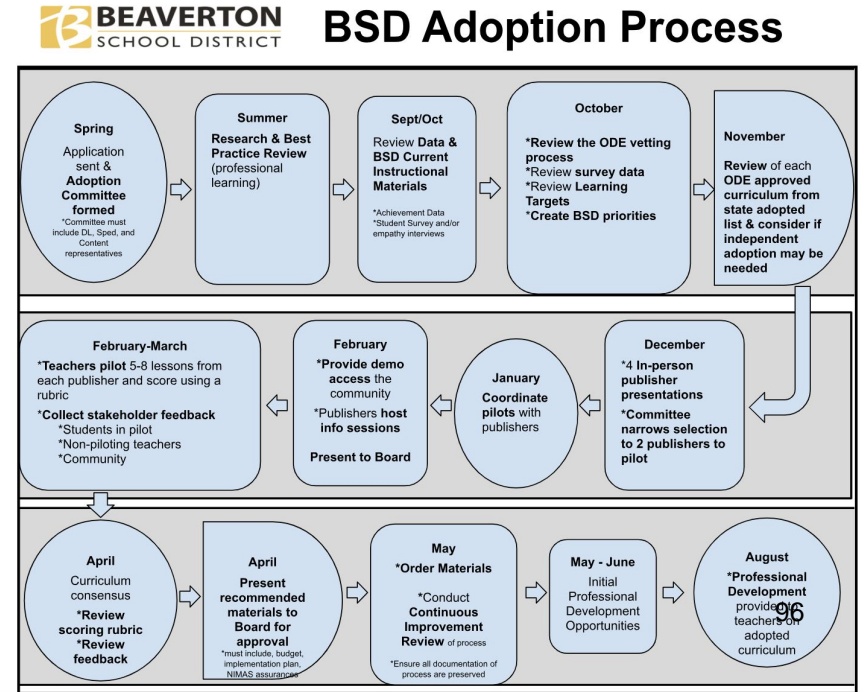
BSD Adoption Process

- The district was asked to complete the LA/ELP review process during the 2023–24 school year.
- New instructional materials will be implemented in classrooms in fall 2024.



BSD Adoption Process

- The K-5 LA/ELP Adoption Committee began meeting in December and has met bi-weekly.
- The committee has followed the process outlined in the [BSD Adoption Process](#) guidance in alignment with Policy II/IIAR.



K-5 LA/ELP Committee Membership

Elementary School Administrators - 5

Parents/Community Members - 5

Elementary School Teachers - 7

English Language Development (ELD) Teachers - 3

Academic Coaches - 4

Dual Language School Coordinators/Teachers - 2

District Academic Specialists (Language Arts, Dual Language, Special Education, ELD) - 5

District Teaching & Learning Administrators - 3

[LA / ELP Adoption Committee Roster](#)

Instructional Materials Review

Adoption committee:

- Reviewed current adopted materials and K-5 teacher [feedback survey](#)
- Learned about [High Quality Instructional Materials \(HQIM\)](#) and impact on student learning
- Studied Oregon's IMET ([Instructional Materials Evaluation Tool](#))

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunities for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence of texts that build

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (K-5):

- Oregon's IMET Criteria (all criteria included)
- Oregon Literacy Framework (added criteria to rubric)
- BSD Priorities & Alignment to Strategic Plan (added criteria to rubric)

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence of series of texts that build

Instructional Materials Review

[BSD LA/ELP Instructional Materials Rubric \(K-5\)](#) used to evaluate five programs on state approved list:

- McGraw Hill
- Houghton Mifflin Harcourt
- Benchmark
- Amplify CKLA
- Imagine Learning

BSD LA/ELP Instructional Materials' Rubric (K-5)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1)	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	There is a large imbalance of informational texts vs. literature.	The mix of informational texts and literature is imbalanced.	There is a 50/50 mix of literature and high-quality informational text.
Evidence-Based Discussion and Writing (Group 1)	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.
	There is little to no evidence of series of texts that are used to	The materials provide series' texts that build knowledge and	Materials provide a sequence of series of texts that build

Pilot: Houghton Mifflin Harcourt and Benchmark

- Based on [Rubric Ranking Results](#), two publishers were selected for pilot:
 - Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!*
 - Benchmark *Advance* and *Adelante*
- K-5 teachers (including classroom, dual language, ELD, specialized programs, and academic coaches) invited to pilot both programs
 - 90 staff selected to pilot (32 schools represented)
 - Two weeks for each pilot with one day of training from publisher
 - **HMH:** March 11-22 and **Benchmark:** April 1-12
 - Evaluations collected from each pilot teacher

Summary of Input

- Pilot Teacher Evaluations:
 - [HMH](#)
 - [Benchmark](#)
 - Includes student input
- Pilot Curriculum [Comparison Data](#) and [Side by Side Data](#)
- [K-5 Teacher Survey Data](#)
- Parent/Community Review Sessions - [online](#) and [in person](#)

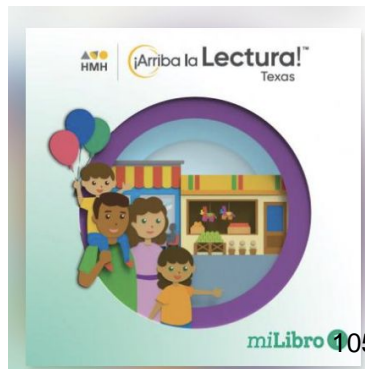
Language Arts (English and Spanish) Curriculum Adoption Recommendation

HMH: *Into Reading* and *Arriba la Lectura*

After review of data, the LA/ELP Adoption Committee is recommending Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* based on the following strengths:

- High quality texts (authentic)
- Diverse representation (in the curriculum and authors)
- Foundational skills (structured literacy)
- Vocabulary instruction (robust and engaging)
- Social Emotional Learning (SEL) components (included in the curriculum)
- Dual language (authentic Spanish vs. translated Spanish)
- Stronger visuals and anchor charts for comprehension

HMH: *Into Reading* and *Arriba la Lectura*



English Language Proficiency Curriculum Adoption Recommendation

HMH: Multilingual Supports

After review of data, the LA/ELP Adoption Committee is recommending Houghton Mifflin Harcourt which should include the following supports for multilingual learners:

- Teacher's Guides for ELD teachers to support the co-teaching model
- Materials that scaffold the learning at the tier 1 level for multilingual learners
- Materials that provide focused support to newcomer students
- Professional development to support classroom and ELD teachers

Mandarin Chinese Dual Language Curriculum Adoption Recommendation

Alignment to NIMAS, Implementation Plan, & Budget

Compliance with NIMAS

HMH materials are in accordance with the National Instructional Materials Accessibility Standards (NIMAS). HMH provides:

- Refreshable Braille
- Magnification and Color Contrast
- Screen Reader Functionality
- Alternative Text and Audio Description

Implementation Plan (Year 1)

- **Professional Development** - provided for all K-5 staff using core curriculum and inclusive of curriculum, practices, materials with Oregon's Early Literacy Framework as the foundation
- **Coaching Academy** - building capacity of academic coaches to support teachers with implementation of new curriculum and best practices in literacy instruction
- **K-3 Reading Cohort & 4-5 Reading Cohort** - Co-construction of curriculum maps during Year 1 implementation
- **Reading & Writing Agreements** - list of key components, structures, and practices for core reading and writing instruction that will be implemented for all students across all grade levels

Budget

Instructional Materials (3 years):

- HMH *Into Reading, ¡Arriba la Lectura!*, and MLD Supports
- Quote: \$3,102,575.65
- This quote includes core materials and MLD supports for all classrooms including newcomers

Professional Development:

- **Spring 2024:** \$290,000 (K-3) and \$141,680 (4-5)
- **2024-2025:** \$265,672–\$396,232
- PD costs include initial and ongoing training for teachers, coaches, and administrators (depending on time)

Questions

ITEM FOR FUTURE ACTION**SCHOOL BOARD MEETING CALENDAR FOR 2024–25 SCHOOL YEAR****SUMMARY**

The board annually approves a calendar of meetings for the school year. The proposed schedule for 2024–25 is recommended for consideration.

BACKGROUND

The board holds monthly business meetings once per month. As proposed, board business meetings generally will be held on the second Tuesday of each month and will start at 7 p.m. Meeting agendas and supporting materials will be published on the Thursday preceding the meeting.

The board also will meet as needed for work sessions and executive sessions at 5:45 p.m. prior to board business meetings and on selected additional Tuesdays. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the board chair.

The calendar has been reviewed to ensure it avoids scheduling board meetings during selected major holidays and school breaks.

RECOMMENDATION

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

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**2024–25 SCHOOL BOARD MEETING CALENDAR
BEAVERTON SCHOOL BOARD**



Board Business Meetings

Tuesday, August 13, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, September 17, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, October 8, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, November 12, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, December 10, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, January 14, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, February 11, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, March 11, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, April 8, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, May 13, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, June 10, 2025	7:00 p.m.	Regular Business Meeting

Additional Potential Board Sessions

Prior to each business meeting	5:45 p.m.	Board Session TBD
Tuesday, August 27, 2024	Time TBD	Board Retreat
Tuesday, January 28, 2025	Time TBD	Board Retreat
Tuesday, April 22, 2025	5:45 p.m.	Board Session TBD
Tuesday, May 27, 2025	5:45 p.m.	Budget Committee / Board Session TBD

Additional dates may be scheduled as needed.

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

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

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

ITEM FOR ACTION AT A FUTURE MEETING**BUDGET CALENDAR FOR 2025–26 BUDGET****SUMMARY**

The board annually approves a budget calendar for the coming school year. The proposed schedule of dates during the 2024–25 school year for the 2025–26 budget process is recommended for consideration.

BACKGROUND

The proposed budget calendar includes dates during the 2024–25 school year for the appointment of budget committee members, a budget information session, budget committee meetings, budget public hearing and board adoption of the budget for 2025–26.

RECOMMENDATION

The proposed budget calendar is presented for initial consideration and will come before the board for approval at its next meeting.

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BUDGET CALENDAR 2025-26

August 13, 2024 Tuesday	<i>School Board Meeting - 7:00 pm</i> <ul style="list-style-type: none"> ● Budget Committee openings ● Application process discussion 	<i>Administration Office</i>
December 10, 2024 Tuesday	<i>School Board Meeting - 7:00 pm</i> <ul style="list-style-type: none"> ● Appoint Budget Committee members to fill vacancies 	<i>Administration Office</i>
March 11, 2025 Tuesday	<i>Budget 101 - 5:45 pm (before School Board meeting)</i> <ul style="list-style-type: none"> ● Provide up-to-date budget information prior to budget proposal ● Budget Committee to ask questions about process and significant factors influencing the budget 	<i>Administration Office</i>
May 13, 2025 Tuesday	<i>Budget Committee Meeting - 5:45 pm (before School Board meeting)</i> <ul style="list-style-type: none"> ● Superintendent proposes the budget and delivers the budget message ● Elect Budget Committee officers ● Public testimony 	<i>Administration Office</i>
May 27, 2025 Tuesday	<i>Budget Committee Meeting - 5:45 pm (before School Board meeting)</i> <ul style="list-style-type: none"> ● Budget Committee discussion ● Approval of budget and tax levies 	<i>Administration Office</i>
June 10, 2025 Tuesday	<i>School Board Meeting - 7:00 pm (during School Board meeting)</i> <ul style="list-style-type: none"> ● Budget public hearing ● Board makes appropriations ● Adopt budget and tax levies 	<i>Administration Office</i>
District Contacts Gustavo Balderas, Superintendent Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Executive Assistant to Michael Schofield		

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ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES
BBAA, BBF, BCB, BD/BDA, DG, DGA, IJ****SUMMARY**

Revisions are recommended to update school board policies BBAA, BBF, BCB, BD/BDA, DG, DGA, and IJ. Changes were generated internally and 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.

POLICY DRAFT KEY

Blue Underlined Recommended language additions or changes
~~Red Strikethrough~~ Removed outdated language
Black Italicized Existing language moved within policy

BACKGROUND**BBAA – Individual Board Member’s Authority and Responsibilities****BBF – Board Member Standards of Conduct**

Language has been added to clarify that board members may endorse political candidates or measures using their title of board member, but may not make such an endorsement on behalf of the board unless authorized to do so. BBF also has language updates regarding mandatory reporting.

BCB – Board Officers

Revisions are proposed to clarify the selection and succession of board officers, including articulating that the election of officers will typically be conducted in June and identifying acting board officers for the interim if the board does not elect officers until July. Other revisions are recommended to reflect oversight of the board secretary role and align language with model policy.

BD/BDA – Board Meetings**DG – Depository of Funds****DGA – Authorized Signatures**

Revisions are recommended to remove language about specific dates for board meetings, to better align with current practices. The current language is not required by law.

IJ – School Counseling Program – NEW**IJ – Comprehensive K-12 School Counseling – DELETE**

To align with current laws and revised OSBA model policy, it is recommended to delete the current policy IJ and replace it with the new version.

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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 BBAA
- Revisions to board policy BBF
- Revisions to board policy BCB
- Revisions to board policy BD/BDA
- Revisions to board policy DG
- Revisions to board policy DGA
- Deletion of existing policy IJ and adoption of new policy IJ

Board Member Standards of Conduct

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

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

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

When a board member expresses a personal opinion in public, the board member should clearly identify the opinions as personal. [This does not preclude a board member from endorsing a candidate or measure in their capacity as an individual board member. They may not make endorsements on behalf of the board unless authorized to do so.](#)

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

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

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

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

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

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make ~~a an oral report by telephone or otherwise~~ to the ~~local~~ Department of Human Services (DHS)¹, ~~to the designee of the department~~ or to ~~a local~~ law enforcement within the county where the person making the report is located at the time of contact.

¹ [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE \(7233\).](#)

Legal Reference(s):

[ORS 162.015 to -162.035](#)

[ORS 162.405 to -162.425](#)

[ORS 192.610 to -192.710](#)

[ORS 244.040](#)

[ORS Chapter 244](#)

[ORS 332.055](#)

[ORS 419B.005](#)

[ORS 419B.010](#)

[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest

Individual Board Member's Authority and Responsibilities

An individual board member exercises the authority and responsibility of their position when the board is in a legally called session.

A board member has the authority to act in the name of the board when authorized by a specific board motion. The affirmative vote of the majority of members of the board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a board member may make and accept proposals in bargaining subject to subsequent approval by the board.

A board member has the right to express personal opinions. When expressing such opinions in public, the board member must clearly identify the opinions as their own. [This does not preclude a board member from endorsing a candidate or measure in their capacity as an individual board member. They may not make endorsements on behalf of the board unless authorized to do so.](#)

Members will be knowledgeable of information requested through board action, supplied by the superintendent and gained through attendance at district activities and through professional board activities.

Members of the board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the board. Requests for the generation of reports or information which requires additional expense to the district must be submitted to the board for consideration.

2. Requests for Legal Opinions

A request for a legal opinion by a board member, must be approved by a majority vote of the board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair. Legal counsel is responsible to the board.

3. Action on Complaints or Requests Made to Board Members

When board members receive complaints or requests for action from staff, students or members of the public, such information is to be conveyed to the superintendent for action.

4. Board Member's Relationship to Administration

Individual board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual board member may direct the superintendent to action without board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the board, unless otherwise delegated by the board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

38 Or. Atty. Gen. Op. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

Board Officers

The officers of the board shall consist of a board chair and a vice chair.

Selection and Term of Office

The term of office for the board chair and the vice chair shall be for 12 months, from July 1 through June 30. [State statute provides that a board member may serve as chair for no more than four consecutive years.](#) ~~The board recognizes that state statute allows a member to be elected for up to four successive one-year terms.~~

[Each year, as provided in ORS 332.040,](#) the board will elect one of its members to serve as board chair and one to serve as vice chair. [The election of officers will typically be conducted in June, and must be completed no later than the next regular meeting following July 1. In the event that the board does not elect officers before July 1, the current chair and vice chair will continue to serve in an acting capacity until the election of officers for the new year.](#)

[If a board officer leaves the board or is unable to continue to serve as an officer, a replacement will be elected promptly to serve the remainder of the officer's term.](#) ~~In the event~~ [If both](#) the ~~current~~ board chair and vice chair leave the board [or are unable to continue to serve as officers,](#) the most senior board member will provide leadership until the ~~elected~~ board elects new officers.

Duties of the Board Chair

[The board chair shall:](#)

- ~~1. The board chair, in consultation~~ [Work](#) with the superintendent, ~~shall to~~ establish [the board](#) meeting agendas and call special meetings as needed.
- ~~2. The board chair shall v~~ote on all issues unless they declare an actual conflict of interest.
- ~~3. The board chair shall p~~reside at all meetings [and](#) :
- ~~4. The board chair is responsible for maintaining order during board meetings.~~
- ~~5. The board chair shall p~~reside at the first annual budget committee meeting and until the budget committee has elected a chair from among its members.
6. Sign the minutes and other official documents that require the signature of the chair.
7. Represent the district and the board at official functions, unless this duty is delegated by the board chair to another board member.
8. Appoint all committees and will be an ex-officio member of all such committees unless otherwise ordered by the board.

Duties of the Vice Chair

If the board chair is unavailable, or at the request of the board chair, the vice chair shall perform the duties of the chair.

Designation and Duties of the Secretary

The superintendent will designate a staff member to serve as board secretary. [The superintendent or designee](#) will ~~directly~~ supervise and evaluate the secretary. In absence of the designated board secretary, [the superintendent or](#) the board may name anyone present to serve as secretary for that meeting. The secretary to the board will take notes at board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the board chair. These duties will include, but not be limited to, the following:

1. Record the disposition of all matters on which the board considered action;
2. Prepare and distribute minutes in advance for approval at the next board meeting;
3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of board policies;
5. Properly post all board meetings.

Board Spokesperson

The board may appoint one of its members, usually the chair ~~or another person~~, to make authorized statements to the public or the media when the board's position should be articulated by a single voice. The spokesperson serves at the board's direction and may be removed or replaced at any time by action of a majority of the board. The board may take action to identify a different spokesperson, other than the board chair, for specific topics or issues.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)

[ORS 332.040](#)

[ORS 332.045](#)

[ORS 332.057](#)

[OAR 166-400-0010\(9\)](#)

Board Meetings

The board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum of the board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the board is required to transact any business.

All regular, special and emergency meetings of the board will be open to the public except as provided by law. All meetings will be conducted in compliance with state and federal statutes. All board meetings, including board retreats and work sessions, will be held within district boundaries. The board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², age or national origin is practiced.

The board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all board meetings and of the principal subjects to be considered. The board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the board shall provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

1. Regular, Special and Emergency Meetings

Generally, a regular board meeting will be held each month. The regular meeting schedule will be established each spring and may be changed with proper notice. The purpose of each regular monthly meeting will be to conduct the regular board business.

No later than the next regular meeting following July 1, the board will hold an organizational meeting to elect board officers for the coming year and ~~to establish the year’s schedule of board meetings. In board election years (odd numbered years), the first meeting will be held no later than July 31.~~

Special meetings can be convened by the board chair, upon request of three board members, or by common consent of the board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting.

¹ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

²As defined in ORS 174.100.

At least 24 hours' notice must be provided to all board members, the news media; which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of board members outside of a legally called board meeting, in their capacity as board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from board members or the superintendent to each board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in board policy.

Emails sent to other board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by Public Records and Meetings Law.

3. Private or Social Meetings

Private or social meetings of a quorum of the board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the public meetings law.

4. Work Sessions

The board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See board policy BDC - Executive Sessions)

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 332.040 to -332.061](#)

[ORS 433.835 to -433.875](#)

38 Or. Atty. Gen. Op. 1995 (1978)

41 Or. Atty. Gen. Op. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Or. Atty. Gen. Public Records and Meetings Manual (2014).

Cross Reference(s):

ACA - Americans with Disabilities Act

BDC - Executive Sessions

Depository of Funds

The board will, at its annual organizational meeting ~~following July 1,~~ or at other times deemed necessary by the board, designate one or more banks which meet district, state and federal guidelines as official depositories for district funds.

END OF POLICY

Legal Reference(s):

[ORS 294.805 to -294.895](#)

[ORS 328.441](#)

[ORS 328.445](#)

Authorized Signatures

The board will, at its annual organizational meeting ~~following July 1,~~ or at other times deemed necessary by the board, authorize the district clerk and/or deputy clerk or other individuals designated by the superintendent to sign district checks. The board may authorize the use of facsimile signatures by those persons authorized to sign district checks.

END OF POLICY

Legal Reference(s):

[ORS 294.120](#)

[ORS 328.441](#)

[ORS 328.445](#)

School Counseling Program

The district will have a comprehensive counseling program for students in grades K-12, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 174.100](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.603](#)

[ORS 332.107](#)

[ORS 336.187](#)

[OAR 581-021-0013](#)

[OAR 581-021-0046](#)

[OAR 581-022-2030](#)

[OAR 581-022-2055](#)

[OAR 581-022-2060](#)

¹ [Oregon Department of Education - Comprehensive School Counseling](#)

[OAR 581-022-2100](#)

[OAR 581-022-2250](#)

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

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

Comprehensive K-12 School Counseling**

The district's Comprehensive K-12 School Counseling Program is a data-driven systemic and developmental program that serves as an integral part of the total educational program in every school. The Comprehensive School Counseling Program assists every student in acquiring the knowledge, skills and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. The district Board recognizes the diversity of our community and creates pathways to the future for each student by supporting the Comprehensive School Counseling Program.

The district's Comprehensive K-12 School Counseling Program is aligned with Oregon's Framework for School Counseling which includes the professional and ethical standards as set forth by the American School Counselor Association. The Board will support the foundation, content, continuous improvement and resources consistent with best practices described in state and national models. All school counseling programs will include the following components: guidance curriculum, individual planning, responsive services, student advocacy and system support. The School Counseling Leadership Team, composed of school counselors from all levels will coordinate and articulate the vision, development and implementation of the comprehensive school counseling program.

Components

The comprehensive counseling and guidance program consists of kindergarten through grade 12 curriculum that is developmentally appropriate, preventative in nature and proactive. The curriculum is comprehensive in content, scope and sequence. Focusing on student development in four domains: academic, career, personal/social and community involvement. The development of skills and knowledge in these areas contributes to and supports all students' success in meeting performance standards. Data from these efforts are regularly analyzed to determine curriculum and program effectiveness as well as to inform future programmatic protocols.

Individual planning assists all students with setting and achieving academic, career, personal/social and community involvement goals. Post high school options are reflected in these plans. Additionally, the Education Plan and Profile is supported through individual and group planning and documents progress and achievement towards successful postsecondary options.

Responsive services encompass the wide range of support school counselors offer the students and their families. These can include consultation with parents, teachers, other educators and community agencies. Additionally, school counselors meet with students and families to identify appropriate intervention strategies. School counselors do not provide therapy for the student or the family. Crisis counseling, peer mediation and conflict resolution are examples of responsive services school counselors deliver.

In supporting the system, school counselors will use their leadership and advocacy skills to ensure all students equitable access and opportunities for high achievement. These efforts include using data to inform planning and management of the comprehensive program within the building, collecting and utilizing data to inform systemic interventions, consulting, collaborating and teaming with stakeholders to use and analyze data that can inform systemic interventions.

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0046\(7\)](#)

[OAR 581-022-1512](#)

[OAR 581-022-2030](#)

[OAR 581-022-2060](#)

[OAR 581-022-2055](#)

[OAR 581-022-2100](#)

[OAR 581-022-2250](#)

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

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

DELETED