



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, May 28, 2024 7:30 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
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IX. BOARD COMMUNICATION

A. Comments by Individual Board Members

X. CLOSE MEETING

A. Closing Comments

B. Adjourn

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

The district recognizes Alanya Abou-Elmajd for her outstanding achievement and contributions to the Beaverton School District and the community.

Congressional Award Gold Medal

Westview High School senior Alanya Abou-Elmajd is recognized for having received the Congressional Award Gold Medal. The national award requires 400 hours of volunteer work, 200 hours of physical fitness, 200 hours of personal development and a five-night expedition outside of the United States. Alanya has been working toward this award since ninth grade. She will be presented with the award in Washington D.C. next month.

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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, May 24 through 12 p.m. on Tuesday, May 28 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
Mitzi	Sandman	Other Community Member	I ask the Board to change the scope of the RH rebuild from the current 770-capacity K-5 plan. In BSD Long-Term Facility Planning report: APPROACH B: "A strategy for addressing areas of lower enrollment is to replace all school facilities but at a reduced size & capacity that aligns with projected enrollment. Facilities would be designed to expand to the target capacity of 750 students in the future if needed." When the 750-capacity school was set as the standard in 2013 BSD was growing w/ 40K students. Current enrollment is 38K & predictions for 2032 are 31K–35K. Ground breaking hasn't started yet at RH. Before it's too late I urge you to follow APPROACH B & revise the architectural & structural plans to a smaller school that can be expanded in the future. Most of you weren't in your position when past decisions were made, but you now hold the authority AND the responsibility to do the right thing, for our students, the community, and w/ the public dollars entrusted to your oversight.
Paul	Blechsmidt	Parent/Guardian	am very concerned about the Raleigh Hills school rebuild to be nearly triple the capacity of the current school. RH is located on the already over-crowded Scholls Ferry road in a place that's too dangerous for students to walk or bike to school. Has a traffic impact study been done to measure the anticipated additional school bus and car traffic on that road and the nearby "Six Corners" intersection of Scholls and BHH? Significantly increasing the traffic in these areas is a terrible idea. As a community member, former BSD parent, and taxpayer, I urge you to ensure that the proper studies have been done on the impact of this rebuild on the neighborhood safety. I can't imagine that significant changes to the Scholls Ferry Road won't be required if the rebuild goes ahead at the current 750+ plan.

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Antonia	Alvarez	Parent/Guardian	<p>My child attends Raleigh Park Elementary school, and I am writing to express my concern about the potential closure of the school. As a licensed social worker, social work educator, and a researcher focusing on mental health, suicide and substance abuse prevention among youth and BIPOC communities, I have concerns about the unintended consequences of moving Raleigh Park students to a larger school. As a member of the LGBTQIA2S+ community and the AA/PI communities, the intersections of race, sexual orientation/gender identity and school safety and connectedness are of particular concern.</p> <p>The role of a school in the safety, connectedness, and academic success of the students who attend must also be considered. Small, community schools better meet the mental, emotional, behavioral health needs of the students, while also supporting more differentiated learning opportunities. My son and our family have greatly benefitted from the affirming, connective environment Raleigh Park provides.</p>
Brooke	Arroyo Garcia	Parent/Guardian	<p>I was told by the BSD FLEX ONLINE SPED Resource, that flex online elementary Beaverton is losing their funding for SPED support. As a parent with a special education student, I need to know what and who I will be able to rely on within the flex online school to get SPED resources for my elementary age child next year as there is no current SPED resource available for next year.</p>
Sarah	Parr	Staff Member	<p>Dear Board Members,</p> <p>BSD prides itself on community and equity. Yet, proposed plans for a mega school contradict these values, neglecting safety and community bonds. I was ecstatic to vote for a measure that promised that "projects ... distributed throughout the District to the greatest extent possible," and improve Title 1 schools. Yet, the lack of transparency regarding consolidation in the 2022 bond raises concerns about future bonds and resource distribution, especially when closures were drafted in 2019. Why offer scenarios where low-income, at-risk schools consistently face closure? Is saving \$4.8 million worth sacrificing diverse, established communities in the face of a 67 million Goliath? Consider the impact on families without stable transportation or those navigating buses and traffic around it. Your decision will shape Oregon's educational landscape. Please prioritize impacted communities, acknowledge the privilege, and seek a compromise that preserves community integrity.</p>
Carol	Powers	Other Community Member	<p>I am currently very involved with Raleigh Park elementary through a close relationship with a family with three students at that school. I applaud the district for the "pause" on further discussions/votes about changes related to opening the new Raleigh Hills elementary school. I think this was a wise move on your part.</p> <p>Related to that topic, I attended the PTO meeting at RP last week and there was much discussion about the "Educational Specification" adopted by the district in 2013 that specifies 750 as the target size for new elementary schools. This, of course, has driven the new RH design (not to mention Vose, etc. before that). I have read through this document and see no justification for how this 750 figure was</p>

			<p>chosen. I would like to understand this better.</p> <p>I am also a past BSD parent (Terra Linda, Meadow Park, Sunset) and past/current grandparent (Cedar Mill, Cedar Park, Sunset, and Jacob Wismer, Stoller, Westview).</p>
Emily	Zein	Staff Member	<p>BSD schools do not need police officers. They need trained educators, counselors, and support staff who can build relationships with students to strengthen our community.</p> <p>As a staff member I would feel less safe with police in the building. It sends a violent message to students. And does nothing to support student growth and development.</p> <p>No funds to police officers in school while you are already under paying the staff members who are face to face with students in a daily basis.</p>
Karin	Stark	Parent/Guardian	<p>The 2022 bond stated that, if approved, the money would be used to rebuild Raleigh Hills and renovate existing schools. On May 13th, we learned that that was not the whole truth. BSD kept some key information from voters because it knew that they would not have approved closure of community schools. On May 22, BSD said they would pause the discussion on school consolidation. BSD expects voters, families, and educators to believe that their voices will be heard while the discussion is paused AND a mega school is built. You have lost our trust. We do not believe that once RH is resurrected as a mega school, our community schools will be safe, that the district will listen to parents, educators and student success researchers. SHOW US NOW that you will listen by halting the Raleigh Hills Replacement construction until a transparent, shared-decision making process has been implemented.</p>
Wolverton	Emily	Parent/Guardian	<p>I am a Fir Grove parent and want to express disappointment at how the district handled the Facilities Planning Committee scenarios earlier this month, especially for the Fir Grove community by trying to call off concerns/questions/follow up by saying something is "not true" in the Oregonian, but not quite giving us the accurate picture or addressing what was in an article that was behind a paywall, and in addition, what was in a document that is readily available on a BSD website/ letterhead (that one scenario outlined a consolidation with Hiteon). We know our school building isn't in great shape and enrollment in our boundary is declining - the building has been marked for "nearing the end of its useful life" - we get it! But the Fir Grove community is extremely tight knit, and I think we could get on board with a plan for our school's future and feeder school path alongside the district if we were brought along for the ride. Hopefully we will have that opportunity.</p>
Alice	K	Parent/Guardian	<p>As a BSD parent an classified/certified substitute, I have had the privilege to work in various schools. Every school I have been in has wonderful staff doing their absolute best. However I have often noticed that the larger schools have more struggles. I strongly urge BSD to consider their alternate long-term plan that builds smaller elementary schools and veers away from planned 750 capacity schools so that we can find the "sweet spot" between fiscal efficiency and maximizing student success.</p>

Samantha	Deitch	Parent/Guardian	We are devastated to hear that BSD is considering closing smaller schools to consolidate elementary students into one mega school. The thought of losing the community we have at Montclair is unthinkable and I am alarmed by the size, the distance, and the location of Raleigh Hills after the rebuild. Please consider other, better options.
Elizabeth	Ranweiler	Parent/Guardian	<p>Please consider immediately pausing construction of a mega elementary school for 700+ students at the Raleigh Hills Elementary site and choosing one of the options to construct a smaller school instead. There is considerable community opposition to the current plan to construct a mega elementary school in that location, in part because the plan to close small community elementaries and bus students to fill a mega elementary at Raleigh Hills was not disclosed to voters prior to voter approval of the 2022 bond measure.</p> <p>I voted yes on the 2022 bond measure. If the district had disclosed that the bond money would be used to construct mega elementaries and close existing small elementaries, I would have voted no on the bond measure. Many other Beaverton voters feel the same.</p> <p>Superintendent Balderas has informed community members that you, the School Board, have the final say in the matter, so I am reaching out to you. I have also reached out to the Bond Accountability Committee.</p>
Jeff	Myers	Parent/Guardian	<p>Hello board directors. I want to share two concerns with the district's pilot of universal screeners (math, reading, and social emotional behavior assessments) with Renaissance Learning.</p> <p>The first issue has to do with student data and who has access to it. I reviewed Renaissance Learning's privacy policies, and even reached out to them for clarification. From what I understand, Renaissance is allowed to use our student's data for further research, product enhancements, etc. That sounds benign, but Renaissance staff from other countries (i.e. China) can use the data. Anonymizing the data may protect an individual's identity, but this is still a huge concern. We should either stop using Renaissance or ensure BSD student data is protected from going overseas.</p> <p>My second concern is about the need for parent/guardian notification before conducting the social emotional behavior screener and providing an opt out. This is required by federal law (PPRA). See: https://studentprivacy.ed.gov/</p>
Claire	Douglass	Staff Member	<p>Hello,</p> <p>I am writing to you as a teacher at McKay. I want to ask that you slow down the district decision makers when it comes to closing our school and consolidating. I ask that you look into educational research around small community based schools before making such a drastic decision. I could write to you about the benefits of our small school or about equity concerns when it comes to asking our families to</p>

			travel further to school (some without transportation) and behavior spiking in larger schools. These are all huge factors that I know others are covering so instead I ask you to consider the academic piece to our small title school. Attendance has been a huge issue in schools since Covid and one our school is tackling. We know every child and make sure they feel seen, are a valued part of a community and have a trusted adult at school. When kids come to school they perform better, they graduate! Important work is being done in our school, please come visit!
Tom	Douglass	Other Community Member	<p>Hello,</p> <p>I'm writing on behalf of the plans to consolidate schools upon the rebuild of Raleigh Hills. I voted for the bond as a community member and former parent in the district. I feel like I was lied to and not given the full picture as to what my vote would result in. I do not support the closing of schools to create bigger schools. These small schools are the epicenters to communities. I also noticed that McKay, a title school is closed in all 8 scenarios. This feels inequitable and to not follow the districts mission. Having these families lose the center of their community to travel further, some without transportation to attend evening events or pick up a sick child seems to provide disproportionate harm to our most marginalized communities. As a community member, and voter on future bonds, I ask that you pause the rebuild of Raleigh Hills and devote funds to our small schools. This is an important precedent I ask you to set for the future of the district.</p>
Rina	Miyamoto-Su ndahl	Staff Member	<p>I am writing to express my concert about the defunding of the position of American Indian/Alaska Native Education TOSA, which has been occupied by [name]. I am one of the teachers that [name] has been organizing to train staff in each building for Senate Bill 13 Tribal History/Shared History curriculum implementation, among many others. My understanding is that there is still a 2 year timeline left in order to even complete the trainings of staff on the Essential Understandings - that is to say, the teacher background. I am baffled at the decision to cut this position, as it leaves teachers without support or facilitation of trainings. Senate Bill 13 is a legal mandate for Oregon. Already, I know that many schools are not fully in compliance - not because of a lack of will, but because of insufficient teacher background. These trainings have been incredibly important. The district must find a way to continue to fund this important position and comply with Oregon state law.</p>
Talya	Sanders	Parent/Guardian	<p>You should immediately pause the rebuild of Raleigh Hills Elementary – do not begin demolition and construction there in June. There are several alarming elements that have come to light in the recent conversations about how to populate the new 750-student building. BSD and the community need to do important research and have critical conversations, now scheduled to begin in the fall. If you start construction on Raleigh Hills this summer, you'll be eliminating options without ever giving them a chance.</p> <p>The biggest question is, how do 750-student mega-schools best serve our students and communities? Why do you think your mega-school solution is the best solution for all neighborhoods? The district</p>

			<p>needs to rewrite the Ed Specs so each community can have the school design that meets its needs.</p> <p>If you move forward with the Raleigh Hills construction, you force decisions that will change the district for the next several decades and forever change our neighborhoods.</p>
Sandy	Douglass	Other Community Member	<p>Hello,</p> <p>I'm a former teacher of BSD at the high school level, a former BSD parent and current community member. I am so disappointed to see the consolidation plans regarding the opening of the new Raleigh Hills. I voted for the bond to improve our schools, provide title schools more supports and create an equitable experience for all our students. I don't feel that what I voted for is being held in good faith by these plans. Small elementary schools are crucial to their communities. Closing these down with plans to consolidate to a "mega" school does not follow current educational research. The district's mission is "belong, believe, achieve". I believe students experience a much greater sense of belonging in small schools within their community where all staff know them! I believe students at small schools stand a much better chance of academic achievement at small schools especially students who fall below the poverty line and need extra supports. Please reconsider this plan!</p>
Geena	Van Buren		<p>I am a current community member, former student of BSD and plan on sending my future children to BSD schools. Therefore I supported the previous bond. However, with the recent news of consolidating elementary schools I am very disappointed in the direction the district is heading. I believe that elementary students should be able to attend small neighborhood schools. They will have their time to be at "mega" schools in middle and high school but that is not what elementary is for. This should be a time for students to build a solid academic foundation and feel like a member of a community. They should feel seen and known by staff in a school and not just be a number. They should know the other students at their grade level, walk to school with neighbors and attend evening events. This is not possible at mega schools out of children's neighborhoods. This does not feel equitable to our students at title schools like McKay especially. Please reconsider this direction.</p>
Michele	Bell	Staff Member	<p>I am writing to urge you to reconsider the size of the Raleigh Hills Elementary and closing several small elementary schools. I have taught in BSD in 2 large schools (Vose & Springville) and 2 small (McKay and Greenway). Teaching in small schools brings a special experience that the big schools cannot: the staff knows all of the students. Teachers see ALL students as their own & work to support students who are no longer in their grade level. This results in better student behavior compared to large schools. It also allows the staff to know the families, providing a welcome space to poor, diverse & marginalized families. In schools like McKay, many parents do not drive but will walk to school events. Moving these families further away will decrease parent participation. Decreased interaction with families will also result in needs being overlooked and fallen thru the cracks (hurting the children). Teacher collaboration is stronger in small teams of 2 teachers than in teams of 4-6.</p>

Sarah	Goldhammer	Staff Member	<p>I am writing to express my concert about the defunding of the position of American Indian/Alaska Native Education TOSA, which has been occupied by [name] My understanding is that there is still a 2 year timeline left in order to even complete the trainings of staff on the Essential Understandings - that is to say, the teacher background. I am baffled at the decision to cut this position, as it leaves teachers without support or facilitation of trainings. Senate Bill 13 is a legal mandate for Oregon. Already, I know that many schools are not fully in compliance - not because of a lack of will, but because of insufficient teacher background.</p> <p>These trainings have been incredibly important. The district must find a way to continue to fund this important position and comply with the Oregon state law.</p>
Paul	Kirk	Other Community Member	<p>I signed the save-our-neighborhood-schools petition I agree with the observations, suggestions and requests regarding school size, community involvement and presence and the avoidance of inequities among the students.</p> <p>Sadly we live in an age and a society where we have to distinguish real and mis and disinformation on a daily basis and it is disheartening that BSD has been guilty of spreading disinformation regarding the recent bond measure by withholding, either deliberately or negligently vital information about the proposed closure of some elementary schools.</p> <p>I give you credit for giving your time and expertise in serving on the board. I do not give your predecessors on the board credit for the way they handled this critically important issue.</p> <p>Please make sure you truly understand your communities' needs and wishes before you start to spend the bond obtained through a deceptive campaign.</p>
Siobhan	Kirk	Other Community Member	<p>Please delay the start of the Raleigh Hills "rebuild" construction project (including mobilization and demo) to align with "planned future discussions" it is imperative that the project timeline allows for additional Community Stakeholder engagement and is coordinated with planned discussions at the start of the next school year. I understand the significance of this request and I don't make it lightly. I am quite sure that while challenging it is a feasible course of action and I am certain the Construction contract will have a suspension clause enabling the District (Owner) to direct the General Contractor to delay the start of Work.</p> <p>Taking in to account all critical data (operational, facilities repair and maintenance costs for neighborhood schools under consideration for closure) engage with community stakeholders in a forthright transparent and open process. Complete this process before final decisions regarding neighborhood school closures are made.</p>
Andrew	Sample	Other Community Member	<p>To whom it may concern,</p> <p>I have been made aware that there is serious talk of McKay Elementary being almost certain to close, and I wanted to speak out against this happening.</p> <p>From my understanding, the bill that I voted for and that was passed in 2022, was to use \$723 million taxpayer dollars to improve EXISTING facilities and rebuild EXISTING schools with the money. What</p>

			<p>the bill did not disclose, is that it would be shutting down existing schools, and consolidating those closed school students and faculties, into a newly built school with much higher capacity of 750 students.</p> <p>As someone who voted for this bill, I'm quite frankly outraged to hear that schools are being shut down and teachers/students potentially being forcibly moved into much larger school populations. This cannot possibly be beneficial to the students, and as a member of the community, I find the tactics and process surrounding this issue to be disconcerting. The wording on this bill was tactfully misleading.</p>
Aracelli	Hernandez	Staff Member	<p>Greetings,</p> <p>I am writing to bring to your attention to the significant concern regarding the closure of BSD schools that the Facilities Planning Committee has been discussing. In all eight scenarios McKay Elementary is in fact due to close, [name] said himself, "No other scenarios will be presented." With that being decided, McKay staff, students and families are expected to consolidate with three other elementary schools-thus splitting up McKay's community-how is this equitable? I am outraged that a district whose promise is "Belong, Believe, and Achieve" is splitting up one of the smallest yet strongest community schools within the district. McKay is strong in its relationships with individual students to ensure their success both academically and emotionally. As a teacher and community member I am very concerned that with MEGA schools being built students will not feel a sense of belonging when staff members don't know their name, with no belief in themselves, no achieving.</p>
Keri	Bernstein	Parent/Guardian	<p>How much of the plan for consolidation of elementary schools is each board member aware of? I would ask you all that if you were not fully aware of these plans would you call for a hold on the building of the new Raleigh Hills school until a more comprehensive plan can be agreed upon. It seems to me as though there have been various plans shoe-horned together over the years without a comprehensive plan. If we need to consolidate schools let's first think about the children and make a plan in their best interest that is also financially responsible. Let's think about the best place for a replacement school and its size. 750 capacity schools are proving in the BSD to be too big. Consolidating 750 students in the SW sector of the BSD will destroy our communities. These small schools are a critical part of our neighborhoods. If we are going to loose our schools I would appreciate it being well thought out and in the best interest of the children.</p>
Lauren	Kelly	Parent/Guardian	<p>No doubt you will be receiving many comments about the recent news to close/consolidate schools in the SE part of the district. I am a parent of a current kindergartner at McKay with a second child who will be entering pre K in the fall. We love McKay elementary and the small, close-knit school community we have there. The principal and counselor greet us at the door daily. They know every child's name. It is a warm, inviting and safe place for our students' growing minds.</p> <p>My request would be that you reconsider the proposal to re-build Raleigh Hills as a 750 capacity school. The education specification for this is over a decade old and was drafted pre-covid. The ed-spec</p>

			MUST be re-evaluated. Please re-build RH at a lower capacity. 750 is not what our students and staff need. The small school community is not just for students - it's for parents and caregivers and everyone in the neighborhood. Please look at what is best for students and staff, not strictly the budget.
Dawn	Prochovnic	Other Community Member	<p>I'm deeply concerned about plans to rebuild Raleigh Hills School for 750+ students and the associated potential to close other neighborhood elementary schools to fill one too-big school.</p> <p>There are many issues of concern regarding rebuilding RHS, once a quaint K-8, into a mega school for 750+ children pulled from multiple neighborhoods, including: traffic congestion/safety, impacts on student learning, the potential for inequitable access to safe routes to walk and roll to school, and rupturing communities that are centered around their neighborhood school.</p> <p>The District depends on community support to pass levies and bonds, support I've been proud to provide in the past. I'm embarrassed that I advocated for a Bond that was sold to voters under misleading and/or false pretense.</p> <p>I urge you to PAUSE plans to rebuild RHS as a 750+ student mega school, listen to and engage with the community that supported the Bond that is paying for this project, and address our concerns.</p>
Kendra	Douglas	Parent/Guardian	McKay Elementary is vital to our kids and our community. The teachers, staff, and principal are kind and caring and know all the students by name. Community schools are what's best for our children, not mega schools with larger class sizes. Closing schools was not in the bond measure. This is a deceptive use of our tax dollars. Raleigh Hills school demo and construction should be paused if the district isn't ready to make a decision about it! Please consider upgrading McKay instead of closing it.
Meaghan	M	Staff Member	<p>I am glad there is a pause on consolidating the elementary schools. I believe more thought needs to be put into these decisions especially ones that impact our youngest learners. Research shows students do better in smaller learning environments. I know that enrollment numbers are declining so why are we focusing on building schools that hold larger amounts of students and taking students out of their neighborhood schools and smaller communities.</p> <p>I also want to ask the district to please support our compensation requests in bargaining. With the price of everything increasing and many of us facing student loan payments we had to take to even get this job, it's time for our COLA to be increased to match the world around us.</p>
Emily	Schubert	Other Community Member	As a former BSD student, I thrived in the smaller community elementary school of McKay. The community outreach that occurred while I was there was crucial for student and parent engagement. Closing schools to make larger ones will not allow for optimal classroom environments to encourage student growth, development, and learning. I also fear that larger schools will actually cause less parent involvement, which is also detrimental to the schools.

Cherise	Arthur	Other Community Member	<p>In regards to the review of [name] I have some comments and concerns. As an employee who recently retired I noticed a lot of changes in the last 2 years at BSD that have not been good. Because of the changes at district we saw less students being disciplined and causing issues for staff and other students because if you suspend for 10 days that is money the district is loosing. This is effecting staff and other students and we need to go back to how we have always had to deal with student behavior. Also the issue with changes in our insurance is very concerning to staff. We have always been considered a good district but a lot of staff don't feel that way and are frustrated with district policies and the principals hands being tied. Having to have an appointment to get into district office makes it feel very strange when we used to be able to go and talk to district employees. I suggest we find a new admin who cares more about our community than climbing the ladder.</p>
Jo	Fidler	Staff Member	<p>We need to preserve our small community schools, specifically in regards of the small schools that will be impacted by the Raleigh Hills rebuild (Montclair, Raleigh Park and Montclair). Small schools are critical in continuing the reach community relationships that they provide. If we continue to build these 700+ occupancy schools we will lose so much in relationship building, support services, and community engagement. As a teacher I know this process will continue to move forward, and I am aware that schools will have to be folded into the new building. But it is essential that it is a full and transparent process. The principals were not openly part of the conversations, it is UNACCEPTABLE to blindside these principals with lack of information. [name], found out that the school was on the potential closed list by a parent NOT by BSD admin. All community members need to be notified openly of the process and they need a voice in the process.</p>
Jade	Gonzales	Parent/Guardian	<p>I represent the Raleigh Park PTO community. Closing supportive community schools and creating mega-schools like the proposed 750-student new Raleigh Hills Elementary will be to the detriment of our students and will have ramifications for decades to come. You need to live BSD's new mission and put student achievements and community at the center of your decisions about school closures.</p> <p>We want to work together to find a new path forward, one built on mutual trust, transparent process, and authentic community engagement. Please read our full letter.</p> <p>We have three requests:</p> <p>Decouple the multiple discussions about populating the new Raleigh Hills facility from the need to address infrastructure issues at other eastside schools Pause the rebuild of Raleigh Hills School immediately; consider alternative plans for east side facilities Start an open and interactive dialogue – rebuild our trust in you and discuss the value of small- and medium-sized community elementary schools</p> <p>Thank you</p>

Lori	Thom	Staff Member	Out of 20+ years as a staff member, McKay School has always had the warmest most close knit community of all the schools I worked in. The success of students, both academically and personally is overwhelming. Such a genuine loving school. Closing the school would go against all the district stands for.
Megan	Stauffer	Staff Member	I am writing to express my concert about the defunding of the position of American Indian/Alaska Native Education TOSA, which has been occupied by [name]. I am one of the teachers that [name] has been organizing to train staff in each building for Senate Bill 13 Tribal History/Shared History curriculum implementation, among many others. My understanding is that there is still a 2 year timeline left in order to even complete the trainings of staff on the Essential Understandings - that is to say, the teacher background. I am baffled at the decision to cut this position, as it leaves teachers without support or facilitation of trainings. Senate Bill 13 is a legal mandate for Oregon. Already, I know that many schools are not fully in compliance - not because of a lack of will, but because of insufficient teacher background. These trainings have been incredibly important. The district must find a way to continue to fund this important position and comply with Oregon state law.
April	Powers	Parent/Guardian	We recently learned passing the bond to rebuild Raleigh Hills elementary means that the school will be rebuilt at 2-3x the size than it currently serves (750). Once the school is built, other elementaries will be closed in order to fill that capacity. Expansion of RH was never publicly announced as part of the plan. In fact, docs show this tidbit was deliberately hidden because it might affect the passing of the bond. This is completely unacceptable. BSD also never publicly announced the "Ed Specs" decision to rebuild all elem schools at a cap of 750. Schools this size are a disservice to students and communities. BSD's motto is "Belong, Believe, Achieve." No one feels like they belong in a school that large. Please pause the Raleigh Hills rebuild and evaluate other avenues - such as closing RH and redrawing boundaries to accommodate those students at nearby schools. This could save over \$60 million dollars and retain our smaller community schools where students can feel they belong.
Aimee	Jones-Suemat ysu	Staff Member	I am writing to express my concern about the defunding of the position of American Indian/Alaska Native Education TOSA, which has been occupied by [name] I am one of the teachers that [name] has been organizing to train staff in each building for Senate Bill 13 Tribal History/Shared History curriculum implementation, among many others. My understanding is that there is still a 2 year timeline left in order to even complete the trainings of staff on the Essential Understandings - that is to say, the teacher background. I am baffled at the decision to cut this position, as it leaves teachers without support or facilitation of trainings. Senate Bill 13 is a legal mandate for Oregon. Even though at my school we have gotten through many of the modules, we are not fully done. These trainings have been incredibly important and cannot be done without guidance from a TOSA. The district must find a way to continue to fund this important position and comply with Oregon state law.

Michael	Tanner	Staff Member	<p>I have always voted in favor of education, students, and educators, and will continue to do so. However, my trust in the process of approving bonds has taken a hit following the 2022 bond. In hindsight, with current decommissioning discussions, I feel misled and voted in bad faith as there was no mention of decommissioning schools. Small schools provide rich community involvement and engagement, which leads to better connections between students and teachers, and teachers and parents/caregivers. Better connections lead to better academic engagement. In a district that values equity it is not too late to follow our values, even if that means breaking contracts. The district can save tens of millions of dollars by changing course and maintaining our valuable small schools.</p> <p>“Education is the kindling of a flame, not the filling of a vessel.” Socrates</p> <p>Let our small schools burn bright with the flames of engagement, connection, and heart.</p>
Stephanie	Palmer	Parent/Guardian	<p>I am writing to encourage the board to immediately bring themselves up to speed on the Raleigh Hills rebuild situation and to consider building a smaller capacity school. The 2013 Ed Specs are woefully out of date (they don't even follow the current staffing formula for misc/pe!!) and reflect a time of growth in enrollment. The district was NOT upfront about its plans to consolidate other schools when asking taxpayers to vote for the bond to rebuild Raleigh Hills. As a parent and an educator, I believe in the power of smaller, community focused schools and that they are best for all students. As a parent, I have seen my kids thrive at McKay, where every staff member knows them and is able to go above and beyond to serve their needs, socially, emotionally, and academically. As an educator, I can say there are more kids that fall through the cracks at large schools. This is an urgent matter, but it's not too late to take action to adapt the plans to better suit the community's needs.</p>
Debbie	Plawner	Parent/Guardian	<p>As per my Change.org petition, 240 residents join me today in demanding BSD halt construction plans and engage our community in any discussion on school closures.</p> <p>Mega-schools hurt academic performance. When school sizes exceed 500 students, academic, attitude, and behavioral problems increase. This disproportionately impacts students from lower-income families and those of racial and ethnic minorities by being transferred from their neighborhood schools to larger schools outside their neighborhoods (Blatchford, 2003; Hattie, 2006).</p> <p>Dangerous Impact on Local Traffic. The expanded Raleigh Hills would increase traffic on Scholls Ferry Road and at the already hazardous “Six Corners” intersection, worsening backups and congestion.</p> <p>Losing neighborhood schools would break down the fabric of vibrant local communities. Poorly planned decisions can lead to decay, as seen with [name], and erode taxpayer trust in future investments in the Beaverton School District.</p>
Katie	Atkins	Parent/Guardian	<p>Members of the board, thank you for your service.</p> <p>I'm writing to ask that you pause the rebuild of Raleigh Hills School immediately in light of the potential</p>

			<p>domino effect of closing multiple vibrant community schools on the district's east side. Before construction begins, please reconsider what plans are best for Raleigh Hills in conjunction with other facilities' needs. In light of declining enrollment and low capacity in these schools, does it make sense to build a school more than double the current capacity, solely because the Ed Specs, which were written when enrollment was on the rise), suggest it?</p> <p>Please know that closing Montclair ES and the other schools under consideration would be a significant loss for these neighborhoods. Yes, the subject of closing schools can be emotional, but I appeal not to your emotions but instead ask that the board review the facts and BSD's commitments to seek input from the community on this matter.</p> <p>Thank you, Katie Atkins</p>
Stacey	McKinney	Parent/Guardian	<p>As a concerned parent, former PTO president, and taxpayer, I urge you to reevaluate the substantial expenditures on the Raleigh Hills rebuild project. Given the global decline in birth rates and the associated long-term demographic shifts, the necessity of such a large-scale project is questionable.</p> <p>I propose a fiscally prudent alternative: prioritize improving existing schools with targeted investments in seismic upgrades, HVAC systems, and classroom expansions as outlined in the original bond measure. This approach aligns with the bond's promise--the promise that I voted for--to enhance learning environments across the district without the financial strain of building a mega school.</p> <p>Maintaining multiple smaller schools ensures better educational outcomes through smaller class sizes and strengthens community ties, which larger schools might undermine. Let's focus on optimizing our current resources to benefit all students and safeguard the district's financial health.</p>
Christina	Cabrera	Parent/Guardian	<p>Dear Beaverton school district,</p> <p>I'm writing you this letter today with a heavy heart, knowing there is a possibility of closing McKay Elementary School. I have three daughters, two that are attending McKay Elementary school as we speak, they are in 3rd and 4th grade. My oldest daughter has already graduated from college and she also attended McKay.</p> <p>Our family has been so lucky to be a part of McKay for all these years. There are so many benefits to a smaller school, it brings families, and teachers together to build relationships and build a great support system for our youth. Keeping these schools around helps keep our young generation connected and not just a student ID#.</p> <p>I truly believe that without McKay, all of my girls would have not had the opportunity to have such a</p>

			<p>great Headstart. The teachers and staff members are the best! They care about each & every student.</p> <p>I beg you not to shut these schools down. It's not just a school, it's our community.</p> <p>Sincerely,</p>
Molly	Sax	Parent/Guardian	<p>I appreciate BSD pausing the discussion of school closures and welcome the community approach described in the email on May 22nd, but as a BSD alumni, parent, and local voter, I am asking the district to also pause the planned construction at Raleigh Hills Elementary. Rebuilding that school to be filled with 750 students in fewer grades than it held when we voted for the bond is unacceptable. While my children and I had positive experiences in a neighborhood BSD elementary schools (decades apart!), I am aware that anecdotes do not amount to evidence. And so I ask the district to share with us the data and research behind the EDSPEC move to XL elementary schools. How will these large schools benefit the students and the community? Who learns most successfully in these very large schools? How is community built and sustained in mega schools so each student understands "they belong"? BSD must rebuild our trust if they want the community to vote for future funding bonds.</p>
Stephanie	Silver	Parent/Guardian	<p>I request the School Board to immediately pause construction at Raleigh Hills and right-size the project to smaller than 750. From there, conduct the community process of determining the best possible set of decisions for this area. While other schools have been built to the current edspec of 750, they did so in a different set of circumstances and did not involve closure.</p> <p>Raleigh Park is a Title school where all students can thrive, representing the best of what the Beaverton School District can be and upholding the mission to "belong, believe and achieve". To threaten its closure is to diminish BSD as a whole. Bond dollars were allocated to important maintenance for this building + should be used to this end.</p> <p>Page 77 of Long Range Planning Document articulates an approach ("Approach B") around rebuilding facilities at smaller sizes to support the community schools. This is a reasonable path forward that will center our students' success more effectively than a 750-student facility.</p>
Dawn	Singer	Parent/Guardian	<p>Before proceeding further, despite the hiatus on meetings and conversations of the Facilities Planning Committee, I implore you to engage in a thoughtful dialogue with all stakeholders involved, including students, parents, teachers, and community members, the ones who will truly be affected by this decision. Let us not rush into decisions that could irreversibly alter the educational landscape of our neighborhoods and district without fully understanding the implications, and recall first and foremost that our students and staff are more than just mere constituents of district profit margins, and that district savings is not the most important facet of this decision.</p>

School Board Comments

May 28, 2024

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

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

I want to start this evening by talking about bargaining. I'd like to echo Kyrsti's words of disappointment that the BSD team was unprepared to come to the table to hear initial proposals from OSEA. I'll be the first to acknowledge that we all have a lot going on and the end of the year is one of the most stressful times in the calendar. As Kyrsti said, both BEA and OSEA bargaining teams are made up of educators who volunteer countless hours of their time. The work is time-consuming and the work is important. Our OSEA colleagues deserve that time and effort from the District team just as much as we do and we stand in solidarity with them.

As for our own bargain with BSD, you're probably expecting me to ask for you as the board to support our proposals around insurance caps and cost of living adjustments, and you're right! I am—especially in the wake of the wildly increased insurance rates, we have members who are relying on a fair compensation package to ensure they can live in our community, access the medical care they and their families depend on, and make ends meet without second and third jobs.

We also have several proposals on the table around establishing concrete processes, accountability, and systems that help us to understand where we need to do better. We've encountered a resistance from BSD to implementing systems, particularly around student behavior and the impacts thereof. How can we do better for our students if we refuse to admit what's happening? If we can't call a referral a referral or a room clear a room clear, if we purposefully warp the truth of the realities that our students are facing, who does that serve? It certainly doesn't serve our students. I ask that the board encourages the BSD team to approach these proposals with curiosity and with the willingness to own that, in many places right now, things are a mess—we must have the courage to acknowledge and understand that mess before we can start cleaning it up.

Over the last couple of weeks we've gotten word through rumors and speculation, and then the news media about the consideration of closing schools in BSD. Regardless of the hypothetical future budget implications that might necessitate conversations around closing schools, to have those conversations without bringing in community members, families, and staff is not only

disrespectful to everyone who is a part of these school communities, but also renders those discussions absolutely useless. While I see that the plans have been put on hold for now, we unequivocally demand that when those discussions are started up again that there are concrete and transparent processes in place that definitively include those missing voices.

Finally, I'd like to take a moment to reflect on the amount of money that BSD is sending to the Beaverton police department for Youth Services Officers (my understanding is that is \$750,000 this year, increasing over the next few years). I don't believe that these funds should be put toward law enforcement in our schools rather than impactful student services like counselors, social workers, student managers, etc., and I wonder about the scope of the work of YSOs who are not BSD employees and how it might overlap the work of BEA members. I hope that there will be robust engagement with BEA leadership as well as BSD community, staff, and student engagement as we move forward with this program.

In every corner of BSD, all of our work can be improved with increased transparency, accountability, equity, and shared-decision making. We are a strong school district with engaged community members, dedicated and thoughtful staff, and incredible students. Let's move forward together to keep it that way.

Thank you for your time this evening.

ITEM FOR INFORMATION**CAREER TECHNICAL EDUCATION UPDATE****SUMMARY**

Support for student access to and success in career technical education (CTE) courses are a key priority within the Beaverton School District's strategic plan. To support this the district is working to enhance and expand high-quality CTE programs of study over time, to begin with completion of an assessment of the district's current CTE programs and course offerings, as well as recommendations for future expansion of high-wage, in-demand career-related programs.

BACKGROUND

The College & Career Ready priority of BSD's Strategic Plan includes the outcome that "all students graduate and successfully complete dual credit, IB, AP, CTE and/or dual language courses." Strategies identified in the strategic plan to support access to and success in these programs include:

- systematic creation and support of course offerings
- removal of barriers to entry
- intentional outreach to increase access
- create a support/mentorship model to bolster student success

Teaching & Learning staff have partnered with school teams to assess current CTE course offerings and develop recommendations to inform future expansion of career-related programs.

RECOMMENDATION

BSD staff will present an overview of current career technical education programs and recommendations to inform future expansion of career-related programming and courses. No action is needed.

Belong. Believe. Achieve.

Career Technical Education

Presenters: Dr. Heather Cordie, Dr. Josh Fritts, Jill O'Neill,
Diane Fitzpatrick, Bianca Bebb, and Madeline Shick

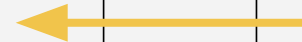
School Board Meeting
May 28, 2024

District Strategic Plan Goal Areas



College & Career Ready Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
All students passing Language Arts and Math classes in 6th grade	Describe and implement early warning system at all levels	District & Building	Developing
	Guaranteed viable and culturally responsive curriculum with coherent scope and sequence supported by high-leverage instructional strategies and common assessment practices at all levels <ul style="list-style-type: none"> Consider bulleting out a list of examples/strategies 	District & Building	New / Developing
Every 9th grader on track for graduation	Support 9th grade on track success with school-level teams	Building	Sustaining
	Provide targeted summer school for transition between grades 8 & 9 and support between 9 & 10	District & Building	Sustaining
	Explore school scheduling models to maximize learning and continued growth	District	New / Developing
All students leave each level with a plan and a purpose	Fully implemented and consistent student-driven post-secondary plan starting at elementary level	District & Building	New / Developing
All students graduate and successfully complete dual credit, IB, AP, CTE and/or dual language courses	Support student access to and success in dual credit, Advanced Placement, International Baccalaureate, Career Technical Education and dual language courses <ul style="list-style-type: none"> Systematic creation and support of course offerings Remove barriers to entry Intentional outreach to increase access Create a support/mentorship model to bolster student success 	District & Building	Developing / Implementing / Sustaining



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?

Learning Objectives for today's meeting

- Learn about BSD's current CTE programs
- Understand how industry, business, and post-secondary partnerships inform and support CTE programs
- Learn about future expansion and enhancement of CTE programs in BSD

What is Career Technical Education?

“CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today’s labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.”

Erin Flynn
Education Northwest

- Career-connected learning in the classroom and with industry partners
- Work-based learning in workplace settings to apply knowledge and skills
- Industry Recognized Credentials
- Student Leadership and Career & Technical Student Organizations

6,845

**BSD students in at least
1 CTE course in 2023-24**

56%

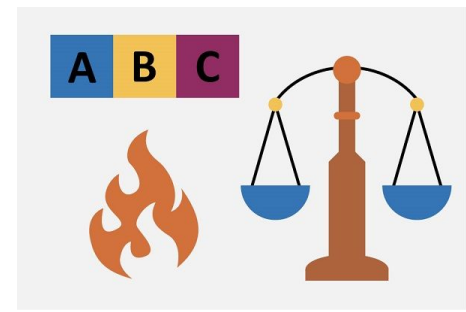
**of all BSD high school students
are enrolled in at least one CTE
course in 2023-24**



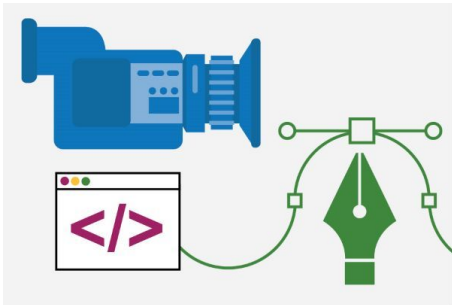
Agriculture, Food &
Natural Resource Systems



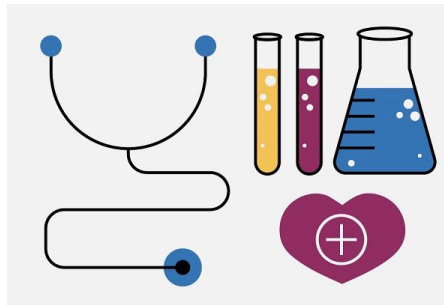
Business &
Management



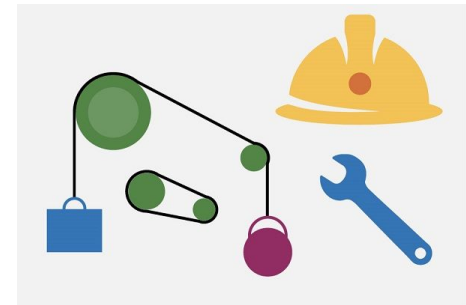
Human Resources



Arts, Information
& Communication



Health Sciences



Industrial & Engineering
Systems

32 CTE Programs in BSD

Agriculture, Food & Natural Resources

- Sustainable Agriculture

Arts, Information and Communications

- Computer Science
- Computer Programming & Coding
- Digital Arts
- Information & Communication Technology

Business and Management

- Business
- Hospitality & Tourism
- Marketing

Health Science

- Biomedical Studies
- Health Careers
- Health Sciences

Human Resources

- Education

Industrial and Engineering Systems

- Architecture & Construction
- Auto Technology
- Construction
- Engineering
- Manufacturing

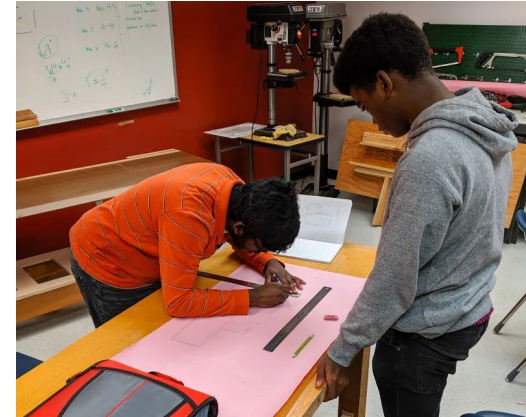
Sustainable Agriculture

➤ Terra Nova



Construction

- Aloha HS
- Mountainside HS
- Option Program at Community School



Auto Technology

- Aloha HS
- Option Program at AHS



Business

- Mountainside HS

Marketing

- Beaverton HS
- Southridge HS
- Sunset HS
- Westview HS



Computer Programming / Coding

- Aloha HS
- Southridge HS
- Sunset HS

Computer Science & Information Technology

- BASE

Information Technology

- Mountainside HS



Digital Arts

- Aloha HS
- Beaverton HS
- Westview HS



Education

- Aloha HS
- Beaverton HS
- Westview HS



Engineering

- BASE
- Mountainside HS
- Southridge HS
- Sunset HS



Biomedical Studies

- BASE

Health Careers

- Option Program at BHS

Health Sciences

- Southridge HS



Culinary

- Mountainside HS
- Westview HS



Manufacturing

- Westview HS
- Option Program at WHS



Manufacturing

School / Program of Study	Career Cluster	Career Learning Area	Post-Secondary Alignment	J A S O N D J F M A M J												J A S O N D J F M A M J												J A S O N D J F M A M J												J A S O N D J F M A M J																															
				J			A			S			O			N			D			J			F			M			A			M			J			J			A			S			O			N			D			J			F			M			A			M	
Aloha High School																																																																							
Architecture & Construction	Architecture & Construction	Industrial and Engineering Systems	PCC																																																																				
Automotive Technology*	Transportation	Industrial and Engineering Systems	PCC																																																																				
Computer Programming/Coding	Information & Communication Technology	Arts, Information & Communications	PCC																																																																				
Digital Arts	Art, AV Technology & Communication	Arts, Information & Communications	PCC																																																																				
Education	Education & Training	Human Resources	PCC																																																																				
Marketing	Marketing	Business & Management	PCC																																																																				
Beaverton Academy of Science & Technology																																																																							
Computer Science & Information Technology	Information & Communication Technology	Arts, Information & Communications	PCC																																																																				
Biomedical Studies	Health Sciences	Health Sciences	PCC																																																																				
Engineering	Engineering Technology	Industrial and Engineering Systems	PCC																																																																				
Beaverton High School																																																																							
Digital Arts	Art, AV Technology & Communication	Arts, Information & Communications	PCC																																																																				
Education	Education & Training	Human Resources	PCC																																																																				
Electrical Systems	Engineering Technology	Industrial & Engineering Systems	CCC																																																																				
Engineering	Engineering Technology	Industrial and Engineering Systems	PCC																																																																				
Health Careers*	Health Sciences	Health Sciences	PCC																																																																				
Marketing	Marketing	Business & Management	PCC																																																																				
Community School																																																																							
Construction*	Architecture & Construction	Industrial and Engineering Systems	PCC																																																																				
Mountainside High School																																																																							
Business	Business, Management & Administration	Business & Management	PCC																																																																				
Computer Science	Information & Communication Technology	Arts, Information & Communications	PCC																																																																				
Construction	Architecture & Construction	Industrial and Engineering Systems	PCC																																																																				
Engineering	Engineering Technology	Industrial and Engineering Systems	PCC																																																																				
Hospitality & Tourism	Hospitality & Tourism	Business & Management	COCC																																																																				
Southridge High School																																																																							
Computer Programming/Coding	Information & Communication Technology	Arts, Information & Communications	PCC																																																																				
Engineering	Engineering Technology	Industrial and Engineering Systems	PCC																																																																				
Health Sciences	Health Sciences	Health Sciences	PCC																																																																				
Marketing	Marketing	Business & Management	PCC																																																																				
Broadcasting & Journalism	Art, AV Technology & Communication	Arts, Information & Communications	PCC																																																																				
Sunset High School																																																																							
Behavioral Health	Health Sciences	Health Sciences	PCC																																																																				
Computer Programming/Coding	Information & Communication Technology	Arts, Information & Communications	PCC																																																																				
Engineering	Engineering Technology	Industrial and Engineering Systems	PCC																																																																				
Marketing	Marketing	Business & Management	PCC																																																																				
Terra Nova																																																																							
Sustainable Agriculture*	Agriculture, Food, & Natural Resource Systems	Agriculture, Food, & Natural Resource Systems	BMCC																																																																				
Westview High School																																																																							
Marketing	Marketing	Business & Management	PCC																																																																				
Digital Arts	Art, AV Technology & Communication	Arts, Information & Communications	PCC																																																																				
Education	Education & Training	Human Resources	PCC																																																																				
Hospitality & Tourism	Hospitality & Tourism	Business & Management	COCC																																																																				
Manufacturing*	Manufacturing	Industrial & Engineering Systems	PCC																																																																				
*Districtwide CTE Option Programs																																																																							

Exploration

Curriculum Development, Staffing, and Licensure

Perkins Application

Fully Operational Program of Study

Perkins Revision/Renewal

Dormant

High Quality Programs of Study

- CTE programs of study are designed to meet the needs of students, business and industry
- Built around 6 core elements

6 Core Elements

- ★ Access & Equity
- ★ Standards & Content
- ★ Alignment & Articulation
- ★ Accountability & Evaluation
- ★ Student Support Services
- ★ Professional Development

Industry & Business Partnerships

- **Local industry / businesses**
 - Internships
 - Industry advisory boards
- **Beaverton Area Chamber of Commerce**
 - Internships
- **Washington County Chamber of Commerce**
 - Career-connected learning opportunities
- **Portland Area Career Technical Education Consortium (PACTEC)**
- **Post-secondary Institutions**

Future Expansion of CTE Programs

- Partner with local industry to enhance current programs and develop future programs that will meet the needs of industry and prepare students for high-demand, high-wage careers in our region

Expanding existing program

- Architecture courses added to SHS Engineering program

Exploring additional programs

- Behavioral Health at SHS
- Electrical Systems at BHS
- Engineering at BHS

Future Growth

- Engage stakeholders in development of a clear vision for CTE
- Increase access to and persistence in existing programs
- Develop Career-Connected Learning model for Grades 6-8
- Increase student, family and community awareness of CTE programs
- Expand partnerships with local industry for career-connected learning opportunities across PK-12

Questions

Thank you!

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

The chair of the Bond Accountability Committee (BAC) will present a quarterly report to the school board regarding the performance of the 2022 bond program.

BACKGROUND

The Bond Accountability Committee charter identifies that the committee will provide quarterly written reports on various aspects of the bond program, and the school board may request reporting at a board meeting; this is regularly done about once a year. The current chair of the Bond Accountability Committee, Dick Harbert, will present the committee's report to the board.

RECOMMENDATION

The committee chair and staff will present information on the bond program. No action is needed.

Belong. Believe. Achieve.

Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) Report Fourth Quarter 2023 and First Quarter 2024

Background and Purpose

Section 4.f. of the BAC's charter specifies The Committee Chair will draft and submit a written report quarterly, or more often if requested, to the Superintendent and School Board. The report will be structured to address the topics in Paragraph 1(a) - (g) and represent a consensus of committee members. The School Board may request reporting at a regular School Board Business Meeting or School Board Work Session. The committee reports are due from the chair to staff not later than seven days prior to the Business Meeting or Work Session.

A BAC Quarterly report was submitted to the School Board and the Superintendent in November 2023. Since that report, the Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) has held three meetings (Jan 24, Feb 28, and Apr 24).

During each meeting, we reviewed the 2022 Bond financial status and project updates. In addition, the staff presented special topics to give us more insight into executing this bond scope. The topics included:

- traffic issues related to the Raleigh Hills Elementary School replacement,
- seismic safety,
- Southridge artificial turf,
- IT standards for BSD schools,
- 2022 Bond program goals, and
- identification of the Bond program stakeholders.

The staff informed the BAC of progress on the major projects within the scope of the 2022 Bond. The BAC is particularly interested in monitoring the progress of the two largest construction projects as design documents are completed, major contractors are selected, permits are received, and construction begins. Those projects are the Beaverton High School (BHS) Replacement Project (\$253.0M) and the Raleigh Hills Elementary School (RHS) Replacement Project (\$66.8). Given the size of the overall budget, the BAC also monitors the deferred maintenance scope (\$120.0M).

BAC meetings are now scheduled for six times a year, and if needed, the BAC will convene special meetings. The 2022 BAC members are Aaron Watt, David Remos, Dick Harbert (current Chair), John Mitcham, Josh Durham, Keith Hobson, Randy Smith (current Vice Chair), and Ryan Bansbach. The next BAC meeting (28 May 2024) will commence the turnover of the Chairmanship to the current Vice Chair, Randy Smith. At that meeting, the BAC will elect a new Vice Chair. School Board Member Sunita Garg participates in our meetings, and the committee members appreciate her commitment and responsiveness to matters addressed in the BAC.

The following comments reflect committee consensus regarding each element of the bond program and topics discussed during BAC meetings. As listed in Section 1 of the BAC charter:

BAC Consensus on Charter Topics

a. Ensuring that the bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.

Committee members agreed that bond revenues are being used for intended purposes based on information provided by the staff to the committee in the Bond Program Status Reports.

b. Alignment with the Bond Program Goals approved by the School Board and Board policies.

Committee members agree that the bond program goals outlined by the School Board were met by staff during the fourth quarter and first quarter, and the projects are within established budgets. The current report indicates that all active projects are on target for cost and schedule. Practical use of specifications, complete drawings, competitive bidding, and program reserves and contingencies serve to manage bond resources responsibly. It is early in executing the 2022 Bond Scope, but the major school replacement projects have already benefited from engaging architects and construction consultation early. The committee agrees that transparency in the capital improvement process through reporting and audits is prudent.

In coordination with the teaching and learning partners, the staff developed a set of Education Specifications for each school level. All new facilities are required to comply with the current Americans with Disabilities Act (ADA) code. As part of the deferred maintenance program, the staff has completed a detailed accessibility survey to help identify high-priority issues.

The timing and structure of the sale of bonds based on project cash flow models lower interest rates and yield extra funds for BSD use.

The equity performance (MWSDVE participation) statistics for both contractors and consultants as of March were above or at the 15% aspirational goal established by the Board for a Certified Total of 17.7%.

c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with district standards and best practices.

Over the past eight years, program staff has developed many technical, education, and security standards and applied them to projects under the bond program. These standards represent good construction management practices to help reduce construction and maintenance costs. The staff has assured the committee that it has processes in place to meet this objective and that ongoing maintenance considerations are factored into project decisions.

d. Communicating key information related to the bond to District stakeholders.

The staff presents photos and progress points of capital construction updates to the BAC, which are also posted on the BSD website, social media, and BSD Briefs. Bond communications and community involvement are standing items on committee meeting agendas. The staff has identified the internal and external stakeholders of the bond program and discussed the ways used to engage them. We

concur that there is a need for continuous effort in community outreach and innovation in methods and modes of outreach. While in-person meetings remain valuable, staff works to deliver information and outreach through other channels, including social media, newsletters, the BSD website, and ParentSquare. The successful Beaverton High School groundbreaking ceremony was an example of community outreach and communication.

e. The committee will receive and review copies of bond program performance and financial reports, and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff.

BAC continues to work with staff to present transparent, detailed, and meaningful information to accurately assess the performance of the 2022 Bond scope and engage in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the program's budget, schedule, and equity performance status, as well as updates on individual project line items. The staff has been responsive in answering questions posed by the BAC during our meetings.

In February 2024, the BAC toured the Aloha High School Office Relocation as it was being constructed. The purpose of this project was to accommodate staff growth, enhance security, make the facility more accessible, and improve the public face of the school. We learned of some of the challenges from a discovered buried concrete pipe and inclement weather. The extraordinary ice storm in January resulted in delays in the completion of this project. These challenges and resulting schedule delays are not out of the ordinary, and we feel that the staff managed them well.

f. The committee will review monthly reports produced by the district in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.

The committee received and reviewed each status report on the bond program prepared by staff for the reporting period. The committee finds that, based on the information received, the program is in general compliance with the purposes set forth in the information about the program provided to voters before the 2022 election.

Progress on all projects during the first year of the 2024 Bond Program's execution is on track. However, the BAC is concerned about delays in issuing permits for the two school replacement projects (BHS and RHS) as they prepare to begin construction.

g. The committee will perform other reasonable duties requested by the School Board or Superintendent.

The BAC is ready to perform other duties requested by the School Board or Superintendent.

Recommendation

The committee chair recommends the School Board receive this report as the Committee's required report at the May 27, 2024 Board meeting.

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 April 30, 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 April 30, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund
- Quarterly grant report

NOTES:

- **General Fund Activity and Forecast**
 - No changes to the forecast this month.
 - Oregon Economic Forecast release on May 29, 2024.

RECOMMENDATION

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

Belong. Believe. Achieve.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of April 30, 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	286.4	-	286.4	316.3
Property Taxes	167.5	167.5	165.2	-	165.2	169.0
Common School Fund	5.4	5.4	2.6	-	2.6	5.3
County School Fund	1.0	1.0	0.5	-	0.5	0.7
Local Option Levy	40.5	40.5	40.6	-	40.6	41.5
Investment Earnings	4.0	4.0	-	-	-	9.5
NWRESD Appointment	11.1	11.1	11.7	-	11.7	14.0
Other	7.3	7.3	5.5	-	5.5	10.2
Total	\$ 666.3	\$ 666.3	\$ 651.2	\$ -	\$ 651.2	\$ 705.2
EXPENDITURES:						
Salaries	\$ 304.5	\$ 304.5	\$ 228.1	\$ -	\$ 228.1	\$ 303.0
Benefits	181.2	181.2	134.9	-	134.9	180.5
Purchased services	37.5	37.5	28.0	4.4	32.4	36.0
Supplies & materials	16.7	16.5	10.1	2.0	12.1	14.4
Capital outlay	0.6	0.6	0.8	0.3	1.1	1.1
Other	3.1	3.3	2.2	0.1	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	\$ 410.8	\$ 6.8	\$ 417.6	\$ 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	\$ 246.8	\$ 2.6	\$ 249.4	\$ 332.4
Support Services	205.3	205.1	155.8	4.1	159.9	203.5
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	8.5	8.7	8.2	0.1	8.3	8.5
Contingencies	116.0	116.0	-	-	-	116.0
Total	\$ 666.3	\$ 666.3	\$ 410.8	\$ 6.8	\$ 417.6	\$ 660.8

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of April 30, 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	\$ 10,915,880	\$ 5,174,299	\$ 525,317	\$ 5,699,616	42.00%	\$ 5,216,264
Categorical	9,932,000	8,287,746	3,823,315	884,436	4,707,751	47.40%	3,579,995
Scholarship Fund	550,000	465,701	38,265	20,500	58,765	10.68%	406,936
Grant Fund	144,648,240	68,869,909	61,326,266	30,762,314	92,088,580	63.66%	(23,218,671)
Sustainability Fund	22,600,000	22,337,513	-	-	-	0.00%	22,337,513
Nutrition Services Fund	18,332,235	15,541,453	11,712,338	1,928,560	13,640,898	74.41%	1,900,555
Debt Service Fund	116,516,484	116,097,999	15,707,905	-	15,707,905	13.48%	100,390,094
Capital Projects Fund	534,962,000	387,270,142	82,980,716	351,909,978	434,890,694	81.29%	(47,620,552)
Insurance Reserve Fund	11,038,624	12,445,616	4,238,522	1,258,981	5,497,503	49.80%	6,948,113
Workers' Compensation Fund	5,851,772	5,281,230	2,065,831	113,515	2,179,346	37.24%	3,101,884
Total	\$ 878,000,355	\$ 647,513,189	\$ 187,067,457	\$ 387,403,601	\$ 574,471,058		\$ 73,042,131



2023-24 Classroom Teacher Staffing By School
As of 4/30/24

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	4/30/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	901	903	2	29.0	9.0	3.0	-	41.0	29.0	9.0	3.0	41.0
Barnes	433	439	6	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Beaver Acres	771	793	22	25.0	6.0	4.0	-	35.0	25.0	6.0	4.0	35.0
Bethany	428	426	(2)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	17.0
Bonny Slope	672	644	(28)	19.0	6.0	2.0	-	27.0	18.0	6.0	2.0	26.0
Cedar Mill	337	343	6	10.0	2.0	2.0	-	14.0	10.0	2.0	2.0	14.0
Chehalem	371	406	35	12.0	3.0	2.0	-	17.0	11.0	3.0	2.0	16.0
Cooper Mountain	394	410	16	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	344	(21)	10.0	3.0	2.0	-	15.0	9.0	3.0	2.0	14.0
Findley	582	568	(14)	15.0	5.0	2.0	-	22.0	14.0	5.0	2.0	21.0
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	88	(27)	3.0	1.0	-	-	4.0	3.0	1.0	-	4.0
Greenway	258	285	27	7.0	3.0	2.0	-	12.0	7.0	3.0	2.0	12.0
Hazeldale	438	433	(5)	13.0	4.0	2.0	-	19.0	13.0	4.0	2.0	19.0
Hiteon	472	473	1	14.0	4.0	1.0	-	19.0	14.0	4.0	1.0	19.0
Jacob Wismer	550	591	41	14.0	5.0	2.0	-	21.0	14.0	5.0	2.0	21.0
Kinnaman	476	477	1	15.0	4.0	2.0	-	21.0	15.0	4.0	2.0	21.0
McKay	259	256	(3)	8.0	2.0	2.0	-	12.0	8.0	2.0	2.0	12.0
McKinley	633	657	24	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	28.0
Montclair	290	286	(4)	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	506	11	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Raleigh Hills	269	269	-	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	378	2	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	16.0
Rock Creek	420	425	5	11.0	4.0	2.0	-	17.0	11.0	4.0	1.0	16.0
Sato	823	855	32	23.0	7.0	3.0	-	33.0	23.0	7.0	3.0	33.0
Scholls Heights	617	625	8	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	739	30	20.0	6.0	2.0	-	28.0	21.0	6.0	2.0	29.0
Terra Linda	271	282	11	9.0	2.0	1.0	-	12.0	8.5	2.0	1.0	11.5
Vose	685	723	38	22.0	6.0	2.0	-	30.0	21.0	6.0	2.0	29.0
West TV	295	287	(8)	7.0	3.0	2.0	-	12.0	8.0	3.0	2.0	13.0
William Walker	512	517	5	17.0	4.0	2.0	-	23.0	16.0	4.0	2.0	22.0
Elementary School Total	16,126	16,383	257	478.0	136.0	67.0		681.0	475.5	136.0	66.0	677.5
Average Elementary School Staffing Ratio				33.7	26.3	23.7			34.5	26.8	24.2	



**2023-24 Classroom Teacher Staffing By School
As of 4/30/24**

School	Budgeted FTE								Actual FTE			
	Budgeted Enrollment	4/30/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	659	649	(10)	22.4	5.0	1.0	0.6	29.0	22.4	5.0	1.6	29.0
Conestoga	797	817	20	26.6	6.0	1.2	0.8	34.6	26.5	6.0	2.0	34.5
Five Oaks	790	780	(10)	27.6	6.2	1.2	0.8	35.8	26.6	6.2	2.0	34.8
Highland Park	642	649	7	20.8	4.8	0.8	0.6	27.0	20.8	4.8	1.4	27.0
Meadow Park	665	688	23	27.0	5.8	1.0	0.8	34.6	23.9	5.8	1.8	31.5
Mountain View	853	809	(44)	31.8	7.4	1.2	1.0	41.4	30.4	7.4	2.2	40.0
Stoller	1,001	1,059	58	29.6	7.0	1.2	1.0	38.8	30.3	7.0	2.2	39.5
Tumwater	951	981	30	27.8	6.4	1.2	0.8	36.2	27.5	5.4	1.0	33.9
Whitford	772	738	(34)	29.0	6.0	1.2	0.8	37.0	28.0	6.0	2.0	36.0
Middle School Total	7,130	7,170	40	242.6	54.6	10.0	7.2	314.4	236.4	53.6	16.2	306.2
Average Middle School Staffing Ratio				29.4	24.0	23.2	22.7		30.3	24.7	23.4	
Aloha	1,590	1,533	(57)	62.2	13.6	2.4	-	78.2	56.6	13.6	2.4	72.6
Beaverton	1,428	1,423	(5)	56.6	11.6	2.2	-	70.4	54.8	11.6	2.2	68.6
Mountainside	1,717	1,647	(70)	52.8	12.0	2.4	-	67.2	52.6	12.0	2.4	67.0
Southridge	1,405	1,400	(5)	49.0	11.0	2.0	-	62.0	49.5	11.0	2.0	62.5
Sunset	1,874	1,810	(64)	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	10,142	(231)	351.4	78.0	14.6		444.0	342.1	78.0	14.6	434.7
Average High School Staffing Ratio				29.5	24.2	23.4			29.7	24.1	23.3	
Arts & Communication Magnet Academy (6-12)	688	647	(41)	25.2	5.0	0.8	-	31.0	23.9	5.0	0.8	29.7
Beaverton Academy of Science and Engineering (6-12)	820	835	15	29.8	5.8	1.2	-	36.8	30.2	5.8	1.2	37.2
Community School (9-12)	150	123	(27)	7.2	1.2	0.4	-	8.8	6.0	1.2	0.4	7.6
FLEX Online School (6-12)	600	444	(156)	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	31.3	6.2	1.2	38.7
Options Schools Total	3,148	2,919	(229)	113.2	20.6	4.6		138.4	108.6	20.6	4.6	133.8
Average Options Staffing Ratio				27.8	23.5	22.7			26.9	22.6	21.8	
Address Extreme Class Size K 12				13.0				13.0				
District Total	36,777	36,614	(163)	1,198.2	289.2	96.2	7.2	1,590.8	1,162.6	288.2	101.4	1,552.2

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 202-222 in the 2023-24 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

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

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

Beaverton School District
Portfolio Management
Portfolio Summary
April 30, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	10,000,000.00	9,807,100.00	9,703,550.00	1.46	272	2.725
Commercial Paper Disc. -At Cost	70,800,000.00	70,395,801.82	69,294,612.79	10.41	37	5.475
Federal Agency Coupon Securities	46,515,000.00	46,287,527.35	46,366,285.25	6.97	94	3.618
Federal Agency Disc. -At Cost	140,000,000.00	138,604,210.00	135,795,123.30	20.41	68	5.243
Treasury Coupon Securities	238,000,000.00	232,453,600.00	226,906,152.00	34.10	200	4.760
Treasury Discounts -At Cost	138,200,000.00	136,804,821.00	134,838,240.81	20.26	70	5.147
LGIP	42,574,606.07	42,574,606.07	42,574,606.07	6.40	1	3.750
	686,089,606.07	676,927,666.24	665,478,570.22	100.00%	111	4.837

Total Earnings	April 30 Month Ending	Fiscal Year To Date
Current Year	1,883,053.32	20,076,836.27
Average Daily Balance	657,972,177.63	
Effective Rate of Return	3.48%	

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
April 30, 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	14,669,850.00		2.14	
				Subtotal	15,000,000.00	14,279,812.50	35.00	2.15	
Federal Farm Credit Bank									
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,885,500.00		3.76	
3133EPV77	11419	Federal Farm Credit Bank	10/01/2024	4,000,000.00	4,000,000.00	3,990,120.00		0.60	
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,503,657.35		0.37	
				Subtotal	31,515,000.00	31,379,277.35	35.00	4.74	
Federal Home Loan Bank									
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	4,992,850.00		0.75	
3130ATXN2	11346	Federal Home Loan Bank	05/22/2024	5,000,000.00	4,982,550.00	4,998,750.00		0.74	
313384YC7	11351	Federal Home Loan Bank	06/14/2024	20,000,000.00	19,266,522.22	19,868,200.00		2.89	
313384WR6	11354	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,992,700.00		0.72	
313384WR6	11355	Federal Home Loan Bank	05/10/2024	5,000,000.00	4,840,400.00	4,992,700.00		0.72	
313384WR6	11356	Federal Home Loan Bank	05/10/2024	7,000,000.00	6,776,560.00	6,989,780.00		1.01	
313384YF0	11370	Federal Home Loan Bank	06/17/2024	5,000,000.00	4,834,900.00	4,964,850.00		0.72	
313384WR6	11380	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,756,944.44	9,985,400.00		1.46	
313384B73	11385	Federal Home Loan Bank	08/12/2024	10,000,000.00	9,639,822.20	9,848,600.00		1.44	
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,775,600.00		1.43	
313384WR6	11397	Federal Home Loan Bank	05/10/2024	10,000,000.00	9,775,750.00	9,985,400.00		1.46	
313384YZ6	11418	Federal Home Loan Bank	07/05/2024	4,000,000.00	3,912,344.44	3,961,840.00		0.58	
313384ZG7	11422	Federal Home Loan Bank	07/12/2024	6,000,000.00	5,863,333.33	5,936,700.00		0.88	
313384WJ4	11424	Federal Home Loan Bank	05/03/2024	4,000,000.00	3,946,002.22	3,998,240.00		0.59	
313384E88	11425	Federal Home Loan Bank	09/06/2024	7,000,000.00	6,791,886.11	6,870,290.00		1.02	
313384XZ7	11430	Federal Home Loan Bank	06/11/2024	5,000,000.00	4,924,888.89	4,969,250.00		0.74	
313384YG8	11438	Federal Home Loan Bank	06/18/2024	5,000,000.00	4,950,416.67	4,964,100.00		0.74	
313384YK9	11440	Federal Home Loan Bank	06/21/2024	2,000,000.00	1,982,700.00	1,984,760.00		0.29	
313384ZM4	11442	Federal Home Loan Bank	07/17/2024	5,000,000.00	4,939,791.67	4,943,600.00		0.74	
313384F79	11444	Federal Home Loan Bank	09/13/2024	5,000,000.00	4,900,098.61	4,902,350.00		0.73	
				Subtotal	135,000,000.00	131,497,860.80	133,925,960.00	35.00	19.76
Federal National Mortgage Assn									
3135G0W66	11379	Fannie Mae (Fed NatlMortgage)	10/15/2024	5,000,000.00	4,841,100.00	4,916,650.00		0.72	
				Subtotal	5,000,000.00	4,841,100.00	35.00	0.73	
				Total	186,515,000.00	182,161,408.55	184,891,737.35	100.00	27.37

**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 %
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,909,750.00		0.72
			Subtotal	5,000,000.00	4,836,100.00	4,909,750.00	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	4,967,000.00		0.72
22533TEF9	11371	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,847,854.17	4,988,854.15		0.72
22533TEF9	11382	Credit Agricole CIB NY	05/15/2024	5,000,000.00	4,868,500.00	4,988,854.15		0.73
22533THP4	11448	Credit Agricole CIB NY	08/23/2024	8,000,000.00	7,863,120.00	7,860,722.16		1.18
			Subtotal	23,000,000.00	22,390,703.34	22,805,430.46	5.00	3.36
DCAT LLC								
24023GFQ5	11447	DCAT LLC	06/24/2024	6,000,000.00	5,950,066.67	5,950,500.00		0.89
			Subtotal	6,000,000.00	5,950,066.67	5,950,500.00	5.00	0.89
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,897,350.00		0.73
			Subtotal	5,000,000.00	4,867,450.00	4,897,350.00	5.00	0.73
MUFG Bank								
62479LFD2	11359	MUFG Bank LTD/NY	06/13/2024	5,000,000.00	4,810,166.67	4,967,000.00		0.72
62479LEF8	11372	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,847,854.17	4,988,854.15		0.72
62479LEF8	11381	MUFG Bank LTD/NY	05/15/2024	5,000,000.00	4,867,250.00	4,988,854.15		0.73
62479LE27	11423	MUFG Bank LTD/NY	05/02/2024	3,000,000.00	2,958,770.00	2,999,113.32		0.44
62479LE68	11437	MUFG Bank LTD/NY	05/06/2024	10,000,000.00	9,960,550.00	9,991,133.30		1.49
			Subtotal	28,000,000.00	27,444,590.84	27,934,954.92	5.00	4.12
Toyota Cap Corp								
89233GEG7	11364	Toyota Cap Corp	05/16/2024	5,000,000.00	4,839,186.11	4,988,111.10		0.72
89233GE69	11416	Toyota Cap Corp	05/06/2024	1,800,000.00	1,773,992.50	1,798,403.99		0.26
89233GGG5	11436	Toyota Cap Corp	07/16/2024	7,000,000.00	6,896,073.33	6,918,401.35		1.03
			Subtotal	13,800,000.00	13,509,251.94	13,704,916.44	5.00	2.03
			Total	80,800,000.00	78,998,162.79	80,202,901.82	35.00	11.87
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		8,455,729.48	8,455,729.48	8,455,729.48		1.27
LGIP 5173	FUND 300	LGIP		22,718,903.55	22,718,903.55	22,718,903.55		3.41
LGIP 4972	FUND 417	LGIP		4,912,857.14	4,912,857.14	4,912,857.14		0.73
LGIP 6440	FUND 418	LGIP		6,487,115.90	6,487,115.90	6,487,115.90		0.97
			Subtotal	42,574,606.07	42,574,606.07	42,574,606.07	100.00	6.40
			Total	42,574,606.07	42,574,606.07	42,574,606.07	100.00	6.40

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	4,878,350.00		0.72	
91282CDB4	11387	Treasury Bill	10/15/2024	10,000,000.00	9,607,812.50	9,787,500.00		1.44	
912828J27	11390	Treasury Bill	02/15/2025	15,000,000.00	14,462,550.00	14,610,450.00		2.17	
91282CDZ1	11391	Treasury Bill	02/15/2025	15,000,000.00	14,375,700.00	14,553,900.00		2.16	
912797GB7	11368	Treasury Bill	07/11/2024	7,000,000.00	6,753,180.00	6,927,410.00		1.01	
912797HQ3	11393	Treasury Bill	05/09/2024	10,000,000.00	9,776,836.11	9,988,300.00		1.46	
912797HH3	11394	Treasury Bill	05/02/2024	14,500,000.00	14,190,171.25	14,497,825.00		2.13	
912797HQ3	11398	Treasury Bill	05/09/2024	10,000,000.00	9,779,125.00	9,988,300.00		1.46	
912797GK7	11406	Treasury Bill	08/08/2024	7,500,000.00	7,253,500.00	7,392,000.00		1.09	
912797HQ3	11417	Treasury Bill	05/09/2024	200,000.00	197,111.11	199,766.00		0.03	
912796Y52	11421	Treasury Bill	07/05/2024	5,000,000.00	4,891,626.39	4,952,450.00		0.73	
912797KF3	11427	Treasury Bill	06/18/2024	4,000,000.00	3,933,700.00	3,971,960.00		0.59	
912797KM8	11439	Treasury Bill	09/26/2024	3,000,000.00	2,929,591.67	2,935,890.00		0.44	
912797KE6	11441	Treasury Bill	06/11/2024	4,000,000.00	3,971,000.00	3,976,000.00		0.59	
912797KX4	11443	Treasury Bill	08/13/2024	5,000,000.00	4,920,822.22	4,924,150.00		0.73	
912797GL5	11445	Treasury Bill	09/05/2024	10,000,000.00	9,814,562.50	9,816,000.00		1.47	
912797KN6	11446	Treasury Bill	07/09/2024	4,000,000.00	3,959,419.56	3,959,640.00		0.59	
912797KT3	11449	Treasury Bill	10/10/2024	5,000,000.00	4,882,694.44	4,883,500.00		0.73	
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	49,087,000.00		7.10	
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	53,412,700.00		7.88	
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,877,000.00		2.21	
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,887,600.00		2.76	
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,903,700.00		2.14	
91282CCT6	11350	U.S. Treasury	08/15/2024	20,000,000.00	19,056,600.00	19,713,200.00		2.86	
91282CCT6	11378	U.S. Treasury	08/15/2024	6,000,000.00	5,788,200.00	5,913,960.00		0.87	
91282CCG4	11392	U.S. Treasury	06/15/2024	4,000,000.00	3,894,472.00	3,974,320.00		0.58	
91282CCX7	11407	U.S. Treasury	09/15/2024	8,000,000.00	7,717,680.00	7,853,920.00		1.16	
912797FS1	11361	U.S. Treasury	06/13/2024	10,000,000.00	9,650,791.67	9,937,100.00		1.45	
912797FS1	11431	U.S. Treasury	06/13/2024	6,000,000.00	5,931,866.67	5,962,260.00		0.89	
912797JV0	11432	U.S. Treasury	05/07/2024	2,000,000.00	1,987,697.22	1,998,240.00		0.29	
912797JV0	11434	U.S. Treasury	05/07/2024	2,000,000.00	1,987,697.22	1,998,240.00		0.29	
912797FS1	11435	U.S. Treasury	06/13/2024	4,000,000.00	3,954,577.78	3,974,840.00		0.59	
912821MW2	11401	U.S. Treasury Strips	08/15/2024	10,000,000.00	9,662,900.00	9,847,900.00		1.45	
912821GJ8	11402	U.S. Treasury Strips	09/15/2024	7,000,000.00	6,737,850.00	6,863,850.00		1.01	
912821GN9	11403	U.S. Treasury Strips	10/15/2024	8,000,000.00	7,671,520.00	7,809,200.00		1.15	
				Subtotal	376,200,000.00	361,744,392.81	369,258,421.00	100.00	54.36
				Total	376,200,000.00	361,744,392.81	369,258,421.00	100.00	54.36
			Grand Total	686,089,606.07	665,478,570.22	676,927,666.24			

Beaverton School District
Summary by Issuer
April 30, 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	41	305,955,729.48	297,124,596.46	44.65	5.921	106
Fund: 300 Debt Service							
	Subtotal	8	71,218,903.55	70,199,586.74	10.55	4.766	4
Fund: 417 Capital Projects Taxable							
	Subtotal	5	21,912,857.14	21,627,243.37	3.25	4.934	31
Fund: 418 Bond Issue Fund							
	Subtotal	25	287,002,115.90	276,527,143.65	41.54	3.773	149
	Total and Average	79	686,089,606.07	665,478,570.22	100.00	4.875	111

Beaverton School District

Grant Report as of 3/31/24

	2023-24 Award Amount	2023-24 Budget	Actual Expenditures through 3/31/24
Federal			
21st Century Community Learning	\$ 425,000	\$ 608,114	\$ 123,754
ARP - HCY I	-	41,179	675
ARP - HCY II	-	218,812	137,647
ARP - Washington County Behavior Health & Wellness	-	69,836	3,709
EPA Clean School Bus	19,750,000	19,750,000	-
ESSA Partnerships	-	7,885	-
ESSER II	-	2,990,143	2,800,143
ESSER III	-	20,823,723	5,831,623
ESSER III Title IV Native Education	26,000	26,000	-
Fresh Fruits & Vegetables	125,166	159,880	88,091
IDEA	5,729,767	9,054,117	4,919,319
Jumpstart Kindergarten	643,905	1,138,905	82,444
Local Food for Schools (LFS)	-	84,008	84,008
McKinney Vento	50,001	50,000	-
Metro Walk & Roll	-	53	-
ODOT Safe Routes to School	-	58,091	32,462
Oregon Department of Human Services Child Care Development*	187,376	696	34,092
Perkins	372,105	384,992	166,039
Safe Routes to School	245,000	85,000	32,282
Special Education - Extended Assessment	9,341	9,341	-
Teaching Pathways for Bilingual Educators	-	248,498	149,232
Title IA	7,781,702	9,102,994	4,416,703
Title IC Migrant	707,346	792,514	485,370
Title IC Preschool	37,343	66,967	47,412
Title IC Summer School	73,955	282,348	144,873
Title IIA	1,021,801	1,444,359	692,912
Title III English Language Acquisition	700,340	1,740,372	941,471
Title III Immigrant	116,430	165,563	44,405
Title IVA	429,879	874,092	508,794
Title VI Indian Education	38,159	38,159	10,834
	38,470,616	70,316,640	21,778,292
State			
Student Investment Account 2022-23	-	3,437	3,437
Student Investment Account 2023-24	36,895,839	36,875,458	22,792,117
High School Success 2022-23	-	1,983,879	1,983,879
High School Success 2023-24	11,047,835	11,047,835	6,319,614
Career Pathways	329,720	329,720	97,812
DEQ Oregon Zero Emmissions Fueling Infrastructure	961,107	961,107	-
Early Indicator and Intervention System	112,667	113,829	57,514
Early Literacy Success	2,842,917	2,842,917	103,500
Farm to Child Nutrition	140,309	140,309	140,309
HB 3294 Menstrual Dignity Act	175,399	175,399	-
Interim/Formative Assessment	-	61,433	-
Oregon Department of Education Lead Testing	78,994	78,994	12,622
Oregon Department of Human Services Seamless Transition Summer Employment	-	103,051	37,458
Oregon Department of Transportation Innovative Mobility Program	-	2,118	2,118
Vision Screening Program*	32,000	32,000	30,440

Beaverton School District

Grant Report as of 3/31/24

	2023-24	2023-24	Actual
	Award Amount	Budget	Expenditures
			through 3/31/24
OSCIM	-	8,000,000	-
Outdoor School	2,652,865	2,654,189	1,135,089
Preschool Promise	563,400	563,400	329,108
TAP Absbestos Hazard Assessment	-	5,771	5,771
	55,833,053	65,974,846	33,050,788
Local			
City of Beaverton Safe Routes to School	20,746	20,746	9,654
Washington County Early Learning & Youth Development	185,000	185,000	139,184
	205,746	205,746	148,837
Private			
Beaverton Education Foundation Grants	224,514	380,778	119,731
Children's Institute	116,600	85,829	35,278
Educational Theatre Association	5,000	5,000	-
Meyer Memorial Trust Native Learning Garden	-	46,727	-
PGE Electric Buses	1,146,642	1,470,246	-
Tualatin Soil and Water Conservation District Fir Grove Garden	5,000	5,000	4,949
Worksystems	40,000	49,935	-
	1,537,756	2,043,515	159,958
Grand Total	\$ 96,047,171	\$ 138,540,748	\$ 55,137,876

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

CONSENT AGENDA — ITEM FOR ACTION**PERSONNEL ACTIONS****SUMMARY**

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

RECOMMENDATION

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

Belong. Believe. Achieve.

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

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Casey Waletich
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Marissa Ching
Veronica Galvan
Emma Graves
Dr. Perla Rodriguez
Robin Kobrowski
Chrissy Lawrence
Dr. Toshiko Maurizio
Marcela Ullibarry-Cabrera
Angela Vargas
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
Teacher on Special Assignment
Administrator, K-12 Instruction
Teacher on Special Assignment
Executive Administrator, K-8
Executive Administrator, K-8
Teacher on Special Assignment
Administrator, Multilingual Program
Teacher on Special Assignment
Teacher on Special Assignment
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 7:00 p.m. She acknowledged that all board members were present, with five attending in-person and board members Justice Rajee and Sunita Garg attending virtually. The board reviewed the agenda and board member Tammy Carpenter requested that two contract authorization items regarding turf fields be pulled from the consent agenda.

Belong. Believe. Achieve.

Use the following links to access board meeting information:

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

II. RECOGNITION

A. Student Performance: Cantores Acapella Choir, Westside High School

B. National Theatre Education Hall of Fame Award

Southridge High School Theatre teacher, Jim Fewer, was recognized for having received the Theatre Education Hall of Fame Award from the National Education Theatre Association (EdTA).

C. Verna Bailey Be the Change Awards

Four middle school students were recognized as winners of the 2024 Verna Bailey Be the Change Award: Awesome Ukwenya, Jane Loyuk and Perside Maglo from Five Oaks Middle School and Jada Kirk from Cedar Park Middle School.

III. SUPERINTENDENT'S REPORT

Dr. Gustavo Balderas mentioned the difficult budget situations faced by other school districts in Oregon, where large staff reductions are being made because of severely impacted budgets. He reiterated his appreciation and the importance of Beaverton School District's financial reserves that have provided for hiring additional staff at the building level to support students and classrooms, and allowed the district to maintain staffing and service levels for next year before making thoughtful reductions that would keep impacts as much as possible away from classrooms and class sizes, like the ~\$10 million in cuts from the central office implemented last year. He shared that the district has a structural budget deficit of about \$17 million for 2024–25 and will need to look at the sustainability of its budget over time. The district is not reducing staffing for budget reasons at this time, but beginning with the following year's budget will need to make reductions. Dr. Balderas also spoke about the funding mechanism for schools in Oregon and Governor Kotek having tasked a review of the state school funding model. He emphasized the importance of continuing to advocate at the state level to make substantial changes to better support schools to provide the services students and families need. He expressed his appreciation for the district's supportive community, including their support for operating levies and construction bonds. He shared he was proud of the district's faculty, staff and students, and expressed appreciation for the students who had performed and been recognized at the beginning of the meeting.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

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

B. Comments by Community Members

The board heard public comments from 10 speakers, 8 in-person and 2 virtually. The board also received 10 written public comments.

V. ITEMS FOR INFORMATION

A. Program Report: Early Learning

Dr. Heather Cordie, Dr. Perla Rodriguez, Angela Vargas, Emma Graves and Marissa Ching, along with Talissa Timms from the Children's Institute, presented a report and answered board members' questions about the district's early learning programs. The district began opening pre-K programs beginning in 2017–18, focusing on Title I schools, and has continued to add schools each year. With an additional program opening in fall 2024, the district will have pre-K programs at 14 out of 15 Title I schools.

The board recessed for a break at 8:49 p.m. and reconvened at 8:57 p.m.

B. 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.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, March 19, 2024
- ii. School Board Business Meeting, March 19, 2024

C. Public Contracts

D. Legal Settlement

E. Budget Transfer Resolution

F. Instructional Time Weather Waiver

Susan Greenberg moved to approve the consent agenda with the exception of the two contract authorization items that were removed. Sunita Garg seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. School Support Fee

Mike Schofield and Bill Berg from the City of Beaverton answered board members' questions about the new "school support fee" established by the 2023 Oregon Legislature. School districts that contain identified enterprise zones must 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. After discussion with Beaverton and Hillsboro city officials, district staff recommended establishing the fee at 15%. Susan Greenberg moved to approve the school support fee and resolutions as recommended and Sunita Garg seconded. The motion passed 6:1, with Tammy Carpenter voting no.

B. Board Policy Revisions

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

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

C. Contract Authorization: Design Services for Synthetic Turf for Aloha High School Softball and Baseball Fields (pulled from consent agenda)

Dr. Carl Mead provided additional information and answered questions from board members. Susan Greenberg moved to approve the public contract authorization for design of the synthetic turf softball and baseball fields at Aloha High School, and Sunita Garg seconded. The motion passed 6:1, with Tammy Carpenter voting no.

D. Contract Authorization: Improvements for Stadium Field and Track at Westview High School (pulled from consent agenda)

Susan Greenberg moved to approve the public contract authorization for replacement of the synthetic turf stadium field and resurfacing of the track at Westview High School, and Sunita Garg seconded the motion. The motion passed 6:1, with Tammy Carpenter voting no.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Language Arts & English Language Proficiency Curriculum Adoption

The K–5 Language Arts / English Language Proficiency Adoption Committee worked during the 2023–24 school year to develop a recommendation for instructional materials for language arts and English language proficiency for elementary grades, following the district’s adoption process. The committee recommended to district administration adoption of Houghton Mifflin Harcourt Into Reading and ¡Arriba la Lectura! Dr. Heather Cordie, Robin Kobrowski, Dr. Toshiko Maurizio, Veronica Galvan, Chrissy Lawrence and Marcela Ullibarry-Cabrera presented information and answered questions from board members about the adoption process and the recommended curriculum. The district administration recommended adoption of the curriculum identified by the adoption committee at a future meeting.

B. School Board Meeting Calendar for 2024–25

Kerry Delf presented a proposed school board meeting calendar for 2024–25 for review and consideration for approval at a future meeting. As proposed, the board would continue to meet on selected Tuesday evenings, with monthly business meetings beginning at 7 p.m. and additional sessions as needed at 5:45 p.m. before business meetings and on selected additional days. The proposed calendar avoids scheduling board meetings during selected major holidays and school breaks.

C. Budget Calendar for 2025–26 Budget

Mike Schofield presented a proposed budget calendar for development of the 2025–26 budget for the board’s review and consideration for approval at a future meeting. The proposed calendar is coordinated with the proposed school board meeting calendar.

D. Board Policy Revisions

- i. BBF Board Member Standards of Conduct
- ii. BBAA Individual Board Member's Authority and Responsibility
- iii. BCB Board Officers
- iv. BD/BDA Board Meetings
- v. DG Depository of Funds
- vi. DGA Authorized Signatures
- vii. IJ School Counseling Program

Camellia Osterink and Kerry Delf presented recommended revisions to seven board policies for review and consideration for approval at a future meeting. Board members asked questions about the proposed policy revisions and discussed the timing of board officer elections addressed in policy BCB.

IX. BOARD COMMUNICATION

Board members made individual comments and committee reports, including about appreciation and admiration for Verna Bailey and the continued focus on eliminating racial bias, the Bond Accountability Committee, recent visits to schools, and the recent groundbreaking for the new Beaverton High School. It was shared that Justice Rajee and Sunita Garg would be the board members participating in the district’s bargaining team for contract negotiations with OSEA.

X. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 10:29 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.

Belong. Believe. Achieve.

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
McGraw Hill Adaptive Math Learning Platform Subscription	Bao Vang, Executive Administrator for PK-8 Instruction	Special Procurement Pursuant to DJC-AR (5) Copyrighted Materials & ORS 279A.025(2)(h)	McGraw-Hill LLC	\$476,604	07/2024	06/2029	Authorization to Award Contract
Discovery Education Discover and Social Studies Techbook Subscription	Bao Vang, Executive Administrator for PK-8 Instruction & Jill O'Neill, Administrator for Curriculum, Instruction & Assessment	Special Procurement Pursuant to DJC-AR (5) Copyrighted Materials & ORS 279A.025(2)(h)	Discovery Education, Inc.	\$1,224,371	07/2024	06/2027	Authorization to Award Contract
Edmentum Digital Courses and Tutorials	Paul Ottum, Principal for FLEX Online & Todd Corsetti, Executive Administrator for High/Option Schools	Special Procurement Pursuant to DJC-AR (5) Copyrighted Materials & ORS 279A.025(2)(h)	Apex Learning Inc.	\$388,500	08/2024	08/2025	Authorization to Award Contract
District-Wide HVAC Engine Replacement	Ron Umali, Administrator for Maintenance Services	Sourcewell Cooperative Contract #070121-JHN	Johnson Controls, Inc.	\$214,645	05/2024	09/2024	Authorization to Award Contract
District-Wide HVAC Graphics and Standardization	Ron Umali, Administrator for Maintenance Services	Sourcewell Cooperative Contract #070121-JHN	Johnson Controls, Inc.	\$449,506	05/2024	12/2024	Authorization to Award Contract
Gymnasium and Stage Floor Re-Coats	Ron Umali, Administrator for Maintenance Services	Request for Proposal (RFP) #20-0036	Floor De Lis Inc d/b/a New Dimension Hardwood Floors	\$163,770	06/2024	08/2024	Authorization to Award Contract
District-Wide Fire System Panel Verification and Standardization	Ron Umali, Administrator for Maintenance Services	Sourcewell Cooperative Contract #030421-JHN	Johnson Controls Fire Protection, LP	\$326,205	05/2024	12/2024	Authorization to Award Contract

Instructure Canvas Agreement	Steven Langford, Chief Information Officer for Information & Technology	Oregon Department of Administrative Services (DAS) Master Price Agreement #5756 – Oregon Virtual School District Learning Management System	Instructure, Inc.	\$187,723	07/2024	06/2025	Authorization to Award Contract
Microsoft Agreement	Steven Langford, Chief Information Officer for Information & Technology	OETC Cooperative Contract #OETC-22B-Microsoft	Organization for Educational Technology and Curriculum	\$448,050	07/2024	06/2025	Authorization to Award Contract
ParentSquare Renewal	Steven Langford, Chief Information Officer for Information & Technology	The Interlocal Purchasing System (TIPS) Cooperative Contract #230105 Technology Solutions, Products and Services	ParentSquare, Inc.	\$168,270	07/2024	06/2025	Authorization to Award Contract
USDA Foods Processing – Peanuts	Charity Ralls, Administrator for Nutrition Services	Request for Proposal (RFP) #19-0032	Smucker Foodservice, Inc.	\$188,000	07/2024	06/2025	Authorization to Award Contract
USDA Foods Processing – Chicken	Charity Ralls, Administrator for Nutrition Services	Request for Proposal (RFP) #19-0034	Tyson Prepared Foods, Inc.	\$287,000	07/2024	06/2025	Authorization to Award Contract
Bread Products	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) #19-0044	Goody Man Distributing, Inc.	\$245,000	07/2024	06/2025	Authorization to Award Contract
Dairy Products	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) #23-0015	Spring Valley Dairy, Inc.	\$1,200,000	07/2024	06/2025	Authorization to Award Contract
Pizza	Charity Ralls, Administrator for Nutrition Services	Oregon Department of Education Price Agreement #12907	Roadrunner Home Bake, Inc.	\$287,000	07/2024	06/2025	Authorization to Award Contract

Construction Manager/General Contractor (CM/GC) Pre-Construction Services for District Administrative Office (DAO) HVAC Upgrades	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	P. & C. Construction Co.	\$73,223	06/2024	10/2025	Authorization to Award Contract
General Contractor (GC) Services for Pre-K Playground Site Work at Elmonica Elementary and Fir Grove Elementary	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0030	Colton Homes, Inc.	\$177,000	05/2024	09/2024	Authorization to Award Contract
General Contractor (GC) Services for Kitchen Upgrades at Findley Elementary School	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #23-0033	A.C. Schommer & Sons, Inc.	\$112,882	06/2024	08/2024	Authorization to Award Contract
Beaverton High School (BHS) Traffic Engineering for Farmington Road Crossings	Aaron Boyle, Administrator for Facilities Development	Direct Award	DKS Associates, Inc.	\$70,602	05/2024	11/2024	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Meadow Park Middle Seismic	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #23-0020	Pence Contractors, LLC	\$92,080	06/2024	09/2026	Authorization to Award Contract
Design Build Services for District-Wide Security Systems Integrator	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #23-0024	Paladin Technologies (USA) Inc.	NTE \$2,000,000	06/2024	10/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) for District-Wide Sitework Repairs	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	R.A. Gray Construction, LLC	NTE \$700,000	06/2024	12/2025	Authorization to Award Contract
Children's Internet Protection Act (CIPA) required filtering for new student devices	Steven Langford, Chief Information Officer for Information & Technology	Cooperative OETC 01-97	Organization for Educational Technology and Curriculum	\$522,405	7/2024	7/2028	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: McGraw Hill Adaptive Math Learning Platform Subscription

- **Contract Scope:** 5-year subscription renewal of ALEKS, an adaptive math learning platform for students in grades 6–12. It is a supplemental tool designed to support instruction and adopted curriculum.
- **Contract Timeline:** 07/2024 – 06/2029
- **Contract Amount:** \$476,604
- **Contractor/Vendor:** McGraw-Hill, LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5) Copyrighted Materials & ORS279A.025(2)(h)
- **Recommended By:** Bao Vang, Executive Administrator for PK-8

ASSOCIATED PROJECT: McGraw Hill Adaptive Math Learning Platform Subscription

- **Project Scope:** 5-year subscription renewal of ALEKS
- **Project Budget:** \$476,604
- **Project Timeline:** 07/2024 – 06/2029

BACKGROUND: ALEKS has been used in the district since 2014. The ALEKS adaptive math subscription supports intervention, remediation, acceleration, placement and personalization of math instruction for secondary math students and teachers across the district. It has the benefit of providing teachers and students data showing what students know and are ready to learn with regard to the Oregon State Math Standards.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Discovery Education Discover and Social Studies Techbook Subscription

- **Contract Scope:** 3-year subscription renewal of Dreambox and Social Studies Techbooks
- **Contract Timeline:** 07/2024 – 06/2027
- **Contract Amount:** \$1,224,371
- **Contractor/Vendor:** Discovery Education, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR (5) Copyrighted Materials & ORS279A.025(2)(h)
- **Recommended By:** Bao Vang, Executive Administrator for PK-8 Instruction and Jill O’Neill, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: Discovery Education Discover and Social Studies Techbook Subscription

- **Project Scope:** 3-year subscription renewal of Dreambox and Social Studies Techbooks
- **Project Budget:** 07/2024 – 06/2027
- **Project Timeline:** \$1,224,371

BACKGROUND: Discovery Education provides two instructional resources that have been adopted by the district: DreamBox and Social Studies Techbook.

DreamBox is an online component of the district’s math instructional resources. Dreambox tracks each student’s interaction and evaluates their strategies, then immediately adjusts the lesson and prompts, so every student can progress at their own pace. The district has been using DreamBox for 7 years, starting in 2017.

Social Studies Techbook is a component of the adopted social science materials for Grades 6-8. It is a standards-aligned, core-curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills while building students’ capacity to engage through the 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Across the instructional cycle, students are engaged in critical non-fiction literacy activities and thinking that strengthens their historical and contemporary knowledge, critical thinking, research and communication skills; as well as their reading, writing, speaking, listening and social sciences analysis skills. Social Studies Techbook was implemented in fall 2021.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Edmentum Digital Courses and Tutorials

- **Contract Scope:** Renewal of Apex Learning digital curriculum and tutorials
- **Contract Timeline:** 08/2024 – 08/2025
- **Contract Amount:** \$388,500
- **Contractor/Vendor:** Apex Learning, Inc.
- **Funding Source:** General Fund & High School Success Grant
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR (5) Copyrighted Materials & ORS279A.025(2)(h)
- **Recommended By:** Paul Ottum, Principal for FLEX Online & Todd Corsetti, Executive Administrator for High/Option Schools

ASSOCIATED PROJECT: Edmentum Digital Courses and Tutorials

- **Project Scope:** Renewal of Apex Learning digital curriculum and tutorials
- **Project Budget:** \$388,500
- **Project Timeline:** 08/2024 – 08/2025

BACKGROUND: Apex Learning digital curriculum and tutorials have been in use in the district since 2013. Uses have ranged from formative assessment and supports for classroom instruction to online curriculum for FLEX Online School to credit recovery and 9th grade on-track supports both during the school year and in the summer. The package also includes ACT, SAT and GED test preparation and College and Career preparatory materials. This is a continuation of the current contract. The vendor has offered single and multi-year contracts. The multi-year contract locks in the current pricing and includes Study Island, an additional classroom support, at no charge.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** District-Wide HVAC Engine Replacement

- **Contract Scope:** Provide and replace sixteen (16) NAE-3 engines in the district with SNE2200. Contract includes engine information download and programming of the installed SNE2200s.
- **Contract Timeline:** 05/2024 – 09/2024
- **Contract Amount:** \$214,645
- **Contractor/Vendor:** Johnson Controls, Inc.
- **Funding Source:** 2022 Bond: Deferred Maintenance
- **Solicitation Method:** Sourcewell Cooperative Contract #070121-JHN
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: District-Wide HVAC Engine Replacement

- **Project Scope:** Provide and replace sixteen (16) NAE-3 engines in the district with SNE2200. Contract includes engine information download and programming of the installed SNE2200s.
- **Project Budget:** \$214,645
- **Project Timeline:** 05/2024 – 09/2024

BACKGROUND: A critical component of our district-wide remote HVAC system is obsolete and needs to be replaced. Many of these devices have begun to fail, which results in erratic behavior, leading to inconsistent temperature control and unreliable information. Replacement of these devices will allow improved remote HVAC control and ability for our technicians to properly support the district's HVAC needs. This project will put in place the necessary hardware to further establish a unified HVAC control system to offer more consistent environments for our students and staff.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** District-Wide HVAC Graphics & Standardization

- **Contract Scope:** Create and/or update Building MUI Graphics within Metasys. This includes designing and applying new district-wide standardization within Metasys program. This standardization will include naming conventions, alarm configuration, and floorplan layout drawings to be applied across all district sites accessed in Metasys.
- **Contract Timeline:** 05/2024 – 12/2024
- **Contract Amount:** \$449,506
- **Contractor/Vendor:** Johnson Controls, Inc
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Sourcewell Cooperative Contract #070121-JHN
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: District-Wide HVAC Graphics & Standardization

- **Project Scope:** Create and/or update Building MUI Graphics within Metasys. This includes designing and applying new district-wide standardization within Metasys program. This standardization will include naming conventions, alarm configuration, and floorplan layout drawings to be applied across all district sites accessed in Metasys.
- **Project Budget:** \$449,506
- **Project Timeline:** 05/2024 – 12/2024

BACKGROUND: District HVAC controls have relied on the Metasys program for 30 years. It has been rarely upgraded and added to. Additional district sites and remodel projects have been adopted into the system by contractors (building new schools and/or remodel projects). Due to this iterative approach, the naming conventions and features available for HVAC technicians now vary between school sites. The program can only be efficiently used by the most seasoned HVAC employee.

The implementation of a district-wide standard and graphics package will put in place the necessary software and standardization to establish a district-wide unified HVAC control system that will improve the quality of service the BSD technicians provide to our students and staff. This project will allow every BSD HVAC technician efficient use of the system as well as provide visibility of building status to the custodial foreman. The addition of real-time information to those at the school site will improve the environmental consistency the HVAC team can provide to the district.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Gymnasium and Stage Floor Re-Coats

- **Contract Scope:** Gym and Stage Floor Re-Coats at nineteen (19) schools
- **Contract Timeline:** 06/2024 – 08/2024
- **Contract Amount:** \$163,770
- **Contractor/Vendor:** Floor De Lis Inc d/b/a New Dimension Hardwood Floors
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposal (RFP) #20-0036
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: Gymnasium and Stage Floor Re-Coats

- **Project Scope:** Gym and Stage Floor Re-Coats at nineteen (19) schools
- **Project Budget:** \$163,770
- **Project Timeline:** 06/2024 – 08/2024

BACKGROUND: Beaverton School District has thirty-two (32) maple/parquet gymnasium or stage floors across nineteen (19) schools that need regular maintenance, which includes re-coating, to keep the floors usable and safe for use.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Floor De Lis Inc d/b/a New Dimension Hardwood Floors, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: District-Wide Fire System Panel Verification and Standardization

- **Contract Scope:** Perform a point-by-point component verification of functionality, identification, reporting and naming standardization district-wide.
- **Contract Timeline:** 05/2024 – 12/2024
- **Contract Amount:** \$326,205
- **Contractor/Vendor:** Johnson Controls Fire Protection, LP
- **Funding Source:** Bond – Deferred Maintenance
- **Solicitation Method:** Sourcewell Cooperative Contract #030421-JHN
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: District-Wide Fire System Panel Verification and Standardization

- **Project Scope:** Perform a point-by-point component verification of functionality, identification, reporting and naming standardization district-wide.
- **Project Budget:** \$326,205
- **Project Timeline:** 05/2024 – 12/2024

BACKGROUND: While doing annual inspections on the existing fire systems, electricians on the BSD maintenance team found errors with the building fire panel (annunciator) identifying incorrect names and locations of the devices being tested. This was consistent with reports from First Response when responding to after-hours calls.

To re-establish confidence and consistency in our district fire system, we need to perform a district-wide verification of all devices within each school, and correct the deficiencies found. This is essential for the safety of our students, employees, and buildings. Given the scope of this work and existing workload of the district's internal electrical department, a contracted partner is necessary to complete this work within a realistic timeframe.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Johnson Controls Fire Protection, LP, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Instructure Canvas Agreement

- **Contract Scope:** Provide Canvas learning management system for student use
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$187,723
- **Contractor/Vendor:** Instructure, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Oregon Department of Education Master Price Agreement #5756 – Oregon Virtual School District Learning Management System
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: Instructure Canvas Agreement

- **Project Scope:** Provide Canvas learning management system for student use
- **Project Budget:** \$187,723
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The Canvas learning management system is used by students in grades 4-12 for the delivery of instructional resources, activities and assessments.**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Instructure, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Microsoft Agreement

- **Contract Scope:** Provide Microsoft applications and services to staff and students. Contract includes security applications, tools and endpoint protection for all staff devices and servers
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$448,050
- **Contractor/Vendor:** Organization for Educational Technology and Curriculum
- **Funding Source:** General Fund
- **Solicitation Method:** OETC Cooperative Contract # OETC-22B-Microsoft
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: Microsoft Agreement

- **Project Scope:** Provide Microsoft applications and services to staff and students. Contract includes security applications, tools and endpoint protection for all staff devices and servers
- **Project Budget:** \$448,050
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: Licensing for Microsoft Office 365, A5 Security Suite, and licenses for Data Center Servers and applications.

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:** ParentSquare Renewal

- **Contract Scope:** Provide ParentSquare messaging and communication services to students, families and staff
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$168,270
- **Contractor/Vendor:** ParentSquare, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** The Interlocal Purchasing System (TIPS) Cooperative Contract #230105 Technology Solutions, Products, and Services
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: ParentSquare Renewal

- **Project Scope:** Provide ParentSquare messaging and communication services to students, families and staff
- **Project Budget:** \$168,270
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: ParentSquare is the platform used for student, family and staff communications.

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

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

- **Contract Scope:** Provide District Nutrition Services with further processed peanut products in the form of peanut butter and jelly sandwiches
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$188,000
- **Contractor/Vendor:** Smucker Foodservice, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Request for Proposal (RFP) # 19-0032
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: USDA Foods Processing – Peanuts

- **Project Scope:** Provide District Nutrition Services with further processed peanut products in the form of peanut butter and jelly sandwiches
- **Project Budget:** \$188,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires an approved USDA foods processor for the processing of peanuts into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

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

- **Contract Scope:** Provide District Nutrition Services with further processed chicken products
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$287,000
- **Contractor/Vendor:** Tyson Prepared Foods, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Request for Proposal (RFP) #19-0034
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: USDA Foods Processing – Chicken

- **Project Scope:** Provide District Nutrition Services with further processed chicken products
- **Project Budget:** \$287,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires an approved USDA foods processor for processing chicken into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Bread Products

- **Contract Scope:** Provision of bread products to all district kitchen locations
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$245,000
- **Contractor/Vendor:** Goody Man Distributing, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) #19-0044
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: Bread Products

- **Project Scope:** Provision of bread products to all district kitchen locations
- **Project Budget:** \$245,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires a distributor for bread products to deliver various bread items to all district schools to meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Dairy Products

- **Contract Scope:** Provision of dairy products to all district kitchen locations
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$1,200,000
- **Contractor/Vendor:** Spring Valley Dairy, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) #23-0015
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: Dairy Products

- **Project Scope:** Provision of dairy products to all district kitchen locations
- **Project Budget:** \$1,200,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires a dairy distributor to deliver dairy products to all district schools to meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Pizza

- **Contract Scope:** Contractor to provide district nutrition services with further processed cheese products in the form of cheese pizza
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$287,000
- **Contractor/Vendor:** Roadrunner Home Bake, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Oregon Department of Education Price Agreement #12907
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: Pizza

- **Project Scope:** Contractor to provide district nutrition services with further processed cheese products in the form of cheese pizza
- **Project Budget:** \$287,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Pre-Construction Services for District Administrative Office (DAO) HVAC Upgrades

- **Contract Scope:** CM/GC pre-construction services for HVAC upgrades including constructability review, cost estimating, scheduling, and logistics
- **Contract Timeline:** 06/2024 – 10/2025
- **Contract Amount:** \$73,223
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** Construction Excise Tax (CET)
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: District Administrative Office HVAC Upgrades

- **Project Scope:** Upgrade rooftop units and re-zone terminal units
- **Project Budget:** \$3,675,000
- **Project Timeline:** 06/2024 – 10/2025

BACKGROUND: The District Administrative Office needs an HVAC upgrade because the current system is at its end of life. Pre-construction services will include a comprehensive site investigation to aid in design, planning and phasing of the work to help the functionality to continue throughout the duration of the project. 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: General Contractor (GC) Services for Pre-K Playground Site Work at Elmonica Elementary School Fir Grove Elementary

- **Contract Scope:** GC Services to provide all labor, tools and materials for site work construction at Elmonica and Fir Grove Elementary Schools
- **Contract Timeline:** 05/2024 – 09/2024
- **Contract Amount:** \$177,000
- **Contractor/Vendor:** Colton Homes, Inc.
- **Funding Source:** Grants and Non-Bond Capital Improvement Fund
- **Solicitation Method:** Invitation to Bid (ITB) #23-0030
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Elmonica Pre-K Playground and Fir Grove Pre-K Playground

- **Project Scope:** New pre-K playgrounds at both schools
- **Project Budget:** \$800,000
- **Project Timeline:** 01/2024 – 09/2024

BACKGROUND: Thanks to grants and the School Construction Excise Tax, both Elmonica and Fir Grove Elementary Schools now have the funding to construct pre-k playgrounds, specifically designed for children aged 5 years of age and younger.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Services for Kitchen Upgrades at Findley Elementary

- **Contract Scope:** General contractor services to install a grease trap and solid waste interceptor in the main kitchen at Findley Elementary School. Includes replacement of the pulper machine to further increase solid waste removal efficiency.
- **Contract Timeline:** 06/2024 – 08/2024
- **Contract Amount:** \$112,882
- **Contractor/Vendor:** A.C. Schommer & Sons, Inc.
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Invitation to Bid (ITB) #23-0033
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Findley Elementary School Kitchen Repairs

- **Project Scope:** Install grease trap and waste interceptor in kitchen at Findley Elementary School
- **Project Budget:** \$200,000
- **Project Timeline:** 06/2024 – 08/2024

BACKGROUND: The current kitchen at Findley Elementary does not have a solid waste collection system or grease interceptor system, which causes issues with the existing waste removal lines. The current system does not meet present-day building code and needs an upgrade.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Beaverton High School (BHS) Traffic Engineering for Farmington Road Crossings

- **Contract Scope:** Provide traffic engineering services at intersections on Farmington Road
- **Contract Timeline:** 05/2024 – 11/2024
- **Contract Amount:** \$70,602
- **Contractor/Vendor:** DKS Associates, Inc.
- **Funding Source:** 2022 Bond; BHS Rebuild
- **Solicitation Method:** Direct Award
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: BHS Rebuild

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

BACKGROUND: The 2022 bond measure approved by voters included funds for the replacement or substantial renovation to Beaverton High School. The replacement high school building is required to be substantially completed by July 6, 2026, with the site work to be complete the following year. This vendor will provide traffic engineering services to modify the signal and striping at the Farmington Road and SW Erikson Avenue intersection and traffic design services, including railroad coordination, at the Farmington Road and Cedar Hills Boulevard intersection. Although this contract is not currently at threshold requiring board approval, given the unknowns in the project, it has the possibility to be increased beyond the threshold over the summer.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Meadow Park Middle School Seismic

- **Contract Scope:** Pre-construction services for the seismic upgrade to Meadow Park Middle School including replacement of end-of-life electrical and mechanical equipment and any roofing work necessary for the seismic renovation.
- **Contract Timeline:** 06/2024 – 09/2026
- **Contract Amount:** \$92,080
- **Contractor/Vendor:** Pence Contractors, LLC
- **Funding Source:** 2022 Bond; Seismic Upgrades
- **Solicitation Method:** Request for Proposal (RFP) #22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Meadow Park Seismic

- **Project Scope:** Seismic renovation at Meadow Park
- **Project Budget:** \$6,600,000
- **Project Timeline:** 03/2024 – 09/2026

BACKGROUND: The 2022 bond measure approved by voters included funds for seismic renovations. This contract provides CM/GC services to assist with the design of the seismic upgrades and structural reinforcements at Meadow Park Middle School. 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 Pence Contractors, LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Design Build Services for District-Wide Security Systems Integrator

- **Contract Scope:** Design build security integration for security cameras, security intrusion systems, access control and other related systems.
- **Contract Timeline:** 06/2024 – 10/2026
- **Contract Amount:** NTE \$2,000,000
- **Contractor/Vendor:** Paladin Technologies (USA) Inc.
- **Funding Source:** 2022 Bond; Security Upgrades
- **Solicitation Method:** Request for Proposal (RFP) #23-0024
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Upgrades

- **Project Scope:** District-wide security upgrades
- **Project Budget:** \$10,000,000
- **Project Timeline:** Duration of 2022 Bond

BACKGROUND: Over the course of the 2014 bond, we significantly increased the security infrastructure throughout the district. However, the work is not complete. These systems need to be expanded to provide more complete coverage. Additionally, there is work needed to ensure that these systems operate reliably and effectively for sustained operations. This contract will be increased incrementally as projects are identified and designed. As a progressive design-build contract, the scope and price will be further defined as design progresses. The design-build amendment that adds the construction price to the contract will be subject to the not-to-exceed amount listed in this board authorization.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) for District-Wide Sitework Repairs

- **Contract Scope:** CM/GC services to make sitework repairs district-wide. Initial work will take place at Highland Park, Merlo Station, Ridgewood, McKinley, Terra Linda, West Tualatin View and Chehalem.
- **Contract Timeline:** 06/2024 – 12/2025
- **Contract Amount:** NTE \$700,000
- **Contractor/Vendor:** R.A. Gray Construction, 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: Landscape and Sitework Improvements

- **Project Scope:** Sitework repairs district-wide
- **Project Budget:** \$1,000,000
- **Project Timeline:** Duration of 2022 Bond

BACKGROUND: Throughout the school district, there are areas of failing concrete and asphalt paving. Repairs to these areas end up being deferred as they are not always urgent. For this project we will be addressing major deficiencies that are causing safety issues. 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 R.A. Gray Construction, LLC, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Lightspeed Filter

- **Contract Scope:** Children's Internet Protection Act (CIPA) required filtering for new student devices
- **Contract Timeline:** 7/1/2024 – 7/30/2028
- **Contract Amount:** \$522,405
- **Contractor/Vendor:** Organization for Educational Technology and Curriculum
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative OETC 01-97
- **Recommended By:** Kevin McMillian, Administrator for IT

ASSOCIATED PROJECT: Student Device Replacement – Grades 3-8

- **Project Scope:** Replace student devices for students in grades 3-8. The Acer Chromebook was selected as the student device and purchase contract was authorized by the board on April 30, 2024.
- **Project Budget:** \$7,076,708
- **Project Timeline:** 5/1/2024 – 7/30/2028

BACKGROUND: Internet filtering required by the Children's Internet Protection Act (CIPA) for student devices.

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.

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

The district negotiated a settlement on April 30, 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 \$175,000 to settle claims in a lawsuit filed in the U.S. District Court for the District of Oregon, Case No. 3:20-cv-02025-SI. The settlement agreement will be in a form approved by the district's general counsel.

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ITEM FOR ACTION

INSTRUCTIONAL TIME

BACKGROUND

Each year by November 1, the superintendent must present an annual report to the community on the District’s compliance with the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22, including all new and revised rules, for the prior school year.

Among the requirements is that the school district must ensure students receive the annually required amount of instructional time. The regulations permit school districts to count certain instructionally related activities in calculating the required instructional hours, with board approval.

State Instructional Time Requirements

Oregon Administrative Rule [581-022-2320](#) requires school district instructional programs to provide, at a minimum, the following number of hours of instruction annually to at least 92% of all students in the district and at least 80% of students at each school:

Grades K through 8	900 hours
Grades 9 through 11	990 hours
Grade 12	966 hours

Calculation of Instructional Time

“Instructional time” means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments, and are working under the direction and supervision of a teacher or an instructional assistant who is assigned instructionally related activities working under the supervision of a teacher. Lunch, recess, passing time and non-academic assemblies are not counted as instructional time.

Upon approval by the local school board, a district may include in its calculation of instructional time:

- (a) For grades K–3, up to 60 hours of recess;
- (b) Up to 30 hours for staff professional development;
- (c) Up to 30 hours for parent teacher conferences.

2022–23 Compliance Status

The table below shows the range of scheduled instructional hours by level for the 2022–23 calendar with 174 student contact days **and two days closure and a 2 hour late start due to inclement weather:**

District Goal: WE empower all students to achieve post-high school success.

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

Level	Hours of Instruction	Notes
Elementary*	K: 916–919 1–8: 933–936	Assumes 20 minutes for lunch, recesses of 20 min and 15 min. 6 days of parent conferences grade K and 4 days of parent conferences at all other grades.
Middle*	6: 940–946 7–8: 934–940	4 days of parent conferences.
High	9–11: 977–1004 12: 942–967	Early release for final opportunity days and ACT day. 9 days early release for seniors.
Options	6–8: 940–956 9–11: 962–973 12: 927–935	Early release for final opportunity days and ACT day. 9 days early release for seniors.

*Lower hours reported are for schools with emergency closures.

High School Exemptions

Alternative Education Program Exemption

The Oregon Department of Education (ODE) has granted the district permission to exempt alternative education programs from the instructional time requirement. Programs housed at the Merlo Campus (Community School, Passages, GED Prep, and Home Instruction) use flexible time options and systemically assess students prior to placement in the program. 236 students are included under this exemption.

On Track to Graduate/Advanced Coursework Exemptions

With the annual approval of the local school board after a public hearing, the following students may be exempted from the instructional time requirement and not included in the district’s calculation of instructional time:

- (A) Students who have fulfilled all state requirements for graduation (i.e., students enrolled in the Community Transition Program)
- (B) Students who at the start of their senior year are on track to exceed all state requirements for graduation as determined by the number and type of credits earned by the student (i.e., students with 18 credits, including 3 Language Arts credits and 2 credits in math, science, and social studies)
- (C) Students who are earning credits toward a diploma through accelerated learning classes (i.e., Advanced Placement, International Baccalaureate, weighted dual credit) or are enrolled at Early College

Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this exemption. The number of students in 2022–23 not included in the calculation of the instructional time requirement, if approved by the Board, are:

All students	5677		
Female	2857	Native American/Alaskan Native	18
Male	2782	Asian	1181
Non-binary gender	38	Black	143
English Language Learner	148	Hispanic/Latino	1176
Students with Disabilities	403	Multi-racial	487
Talented and Gifted	1523	Native Hawaiian/Pacific Islander	45
Migrant	49	White	2627

While all students reported above are exempted from the instructional time requirements, only students on early release, late arrival, or release to religious instruction (1,689 students or 30% of exempted students) do not meet the instructional time requirement.

2022–23 Compliance Status

For the 2022–23 school year, without Board approval of allowed calculation adjustments, only 83% of students in the district meet the instructional time requirement under Division 22. The following do not meet the 80% requirement for schools:

- Aloha High (0%)
- ACMA (47%)
- BASE (45%)
- ISB (52%)
- Sunset High (71%)
- Westview High (0%)

After including 27.75 hours of staff professional development in the calculation of instructional time, a total of 1,993 students in non-alternative education programs do not meet instructional time requirements. Of these students, 1,686 qualify and 307 do not qualify for an exemption by the Board. With the adoption of the recommendations below, 99% of students in the district and at least 80% of students in all district schools meet state instructional time requirements.

RECOMMENDATION

The superintendent recommends the Board approve for the 2022–23 school year:

- (1) Excluding from the district’s calculation of instructional time requirements high school students who have earned diplomas, seniors on track for graduation, and students in accelerated learning courses, and
- (2) Including 27.75 hours of staff professional development in the calculation of instructional time.

ITEM FOR ACTION**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 includes support for multilingual learners.

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!*

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SUGGESTED MOTION

I move to approve the resolution adopting the Houghton Mifflin Harcourt curriculum for elementary language arts and English language proficiency and authorizing its purchase as recommended.

RESOLUTION 24-528

BE IT RESOLVED that the Board of Directors of Beaverton School District in Washington County, Oregon approves the adoption of the Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* curriculum for elementary language arts and English language proficiency.

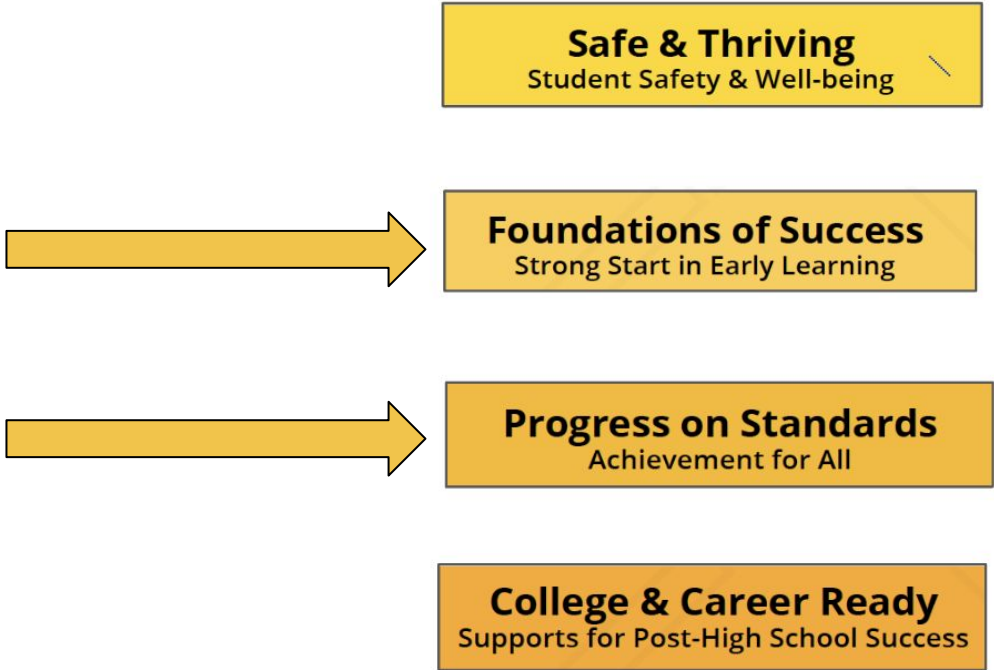
BE IT FURTHER RESOLVED that the Board of Directors authorizes the superintendent or designee to enter into contracts obligating district funds for the purchase of materials necessary to implement the Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* curriculum within approved budgetary parameters and in compliance with purchasing policies. This authorization shall remain in force throughout the entire Houghton Mifflin Harcourt *Into Reading* and *¡Arriba la Lectura!* adoption cycle.

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

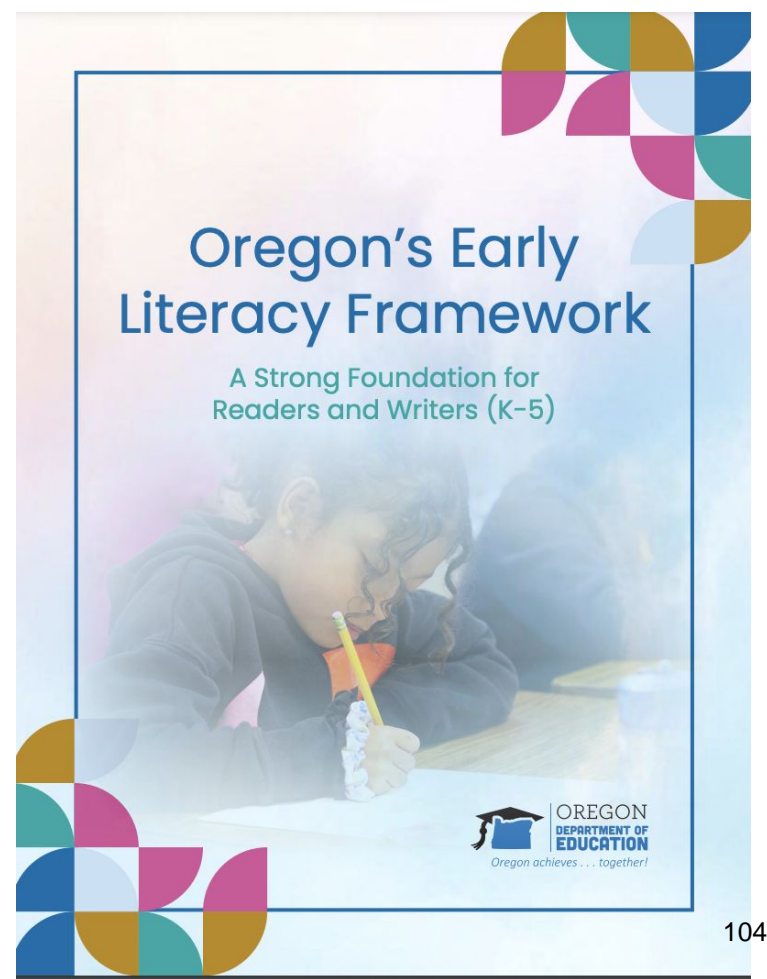
School Board Meeting
April 30, 2024

District Strategic Plan Goal Areas



Oregon's Early Literacy Framework

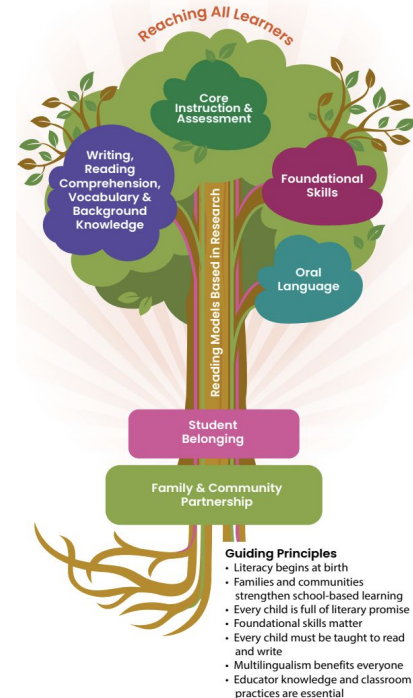
A Strong Foundation for Readers and Writers (K-5)



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

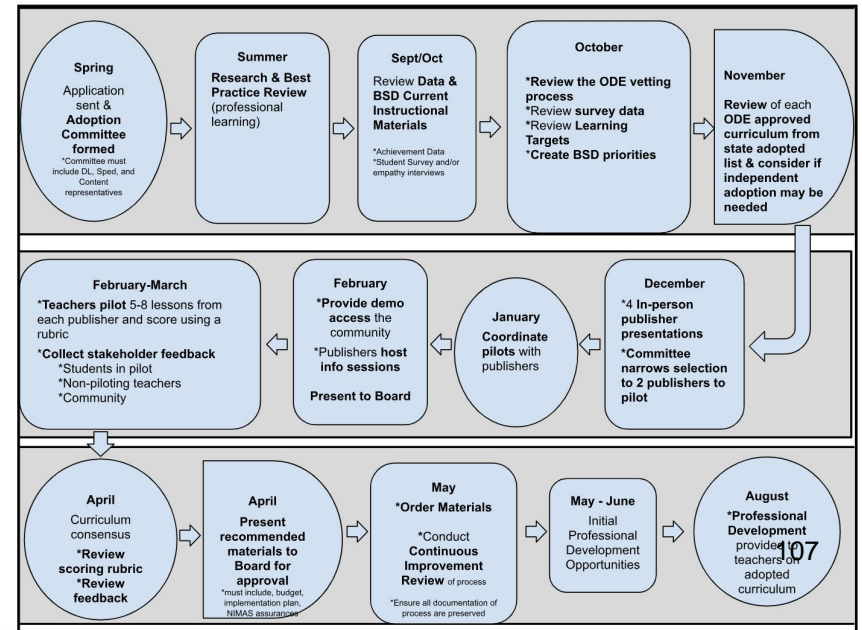


Background and Summary

- 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.

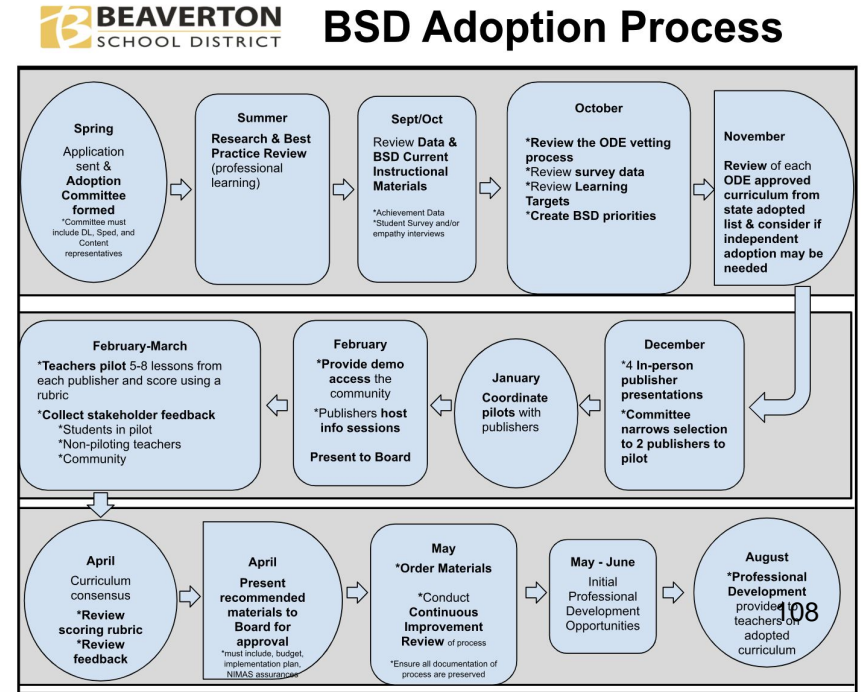
BSD Adoption Process

- 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 series 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](#)

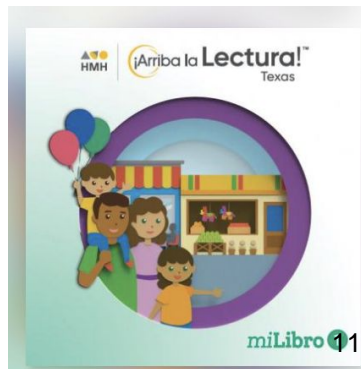
Language Arts (English and Spanish) Curriculum Adoption Recommendation

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

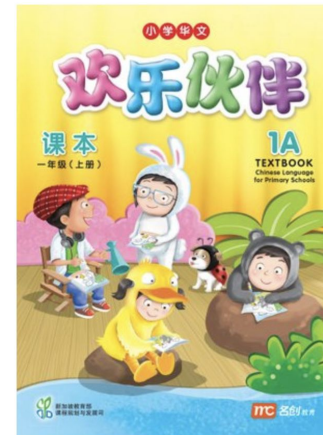
After review of data, the LA/ELP Adoption Committee is recommending Houghton Mifflin Harcourt which should include the following supports for multilingual learners:

- 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

Mandarin Chinese Instructional Materials Recommendations

- Kindergarten:** Adopt Better Chinese (Better Immersion) for the kindergarten level. Better Immersion offers excellent kindergarten/beginning level book series that suit students' needs. For kindergarten semester 2, we can consider incorporating parts of the Singapore Huan Le Huo ban (Happy Friends) Textbook Level 1 into the curriculum to facilitate a smooth transition to 1st grade.
- 1st - 5th grade:** Adopt the Singapore Huan Le Huo ban (Happy Friends) textbook series for 1st grade and higher grade levels. Use Better Immersion to complement the Singapore textbooks.
- Mentor texts to read aloud and practice reading and writing skills



Better Immersion Component List

Better Immersion Level S component

Main Classroom Set:
 * Each Main Classroom Set is valid for 6 years, re-purchase every 6 years.

1. Student Books + **2. Teacher's Materials**

读本Readers (68 books) x 6 sets
 读本大书 (ABC) Reader big book (ABC)
 教师指引(ABC) Teacher's Guide(ABC)

3. Class Supplementary Materials x1

新加坡 出版社 Singapore Publishers
 汉字卡片 Chinese Character Cards
 练习册 Workbook
 学生小组活动记录 Student Group Activity Record
 测检本 Assessment
 学生小组活动记录 Formative Binder

Yearly Consumables for Students
 * Students purchase from Main Classroom Set, purchase yearly.

Student Materials

1. 课课读练习册组合 (A/B) In-Class + After-Class Workbook Set

2. 课课读上资源 Student's online account

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Other materials available for add on:
 HanYu Pinyin, My First Chinese Words Big Book, Ai Story Time app, Better Chinese Dictionary...
 Please contact us at education@betterimmersion.com for your school account manager.

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 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. 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 consideration.

SUGGESTED MOTION

I move to approve the school board meeting calendar as submitted.

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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**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

District staff recommend that the board approve the proposed budget calendar.

SUGGESTED MOTION

I move to approve the budget calendar as submitted.

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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**APPROVE 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

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

BACKGROUND**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. Two versions of policy BCB are presented as options for board consideration. Version A was reviewed by the board in the April board meeting; it includes language establishing that the election of officers will typically be conducted in June. Version B is an alternate option suggested in board discussion, adding the provision that in years when new members are elected to the board, the board will elect officers in the first regular meeting after July 1. The board may approve the version that is preferred by a majority of board members.

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.

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

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

- Revisions to board policy BCB (Version A or Version B)
- Revisions to board policy BBAA
- Revisions to board policy BBF
- 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

SUGGESTED MOTION *(2 options)*

- I move to approve **Version A** of policy BCB and the other policy revisions as submitted.
- I move to approve **Version B** of policy BCB and the other policy revisions as submitted.

Board Officers (*version A*)

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:

- ~~The board chair, in consultation~~ Work with the superintendent, ~~shall to~~ establish the board meeting agendas and call special meetings as needed.
- ~~The board chair shall v~~ote on all issues unless they declare an actual conflict of interest.
- ~~The board chair shall p~~reside at all meetings. ~~The board chair is responsible for~~ and maintaining order during board meetings.
- ~~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.
- Sign the minutes and other official documents that require the signature of the chair.
- Represent the district and the board at official functions, unless this duty is delegated by the board chair to another board member.
- 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 Officers (*version B*)

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. In years when new members are elected to the board, the board will elect officers in the first regular meeting after 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:

- ~~The board chair, in consultation~~ [Work](#) with the superintendent, ~~shall to~~ establish ~~the~~ [board](#) meeting agendas ~~and~~ [call special meetings as needed.](#)
- ~~The board chair shall v~~ote on all issues unless they declare an actual conflict of interest.
- ~~The board chair shall p~~reside at all meetings. ~~The board chair is responsible for~~ [and](#) ~~maintaining~~ order ~~during~~ [board meetings.](#)
- ~~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.
- Sign the minutes and other official documents that require the signature of the chair.
- Represent the district and the board at official functions, unless this duty is delegated by the board chair to another board member.
- 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\(9\)](#)

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 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

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

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES
AC, BCBA, DJ, IGBAF, IGBAF-AR, IGBAG, IGBAG-AR, IGBAH-AR****SUMMARY**

Revisions are recommended to update school board policies and administrative regulations AC, BCBA, DJ, IGBAF, IGBAF-AR, IGBAG, IGBAG-AR and IGBAH-AR. 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**AC – Nondiscrimination**

Revisions are recommended to update the nondiscrimination statement and add language on designating a civil rights coordinator as required by House Bill 2281.

BCBA – Student Representatives to the Board

This proposed policy provides for the district to establish a program of student representatives to the school board to provide student voice and participation in each board meeting.

DJ – District Purchasing

Updates to this policy include language clarifying references to the chief financial officer, and updating the amount of district funds the superintendent or designee is authorized to obligate within current budget appropriations, following a change in state procurement law.

IGBAF – Special Education – Individualized Education Program (IEP)****IGBAF-AR - Special Education – Individualized Education Program (IEP)******IGBAG – Special Education – Procedural Safeguards******IGBAG-AR - Special Education – Procedural Safeguards******IGBAH-AR – Special Education – Evaluation and Eligibility Procedures****

Updates to these policies include language about who attends an IEP meeting, examining student records, and information about abbreviated school days. Language has been added reflecting a new state law about access to IEPs and participation in IEP meetings by all district staff assigned to work with a student with specialized needs. Administrative regulations normally are approved by the superintendent; IGBAF-AR, IGBAG-AR and IGBAH-AR are among a small number of ARs that are required to be approved by the school board.

Belong. Believe. Achieve.

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 AC
- Adoption of board policy BCBA
- Revisions to board policy DJ
- Revisions to board policy IGBAF
- Revisions to board-approved administrative rule IGBAF-AR
- Revisions to board policy IGBAG
- Revisions to board-approved administrative rule IGBAG-AR
- Revisions to board-approved administrative rule IGBAH-AR

Nondiscrimination

~~The district prohibits discrimination and harassment based~~ [Beaverton School District does not discriminate in any programs or activities](#) on any basis protected by law, including but not limited to, an individual's actual or perceived race¹, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veteran status or because of the perceived or actual association with any other persons within these protected classes.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

[The superintendent or designee will appoint a civil rights coordinator and make contact information available to staff, students and parents.](#)

The superintendent or designee shall appoint individuals in the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972 and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses and phone numbers.

The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s)

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 332.505](#)

[ORS 408.230](#)

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including, but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 to -860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 to -145](#)
[ORS 659A.230 to -233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-002-0001—002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB – All Students Belong

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

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

Student Representatives to the Board

The board establishes the position of student representative on the Beaverton School Board. Student representatives may attend all meetings of the board except executive sessions. Student representatives may engage in board discussions but are not voting members of the board.

Student representatives will be installed on the board with the following Oath of Office:

“I, _____, will support the Constitution and the laws of the United States and the state of Oregon, and the policies of the Beaverton School District, and will discharge the duties of student representative on the Beaverton School Board to the best of my ability.”

The superintendent will develop administrative regulations that define the roles, responsibilities, seat rotation, and selection process for student representatives. The district will ensure the process and management of student representative application materials and communications will comply with the requirements of law related to student records.

A student representative shall not be liable for any acts of the board.

END OF POLICY

Legal Reference(s):

ORS 332.107

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 (2023).

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary goods, services and public improvements. The board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. Items commonly used by cost centers will be standardized whenever consistent with the educational goals and in the interest of efficiency or economy.

The [position functioning as the](#) chief financial officer is appointed by the superintendent to serve as purchasing agent. [Throughout this policy, references to the chief financial officer shall refer to that position or its functional equivalent.](#) [He/she This position](#) will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the district unless that expenditure has been authorized in the budget or by board action and/or board policy. In all cases calling for the expenditure of district money, except payroll, a requisition and purchase order system must be used.

No purchase, with the exception of [construction change directives](#), ~~a~~ petty cash or credit card purchases, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed ~~\$150,000~~ [\\$250,000](#) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The superintendent or designee is authorized to obligate district funds without specific board approval when the expenditures are routine and customary, including, but not limited to, [state/municipal fees](#), payroll and utilities. The board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The chief financial officer or designee will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the chief financial officer [or designee](#) will direct payment of the just claims against the district. The chief financial officer is responsible for the accuracy of all bills and vouchers.

No board member, officer, employee or agent of this district shall use or attempt to use their official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or member of household or for any business with which the board member, officer, employee, agent or a relative is associated.

Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any board member, officer or employee of the district is prohibited.

The superintendent shall develop administrative regulations necessary to implement this policy. Additional specific purchasing procedures are delineated in the district's *Purchasing Manual* which is updated periodically.

END OF POLICY

Legal Reference(s):

[ORS 244.040](#)

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

[ORS 294.311](#)

[ORS 328.441 to -328.470](#)

[ORS 332.075](#)

[OAR 125-055-0040](#)

Cross Reference(s):

BBA - Board Powers and Duties

BBFA - Board Member Ethics and Conflicts of Interest

DJC - Bidding Requirements

DJFA - Procurement Cards

EH - Electronic Data Management

Special Education – Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 [years of age](#), including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or who receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of ~~a~~ [students](#) with disabilities.

The district will ensure that one or both parents or the adult student are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A parent or adult student¹ concerns will be noted in the minutes of the IEP meeting. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, at least once every 365 days thereafter, and when considering a change in the IEP or placement.

If a student is to be referred to or placed in a private school or facility or attends a private or parochial school, the district will ~~request~~ [ensure](#) that a representative of the private school or facility attends the IEP meeting. [If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation, including but not limited to individual or conference telephone calls or individual meetings.](#)

END OF POLICY

Legal Reference(s):

[ORS 343.068](#)

[ORS 343.151](#)

[ORS 343.155](#)

[ORS 343.321 – 343.333](#)

[OAR 581-015-2000](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2200](#)

[OAR 581-015-2205](#)

[OAR 581-015-2210](#)

[OAR 581-015-2215](#)

¹A student that is 18 years of age or older

[OAR 581-015-2220](#)

[OAR 581-015-2225](#)

[OAR 581-015-2229](#)

[OAR 581-015-2230](#)

[OAR 581-015-2235](#)

[OAR 581-015-2055](#)

[OAR 581-015-2600](#)

[OAR 581-015-2065](#)

[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501 (2012).

Special Education – Individualized Education Program (IEP)**

1. General IEP Information
 - a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
 - b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
 - c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
 - d. The IEP will be accessible to each of the student’s regular education teacher(s), the student’s special education teacher(s) and the student’s related services provider(s) and other service provider(s). [This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.](#)
 - e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
 - f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parent(s) agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parent(s) understand the proceedings of the IEP team meeting, including arranging for an interpreter for parent(s) with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parent(s) at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent(s) or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent(s) or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent(s) may consent in writing to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent(s) and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parent(s) and other members of the IEP team before the meeting; and
 - (3) The parent(s) is informed of all information related to the excusal in the parent(s) native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent(s) concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parent(s);
 - (d) Is clearly linked to each annual goal statement;

- (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
 - (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
 - (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
 - (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent(s) requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
 - (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent(s) may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent(s).

- a. The district and the parent(s) record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP. 162

- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent(s) prior written notice of any changes in the IEP and upon request, provides the parent(s) with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent(s) for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~his or her~~ [their](#) learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; ~~and~~
 - (5) [For a student who is deaf, deafblind, or hard of hearing, information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and](#)
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 - (1) Beginning not later than the [first](#) IEP in effect when the student turns 16, or younger, if determined appropriate by the IEP team ([including parent\(s\)](#)), and updated annually thereafter, the IEP must include:

- (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
- (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent(s) shall be provided information about opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent(s) by the district at each annual review for IEPs to be in effect when the child turns 16, or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
- (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide the student and the student's parent(s) with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to **all** students for whom the IEP team has determined that such services are necessary to provide FAPE and maintain learned skills and behaviors.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;

- (2) Identified in the student's IEP; and
- (3) Provided at no cost to the parent(s).

- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parent(s)) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parent(s), will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent(s) consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to parent(s) explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

12. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student’s resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.¹

Informed and written consent from the parent is necessary prior to implementing an abbreviated school day program. A parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

¹ See ORS 343.324.

Special Education – Procedural Safeguards**

Procedural Safeguards – General

The district ensures that students with disabilities, and their families, are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Provision of annual *Notice of Procedural Safeguards*;
3. Parent and adult student participation in special education decisions;
4. Transfer of rights to students who have reached the age of majority;
5. Prior written notice of proposed district actions;
6. Consent for evaluation and for initial placement in special education¹;
7. Independent educational evaluation;
8. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
9. Discipline procedures and protections for students with disabilities, including placements related to discipline;
10. Placement of students during the pendency of due process hearings;
11. Placement of students by their parent or guardian in private schools;
12. Civil actions; and
13. Attorney's fees.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent or adult student request for special education evaluation and when the parent or the adult student requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent or adult student is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent or adult student and that the

¹If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

parent or adult student understand the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a [free and appropriate public education \(FAPE\)](#) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.
5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

[Access to Records](#)

[A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.](#)

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500-300.505, 300.515, 300.517.

Special Education – Procedural Safeguards**

1. Procedural Safeguards
 - a. The district provides procedural safeguards to:
 - 1) Parents/guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 - 2) Surrogate parent/~~guardian~~; and
 - 3) Students who have reached the age of 18 or are considered emancipated under Oregon law and to whom rights have been transferred by statute, identified as adult students (called “eligible students”); ~~Students whose rights have transferred (called “adult students”)~~.
 - b. The district gives parents/~~guardian~~ and adult students a copy of the *Notice of Procedural Safeguards*, published by the Oregon Department of Education (ODE):
 - 1) At least once a year;
 - 2) At the first referral or parent/~~guardian~~ request for evaluation to determine eligibility for special education services;
 - 3) When the parent/~~guardian~~ (or adult student) requests a copy; and
 - 4) To the parent/~~guardian~~ and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.
 - c. The *Notice of Procedural Safeguards* is:
 - 1) Written in the native language of the parent/~~guardian~~ (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - 2) If the native language or other mode of communication of the parent/~~guardian~~ is not a written language, the district shall take steps to ensure that:
 - i) ~~That I~~the notice is translated orally or by other means to the parent/~~guardian~~ in ~~his/her~~ their native language or other mode of communication;
 - ii) ~~That I~~the parent/~~guardian~~ understands the content of the notice; and
 - iii) ~~That I~~there is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education (ODE).

3. Parent/~~Guardian~~ of Adult Student Meeting Participation

- a. The district provides parent/~~guardian~~ or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of (FAPE) to the student.
- b. The district provides parent/~~guardian~~ or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - 1) States the purpose, time and place of the meeting and who is invited to attend;
 - 2) Advises that parent/~~guardian~~ or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - 3) Advises that the team may proceed with the meeting even if they are not in attendance;
 - 4) Advises who to contact before the meeting to provide information if they are unable to attend; and
 - 5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - a) Indicates that the student will be invited; and
 - b) Identifies any agencies invited to send a representative.
- c. The district shall take steps to ensure that one or both of the parent/~~guardian~~ of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - 1) Notifying parent/~~guardian~~ of the meeting early enough to ensure that they will have an opportunity to attend; and
 - 2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent/~~guardian~~ can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent/~~guardian~~ or adult student if the district is unable to convince the parent/~~guardian~~ that they he/she should participate.

Attempts to convince the parent/~~guardian~~ to participate will be considered sufficient if the district:

- 1) Communicates directly with the parent/~~guardian~~ to arrange a mutually agreeable time and place and written notice was sent to confirm the arrangement; or

- 2) Proposes a time and place in the written notice stating that a different time and place may be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent/~~guardian~~, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
- 1) Detailed records of telephone calls made or attempted and the results of those calls;
 - 2) Copies of correspondence sent to the parent/~~guardian~~ and any responses received; and
 - 3) Detailed records of visits made to the parent/~~guardian~~ home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent/~~guardian~~ understands the proceedings at a meeting, including arranging for an interpreter for parent/~~guardian~~ who are deaf or whose native language is other than English.
- i. The rights to parents/~~guardian~~ to participate in meetings transfers to the adult student under Oregon Administrative Rule OAR 581-015-2325.
- j. After the transfer of rights to an adult student at the age of majority, the district shall provide written notice of meetings to the adult student and parent/~~guardian~~, if the parent/~~guardian~~ can be reasonably located. A parent/~~guardian~~ receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- k. An IEP meeting does not include:
- 1) Informal or unscheduled conversations involving school district personnel;
 - 2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - 3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent/~~guardian~~ proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district ensures that the rights of a student with a disability, or suspected of having a disability, are protected by appointing a surrogate parent ~~not more than 30 days after a determination by the district that the child needs a surrogate~~ when:
- 1) The parent/~~guardian~~ cannot be identified or located after reasonable efforts;
 - 2) The student is a ward of the state or an unaccompanied homeless student and there is reasonable cause to believe that the student has a disability; and there is no foster parent or other person available who can act as the parent of the student; or
 - 3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district ensures that each person approved to serve as a surrogate:

- 1) Is not an employee of the district or;
 - 2) Is not an employee of [the Oregon Department of Education](#) or any other agency involved in the education or care of the student;
 - 3) Is free of any conflict of interest that would interfere with representing the student's special education interests; and
 - 4) Has [the necessary](#) knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that the surrogate parent has the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to an appointed surrogate parent.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
- 1) Protect the special education rights of the student;
 - 2) Be acquainted with the student's disability and the student's special education needs;
 - 3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - 4) Represent the student in all matters relating to the provision of a FAPE to the student.
- g. A parent/~~guardian~~ may give written consent for a surrogate to be appointed.
- 1) When a parent/~~guardian~~ requests that a surrogate be appointed, the parent/~~guardian~~ shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent copy of all notices and other information to the surrogate.
 - 2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student unless the parent/~~guardian~~ revokes consent for the surrogate's appointment.
 - 3) If a parent/~~guardian~~ gives written consent for a surrogate to be appointed, the parent/~~guardian~~ may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
 - (4) In the case of a child who is a ward of the court and who has been placed in foster care, the foster parent can serve as a parent. The district need not appoint a surrogate parent.
- h. An [adult](#) student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the adult student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the adult student unless [and until](#) the student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:

- 1) The person appointed as surrogate is no longer willing to serve;
- 2) Rights transfer to the adult student or the student graduates with a regular or modified diploma;
- 3) The student is no longer eligible for special education services;
- 4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
- 5) A foster parent is identified who can carry out the role of parent;
- 6) The parent/~~guardian~~, who previously could not be identified or located, is now identified or located;
- 7) The appointed surrogate is no longer eligible;
- 8) The student moves to another school district;
- 9) The student is no longer a ward of the state or an unaccompanied homeless youth;
- 10) An adult student rescinds consent for appointment of a surrogate.

- j. The district will not appoint a surrogate solely because the parent/~~guardian~~ or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - 1) At least one year before the student's 18th birthday;
 - 2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - 3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. [After transfer of rights of the student, the district provides any written prior notices and written notices of meeting required by special education laws to the adult student and to the parent if the parent can be reasonably located.](#)
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. [To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.](#)

6. Prior Written Notice

- a. The district provides prior written notice to the parent/~~guardian~~ of a student, or adult student, within a reasonable period of time before the district:

- (1) Proposes to initiate or change, or refuses to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child, or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
- 1) A description of the action proposed or refused by the district;
 - 2) An explanation of why the district proposed or refused to take the action;
 - 3) A description of each evaluation procedure, assessment, record or report used as a basis for the proposal or refusal;
 - 4) A statement that the parent/~~guardian~~ of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - 5) Sources for parent/~~guardian~~ to contact to obtain assistance in understanding their procedural safeguards.
 - 6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - 7) A description of other factors that are relevant to the agency's proposal or refusal.
- d. The prior written notice is:
- 1) Written in language understandable to the general public; and
 - 2) Provided in the native language of the parent/~~guardian~~ or other mode of communication used by the parent/~~guardian~~, unless it is clearly not feasible to do so;
 - 3) If the native language or other mode of communication of the parent/~~guardian~~ is not a written language, the district shall take steps to ensure that:
 - a) The notice is translated orally or by other means to the parent/~~guardian~~ in the parent/~~guardian~~ native language or other mode of communication;
 - b) A reasonable effort is made to help the parent/~~guardian~~ to understand the content of the notice; and
 - c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ - Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent/~~guardian~~ or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- ~~b.~~ The district makes reasonable efforts to obtain informed consent from a parent/~~guardian~~ for an initial evaluation to determine a child's eligibility for special education services. If a parent/~~guardian~~ does not provide consent for an initial evaluation or does not respond to a request for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process

¹ "Consent means that the parent or adult student: 1) has been fully informed, in ~~his/her~~ ~~their~~ native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which ~~his/her~~ ~~their~~ consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA). 175

hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent/~~guardian~~ or adult student before the initial provision of special education and related services to the student. ~~conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and relate services.~~
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district will not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district will stand ready to serve the student if the parent or adult student later consents. ~~from a parent/guardian for an initial evaluation to determine a child's eligibility for special education services. If a parent/guardian does not provide consent for an initial evaluation or does not respond to a request for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.~~

9. Consent – Reevaluation

- a. The district obtains informed parent/~~guardian~~ consent before conducting any reevaluation of a child with a disability.
- b. Exceptions:
 - 1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent/~~guardian~~ does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - 2) If a parent/~~guardian~~ refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.

10. Consent – Revocation

- a. A parent/~~guardian~~ or adult student may revoke consent at any time before the completion of the activity for which they have given consent.
- b. If a parent/~~guardian~~ or adult student revokes consent, that revocation is not retroactive.

11. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent/~~guardian~~ consent, such as phone calls, letters, and meeting notes.
- b. If a parent/~~guardian~~ of a student who is home schooled or enrolled by the parent/~~guardian~~ in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent/~~guardian~~ does not respond to a request for consent, the district:
 - 1) Does not use mediation or due process hearing procedures to seek consent; and
 - 2) Does not consider the child as eligible for special education services.

- c. If a parent/~~guardian~~ or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent/~~guardian~~ or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - 1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - 2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - 3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;
 - 4) The district is not required to convene an IEP team meeting or develop and IEP for the child for further provision of special education or related services;

12. Exceptions to Consent

a. The district does not need written parent or adult student consent before:

- (1) ~~The district may~~ Reviewing existing data as part of an evaluation or reevaluation ~~without consent.~~
- (2) ~~The district may~~ Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parent/~~guardian~~ of all students.
- (3) ~~The district may~~ Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress ~~without parent/guardian consent.~~
- (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and no longer living with the parent if:

- (1) Despite reasonable efforts to do so, the district has not been able to find the parent; ~~if the district can demonstrate that it has taken reasonable measures to obtain written consent, and the parent/guardian has failed to respond, written consent need not be obtained for reevaluation, except for tests of individual intelligence and all tests of personality.~~
- (2) The parent's rights have been terminated in accordance with state law; or
- (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free and appropriate public education.

- ~~1) If the district proceeds with a reevaluation without parent/guardian consent, the district will maintain a record of attempts to gain parental/guardian consent, such as:~~
 - ~~a) Detailed records of telephone calls made or attempted and the results of those calls;~~
 - ~~b) Copies of correspondence sent to the parent/guardian and any responses received;~~

~~c) Detailed records of visits made to the parent/guardian home or place of employment
and the results of those visits:~~

~~3) The district does not need written parent/guardian consent before conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation:~~

13. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent/~~guardian~~ requests an independent educational evaluation at public expense because the parent/~~guardian~~ disagrees with an evaluation obtained by the district, the district provides information to parent/~~guardian~~ about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent/~~guardian~~ requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - 1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - 2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent/~~guardian~~ did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - 1) Criteria established by the district do not preclude the parent/~~guardian~~ access to an independent educational evaluation.
 - 2) The district provides the parent/~~guardian~~ the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - 3) A parent/~~guardian~~ may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/~~guardian~~ disagrees.
- e. If a parent/~~guardian~~ requests an independent educational evaluation, the district may ask why the parent/~~guardian~~ disagrees with the public evaluation. The parent/~~guardian~~ may, but is not required to, provide an explanation. The district may not:
 - 1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - 2) Except for the criteria in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent/~~guardian~~, in any decision made with respect to the provision of FAPE to the student, if the submitted independent evaluation meets district criteria.

14. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - 1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - 2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - 3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - 4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - 5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

15. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligation in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

16. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - 1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - 2) A description of other options that the district considered and the reasons by those options were rejected;
 - 3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - 4) A description of the factors relevant to the district's proposal or refusal.

17. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - 1) The district will not include an attorney unless the parent brings an attorney.
 - 2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - 3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district [and parent agree to try mediation in lieu of the resolution session](#).

18. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed that parent that it had resolved the problem that led the parent's hearing request.

19. Due Process Hearing Costs:
 - a. The district will reimburse ODE for the administrative law judge costs related to conducting the hearing, including prehearing conferences, scheduling arrangements and other related matters;
 - b. The district will provide the parent/~~guardian~~ with a written or, at the option of the parent/~~guardian~~, an electronic verbatim recording of the hearing, within a reasonable time of the closing of the hearing.
 - c. The district does not use Individuals with Disabilities Education Act (IDEA) funds to pay attorney's fees or other hearing costs.

20. Discipline and placement in interim alternative setting. ~~→~~ See JGDA/JGEA – [Discipline of Students with Disabilities](#).

Special Education – Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation
 - a. Consistent with its child find and parent_consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
 - b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parent whether or not the district convenes a meeting.
 - d. If a meeting is held, the district invites parents to participate.
 - e. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
 - f. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving consent for evaluation unless:
 - a. The district and the parents [agree](#) in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
 - c. The parent repeatedly fails or refuses to produce the child for evaluation.
4. Re-evaluation
 - a. The district conducts re-evaluations:

- (1) When the educational or related service needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
- (2) When the child's parents or teacher request a re-evaluation; and
- (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

b. The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

a. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parent and other qualified professionals, as appropriate, review and document their review of existing evaluation data on the child including:

- (1) Evaluations and information provided by the child's parents;
- (2) Current classroom-based, local or state assessments and classroom-based observations; and
- (3) Observations by teachers and related service providers.
- (4) [Medical, sensory and health information.](#)

b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:

- (1) Whether the child has a disability;
- (2) The child's present levels of academic achievement and related development needs;
- (3) Whether the child needs or continues to need early intervention/early childhood special education (EI/ECSE) or special education and related services; and
- (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, [behavior](#), communicative status and motor abilities.

b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.

- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and
 - (2) The content of the child’s IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.

- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, physical, motor manual or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, physical, motor manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child’s IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child’s educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, [parent input](#), physical condition, social, [emotional](#) or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
 - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) [The signature Documentation](#) of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.

- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one ~~disability~~ [eligibility](#) category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.