



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, June 18, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

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

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

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

BACKGROUND**Noel Connall IPD Award**

Angela Vargas, Teacher on Special Assignment (TOSA) for Early Learning, has been awarded the Noel Connall IPD Award from the Oregon Education Association. The award honors a member who has been instrumental in developing or implementing instruction and professional development.

Gold Medallion Award

BSD's Communications & Community Involvement Department is recognized for winning the [Gold Medallion Award](#) from the National School Public Relations Association (NSPRA) — the highest award given for superior school public relations programs in North America. CCI was recognized for its work in creating the "Belonging Begins Here" attendance campaign.

District Retirees

The district recognizes staff who are retiring from the Beaverton School District, a total of 114 retirees this year. The retiree who has served the longest is Gina Staudenmier, who started in 1980 as a shipping clerk in the Curriculum Materials Center and is retiring as an office assistant in the Technology Department. Ms. Staudenmier was recognized with the Dedication to Education Award, presented at the district retirement reception in May, in recognition of her 44 years of service in BSD. All of the district's retirees are valued and appreciated for their service.

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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, June 14 through 12 p.m. on Tuesday, June 18, 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
Jenny	Ampersand	Other Community Member	<p>Dear School Board Members,</p> <p>I am writing to you with a sense of urgency regarding the allocation of \$750,000 in funding for Youth Service Officers-formerly school resource officers (SROs) in our schools. It has become increasingly evident that the presence of SROs does not align with the needs of our students and may even contribute to feelings of insecurity and unease among them.</p> <p>I implore the school board to reconsider the allocation of funds currently designated for YSOs and redirect them toward mental health support services.</p> <p>Investing in mental health resources will allow us to address the root causes of student distress and foster a safer, more nurturing learning environment for all.</p> <p>I urge you to take immediate action by redirecting all funding from this program. Our students cannot afford to wait any longer for the support they desperately need.</p> <p>Name Jenny Ampersand Graduate of ACMA</p>
Katie	Atkins	Parent/Guardian	<p>Greetings, members of the board. Thank you for taking the time to learn about the Facilities Planning Committee and the community conversation around potential closure of BSD schools. As you know by now, many in the BSD community are concerned about the potential closure of our schools. Of course, none of us wants our particular school to close, but the conversation is about much more than any one school. I know there are likely to be difficult financial decisions the board has to make in the near future</p>

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			<p>in light of the state of education funding broadly. But I urge the board to take a holistic view of the situation. It is imperative that the board consider not only the money that may be saved by closing school facilities but the larger negative impacts that may result. Please consider student belonging and achievement, and the voices of the communities you have pledged to represent, and not only the near-term financial impact, when you decide how to proceed.</p>
Keri	Bernstein	Parent/Guardian	<p>I ask again that you pause the demolition and rebuild of Raleigh Hills until you have completed your “extensive community engagement about the future of Beaverton schools in the fall”. It is irresponsible (both operationally and fiscally) to move forward with a rebuild BEFORE a new plan is in place. Once the new proposals have been examined and a new plan is in place, THEN you can move forward with the plan. I do hope that this process also includes examination of the EdSpecs especially in regards to the Elementary School size, as your current specification is not based on any research or data and in practice at other schools is proving to be too big. Younger children need a smaller community to foster development and thrive. I do not want my neighborhood school to close, but I am not naive to the fact that neighborhood schools may need to close. I simply ask that it be a solution to a problem not a solution in search of a problem.</p>
Sandy	Chung	Parent/Guardian	<p>I submit this as the Executive Director of the ACLU of Oregon & a BSD parent.</p> <p>Police do not belong in schools:</p> <p>Reason 1 - The ACLU of Oregon has received multiple credible reports about police in Oregon schools harming students via the following types of misconduct: physical assaults; sexual harassment; and bullying & intimidating students of color, students with disabilities & students from immigrant families.</p> <p>Reason 2 - Data indicates that police in schools are not effective at preventing or stopping shootings & gun-related incidents.</p> <p>Reason 3 - Police do not have a legal responsibility to protect students.</p> <p>Reason 4 - Police criminalize youth behavior & contribute to the school-to-prison pipeline.</p> <p>Reason 5 - Police disproportionately harm students of color & students with disabilities</p> <p>For more info, please see: “Cops and No Counselors: How the Lack of School Mental Health Staff is Harming Students,” at https://bit.ly/aclu-school-cops.</p> <p>Please vote NO to police in BSD schools.</p>

Jocelyn	Daunheimer	Staff Member	<p>I am writing as both a parent and a BSD employee to express my deep concern over the district's plans to potentially close multiple neighborhood schools. The proposed plan is in direct conflict with the district's stated values of student belonging, equity and academic achievement. A plethora of research indicates that small schools lead to improved outcomes for kids, including increased attendance, teacher retention, community involvement, academic achievement, and equity for students who need the most support.</p> <p>As a district employee (SLP) at a "mega school" of over 800 students, I can testify firsthand about the challenges of creating a sense of community, inclusion, and cohesion at a school so large.</p> <p>I hope that the district will make student success it's highest priority in the next round of decision making. I fear that you will lose the trust of many community members (and the support for future bond measures) if you do not.</p> <p>Sincerely, Jocelyn Daunheimer</p>
Kim	deSully	Staff Member	<p>I don't know if it is possible but can you add a few days on to a teachers work year and use this time to train on new curriculum or other items. I notice teachers are out a lot for district things and they need to bring in subs. I would think teachers would be happy making more money and district wouldn't have to pay for all the subs and not worry about coverage on those days.</p>
Claire	Douglass	Staff Member	<p>I'm writing in regards to the possible plans of consolidating schools. As a teacher at McKay I am very concerned that this is not in the best interest for our students, families and communities. While I understand decisions need to be made I urge the school board to set high expectations for the district when it comes to authentic communication and discourse. I am concerned that telling families that there will be listening sessions and discussions is just postponing the inevitable with decisions already made. Please urge honesty and transparency in all communications. I was incredibly saddened when watching the bond advisory committee meeting to see one member speak up in reference to all of the public written comments in regards to adhering to bond language just to be essentially shut down by district staff. This felt like a way for community to make their voices heard in terms of future bonds, trust and the passing of them but once again the district shut down discourse.</p>
Jade	Gonzales	Parent/Guardian	<p>I am Jade Gonzales, the PTO President at Raleigh Park Elementary School, a Title 1 School. We appreciate the district's pause on this issue that will change the Beaverton Education landscape for generations.</p> <p>We have 3 requests and will email more details: 1. Kids should be at the center of every major decision, and Elementary Schools, the most impactful part of education, MUST be prioritized.</p>

			<p>2. We request the opportunity to present to the school board + have individual conversations with each of you.</p> <p>3. A transparent public process must include public input BEFORE any proposal is developed.</p> <p>We want to work with the district. We know that we have shared values, but placing what is best for kids at the center of the conversation is non-negotiable. Our community is very activated, and we have worked hard to stay productive. This decision requires a transparent process, including community input and representation from affected communities as a part of the proposal stage development.</p>
Diane	Hall	Staff Member	<p>Research reviews suggest a maximum of 300-400 students for elementary schools is most beneficial to students. In general, studies focused on the social and emotional aspects of success conclude that no school should be larger than 500, while those looking primarily at test scores say that somewhat larger is still effective, especially for more affluent students. Perhaps most notably, researchers focusing on the interaction between poverty and enrollment size offer a rule of thumb: The poorer the school, the smaller its size should be (Howley, C., & Bickel, R. (2000). Additionally, research indicates that students in smaller schools often have higher rates of academic achievement, including higher test scores, increased rates of homework completion, and more positive academic outcomes overall (Cotton, 1996; Leithwood & Jantzi, 2009). I implore you to reconsider the size of the Raleigh Hills rebuild and keep our small neighborhood schools open where we can best instruct students.</p>
Jennifer	Hoffman	Staff Member	<p>I'm concerned about how the district's bargaining team is handling bargaining with BEA.</p> <p>The district's bargaining team has not been coming to the table in a manner that is respectful and beneficial. After over 2 months of having multiple articles, the district finally returned to the table with them, but with essentially no change, and then was mad that BEA was using caucus time to get work done. I was in the room, and it was very discouraging and confusing.</p> <p>Our insurance premiums are going up (after the district also handled that with great disregard to how it affects their employees) and we will have no compensation to make up for the new costs.</p>
Lauren	Kelly	Parent/Guardian	<p>Greetings school board members and Superintendent Balderas,</p> <p>I am a proud parent of 2 children at McKay Elementary. No doubt you receiving many comments regarding the potential school closures. I sincerely appreciate the district pausing the immediate plans to recommend school closures and promising to have a community discussion regarding best steps forward.</p> <p>I urge you to think outside the box and think how we can keep our community schools open even with the new Raleigh Hills rebuild. Closing schools and shuttling students to the new school might be the easy and quickest choice, but PLEASE consider the impact this will have on students, teachers, staff, parents and families. I love my neighborhood and my daily walk to school with my children. It might seem like a small thing, but small things matter greatly. In our post-pandemic world, I cherish this</p>

			community we have created. All small school communities would say the same. Please keep our schools open!
Stacey	McKinney	Parent/Guardian	<p>As a concerned parent, former PTO president of Montclair Elementary, and taxpayer, I strongly oppose the proposed closure of Montclair Elementary School. My two children have benefited from the personalized attention and community atmosphere at Montclair. The staff's familiarity with each student has created a supportive environment for each child.</p> <p>Community schools help prevent students from feeling lost, ensuring they receive the attention they need to thrive.</p> <p>Closing Montclair would disrupt current students' education and risk diminishing the close-knit community essential for their success. This "megafactory" blueprint contradicts the district's commitment to student well-being and academic outcomes.</p> <p>Please prioritize improving existing schools with targeted investments in seismic upgrades, HVAC systems, and classroom expansions as outlined in the original bond measure. Deliver on the promise to enhance learning environments and communities across the district.</p>
Sarah	Parr	Staff Member	<p>I began to lose faith last month when I saw the chalk erased from the parking lot before the previous meeting even ended. Was this what BSD thought was a proper use of its resources? That faith continues to waver after receiving the "Next Step" email AFTER staff when home as it seems the district doesn't want to leave time to let us get organized. Opening the conversation around enrollment is fantastic but continuing to build a school of that size and not consolidate seems like a facade. Taxpayers expected their money to go to protecting and repairing their community schools, not supplying them with new furniture just to get shut down. The "extensive community engagement about the future", seems theatrical when the scale of the mega school will continue to break ground without edits. How have voter misinformation, Scholls' traffic concerns, equitable involvement of families with different needs, and mass bussing-in students changed within the board since being brought up in May?</p>
Tyler	Parr	Other Community Member	<p>Taxpayers expected their money to support/repair community schools, not to have them consolidated. The so-called "extensive community engagement" feels like a show when the mega school project continues unaltered. What changes have been made regarding voter misinformation, traffic concerns, equitable involvement of families with diverse needs, and the mass busing of students since these issues were raised in May? The only thing I've been able to see is how the board/district washed out the voices as they did to the children's chalk drawing the day of the May meeting. The "communication" award given to the district was just as laughable. My wife started with the district at a larger school, it has been such a joy seeing her come home and not dread the next day now that she's at a community school. One that closes in every 8 of those scenarios. When the board said "enrollment size", did they also mean redrawing borders? And in any choice, do schools stay open? Reopen as k-8 like promised</p>

Debbie	Plawner	Parent/Guardian	<p>We the 450undersigned express our concerns about Raleigh Hills Elementary's rebuilding plans and potential closures of McKay, Montclair, Raleigh Park, and Greenway schools. We demand transparency and community involvement before decisions are made.</p> <p>Building Raleigh Hills to a 750-student capacity harms academic performance, as larger schools decrease personalized instruction and lower achievement. BSD must disclose the planned enrollment capacity and justify this decision.</p> <p>Increasing Raleigh Hills' capacity will worsen traffic at the hazardous "Six Corners" intersection. BSD must re-evaluate its traffic impact study to ensure safety.</p> <p>School closures disrupt equitable, walkable communities and disproportionately affect low-income and minority students. BSD must involve the community in discussions to avoid inequities and maintain trust.</p> <p>We demand BSD steward resources transparently and show how proposed changes benefit our children and communities.</p> <p>See: https://tinyurl.com/SOStoBalderas</p>
Jessi	Presley-Grusin	Other Community Member	<p>I live in the Portland area and am very concerned by the proposal to place police officers on public school campuses. Placing police on school campuses does not make students or staff safer. Black, brown, low-income, queer and trans, and disabled students deserve much better than to be put in harms way like this. There is also ample evidence that bringing police into public schools negatively impacts attendance and grades. Please do not bring police into public schools.</p>
Lori	Russell	Parent/Guardian	<p>I am a proud parent of students at Raleigh Park Elementary School. The possible school closure announcement has the entire community shook. As a Title 1 school, our students are far too overlooked to benefit from being in a larger group. Many of the parents are too busy providing for the daily needs of their families to advocate for their children at school. They TRUST the district to do what is best. Doing what is best is not closing Raleigh Park Elementary. Connected to a beloved library and enormous park, the school campus alone is too valuable for the district to lose, let alone the community. It's worth allocating some of the funding from the rebuild bond into fixing the seismic problem at Raleigh Park and possibly expanding it to accommodate for a small but reasonable amount of additional students. Our state schools are failing and need the kind of collaborative, community learning that goes on at our school. I urge you to keep this in mind for the future. Sincerely, Lori Russell</p>
Chloe	Sain Thomason	Staff Member	<p>There is a great deal of funding being allocated to public safety officers having a presence in Beaverton schools. As a school counselor in the Beaverton school district, I have seen first hand the impact public safety's presence has on students. Students are afraid, concerned and feel unsafe in the presence of SROs/police officers. As one of the only mental health professionals in my building, I see a huge and dire need for more mental health professionals in our schools. Students are processing traumas that our generation may never understand. Our students need help and mental health support, not more armed/uniformed officers. Please consider the need for other professionals within our schools before committing to funding public safety. We have an opportunity to support our students in overcoming</p>

			their unique obstacles, funding mental health professionals will help us achieve that goal. Please utilize our valuable funds in a direction that is student-focused.
Mitzi	Sandman	Other Community Member	BSD Leaders: Please let the community know what the current plans are on the Raleigh Hills rebuild. Is it still proceeding as planned, as a 770-student capacity building? Or are revisions being considered? Even if school closures are off the table at the moment, please share what the current re-build status is beyond “in September...construction will begin.” Because you’ve also said that you anticipate “beginning extensive community engagement about the future of Beaverton schools in the fall.” How can those conversations be more than mere theatre if the contractors have already started building a large-capacity mega elementary school? By the time the community gets an opportunity to be part of the conversation, it will be too late and we’ll have a behemoth of a school that frankly, virtually no one in this community wants or needs, and that won’t lead to higher student achievement. (Also, I’m still VERY concerned about the increased traffic a mega school will have on Scholls Ferry.)
Stephanie	Silver	Parent/Guardian	<p>As you embark on the new facilities planning process, I want to describe what you won’t see in a spreadsheet or via committee. Raleigh Park is a place that is more than the sum of its parts. You see this in the exceptionally tenured teachers who describe a culture that transcends any given individual. It’s in the performance of the students, who, regardless of their background, are swept up in a culture of excellence and belonging. It’s in the volunteers in the garden, and the sports fields adjacent.</p> <p>Raleigh Park is a school built on a foundation of love. In a world that feels increasingly divided and disconnected, the experience at a school like this is profound. It is working. It is the best of what BSD has to offer. Closing a school like Raleigh Park would represent a profound failure of leadership. You are at the helm of this ship. Please, build on this legacy. Invest in it. This is what the voters asked you to do with their bond dollars and what we will hold you accountable to.</p>
Dawn	Singer	Parent/Guardian	The community is deeply concerned about the lack of transparency and opportunity for input regarding the Raleigh Hills Elementary School rebuild project. The decision to proceed without engaging the community, while simultaneously halting any avenues for public comment on school consolidations and closures related to this project, is troubling. This approach undermines trust and disregards the voices of those directly affected. We urge the board to reconsider and establish an open dialogue with the community, ensuring that all stakeholders have a chance to participate in decisions that impact our children and neighborhoods.
Charla	Solheim	Parent/Guardian	<p>Community schools are so valuable for creating a place for kids who live near one another to form relationships. Montclair was small enough that my daughter knew all the teachers and staff and felt very confident, comfortable, and able to learn.</p> <p>I understand the need to save money, pool resources and offer more to students, but these plans should be very thoughtful and data-driven.</p>

Isabela	Villarreal	Other Community Member	<p>The undersigned organizations are writing to you regarding allocating \$750,000 in funding for Youth Service Officers (YSO) – i.e., police – in Beaverton schools. It has become increasingly evident that the presence of police does not align with the needs of students and contributes to poor educational and mental health outcomes. We urge you to take action to end the program and when creating next year's budget, prioritize mental health support and other beneficial services instead of police in schools.</p> <p>Placing police in schools does not make students or staff safer or address behavioral issues' root causes.</p> <p>We will be emailing our full statement to board members.</p> <p>Thank you,</p> <p>ACLU of Oregon, APANO Action Fund, Beaverton Education Association, Next Up Action Fund, Oregon Justice Resource Center, Partnership for Safety and Justice, Urban League of Portland, Partners for a Hunger-Free Oregon, Latinos Unidos Siempre</p>
Jacki	Wisher	Parent/Guardian	<p>I am not a fan of closing down neighborhood elementary schools. Currently many large residential housing being built. These elementary schools are the first school introduction the very young children receive. At a small neighborhood school the children get the most attention to help them become great students, learning quickly with more attention and guidance. The extra guidance is provided by the neighborhood parents and school volunteers that want these kids to succeed. In a much larger school, that 1 on 1 guidance is no longer there. It takes longer to figure out what each individual child needs to learn and some never will get the attention they need to be able to grow and learn. Big schools have been noted for letting many students fall through the cracks so to speak. Much easier for the staff to teach a smaller group of kids and the district has already spent all this money on property and built the buildings. These buildibgs need to continue to be maintained and be kept open.</p>
Emily	Zein	Staff Member	<p>As a former Beaverton School District student and current staff member, I believe whole heartedly that our community needs resources to support all of our students. Spending money to put police officers in our schools does not make me feel safer. And it does nothing to support the developmental growth of our students. More trained educators, counselors, and support staff will help make our schools a safer place for all students to learn and grow.</p> <p>Black, brown, low-income, queer and trans, and disabled students deserve much better than disproportionate targeting and harm.</p>

School Board Comments

June 18, 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.

We made it to the end of this year! I hope that all our staff, students, and administrators have some time to truly embrace some rest over the coming weeks.

I want to start this evening by talking about two resolutions that were recently passed by the Beaverton Education Assembly Representative Assembly. First is a resolution on Dual Language programs. We want to celebrate the educators who are lending their passion for and expertise in educating students in not just two languages but also in academic content and cultural experiences. The opportunity to become multilingual is a gift for our students, and we are so excited those opportunities exist here in Beaverton. That said, we also want to be clear that the educators on the ground with students who are doing that incredible work need to be an integral part of discussions at the District level about these programs. We continue to ask for transparency, accountability, equity, and shared-decision making and this and all things that impact our staff, students, and families.

The second resolution is on the use of cell phones and smart devices in schools. The crux of the resolution is that we support banning cell phones and smart devices outright during instructional time. There are countless resources and stories from our own schools of students who are becoming more distant from each other, who are experiencing cyber bullying and an onslaught of mental health problems related to the use of smart devices. These trends are showing up in students at younger and younger ages. As educators who are working to create safe and effective learning environments for students, we must take a stand about the use of cell phones and smart devices within our school walls. Many many things are out of our control, and we must work to have a direct positive impact where we can. I have copies of both of these resolutions here to share with you tonight.

I'd also like to bring up once again the impending costs of Youth Services Officers or YSOs in schools. At \$750,000 for this next school year, this program is eating up funds that could be used for more counselors, for more social workers, for substance abuse specialists, and for a variety of mental health support for students. The fact that this funding amount for YSOs will increase over the next few years is maddening, as more and more of BSD's budget will be put

toward paying for police officers in our schools rather than trained educators who can help address the root issues of students' behavior. I hope the board will reconsider this expenditure in the next year and in years to come.

And finally, I'd like to talk about bargaining. We are taking a pause over the summer, and will be back at the table on August 20th. We hope the BSD team will come back to the table ready to reach an agreement. Our members are paying close attention to this and the bargain with our siblings in OSEA, and we stand ready to fight for the contracts our educators and our students deserve—contracts that recognize educators' expertise, that offer fair compensation, and that help to establish the transparency, accountability, equity, and shared-decision making I mentioned earlier.

I hope that you are all able to take some time to reflect on this past school year during this summer, to lean into the challenges, to recognize the bright spots, and to help us make the next year one of positive change for our students, staff, and families.

Thank you for your time this evening.

ITEM FOR INFORMATION
SUPERINTENDENT EVALUATION

SUMMARY

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

BACKGROUND

By board policy and contractual agreement, the board formally evaluates the superintendent's job performance each year. The evaluation provides the opportunity for the board to assess progress on district priorities. The superintendent's performance goals and process for evaluation are established in advance in an open session of the board, and the evaluation is conducted in executive session. The board has completed its evaluation of the superintendent for the 2023-24 school year.

RECOMMENDATION

The board chair will provide a summary of the board's evaluation of the superintendent's job performance for the 2023-24 school year.

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ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

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

BACKGROUND

Attached is the financial report as of May 31, 2024:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2023-24 classroom teacher staffing by school as of May 31, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- Modest revenue change to the general fund activity and forecast
- Economic forecast from May 29, 2024 projects a modest “kicker”

RECOMMENDATION

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

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of May 31, 2024
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 124.0	\$ 124.0	\$ 138.7	\$ -	\$ 138.7	\$ 138.7
State School Fund:						
State School Fund	305.5	305.5	316.6	-	316.6	316.6
Property Taxes	167.5	167.5	165.8	-	165.8	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	40.8	-	40.8	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	10.3	-	10.3	10.3
Total	\$ 666.3	\$ 666.3	\$ 687.0	\$ -	\$ 687.0	\$ 705.6
EXPENDITURES:						
Salaries	\$ 304.5	\$ 304.5	\$ 253.8	\$ -	\$ 253.8	\$ 303.0
Benefits	181.2	181.2	150.2	-	150.2	180.5
Purchased services	37.5	37.5	31.5	3.6	35.1	36.0
Supplies & materials	16.7	16.5	11.4	2.0	13.4	14.4
Capital outlay	0.6	0.6	1.0	0.1	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	\$ 456.8	\$ 5.8	\$ 462.6	\$ 660.8

Projected Surplus / (Deficit) from Operations	\$ 22.1
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 160.8
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2024 *	
	22.8%

*Projected ending fund balance breakdown:		Projected EFB
General Operating Fund	\$ 160.3	22.7%
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	\$ 275.2	\$ 1.9	\$ 277.1	\$ 332.4
Support Services	205.3	205.1	173.4	3.8	177.2	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	\$ 456.8	\$ 5.8	\$ 462.6	\$ 660.8

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,569,000	\$ 11,598,046	\$ 5,816,465	\$ 591,788	\$ 6,408,253	47.23%	\$ 5,189,793
Categorical	9,932,000	8,291,517	3,843,944	912,250	4,756,194	47.89%	3,535,323
Scholarship Fund	550,000	471,309	38,465	20,500	58,965	10.72%	412,344
Grant Fund	144,648,240	71,865,697	68,907,337	32,083,225	100,990,562	69.82%	(29,124,865)
Sustainability Fund	22,600,000	22,922,179	-	-	-	0.00%	22,922,179
Nutrition Services Fund	18,332,235	17,663,084	12,965,862	1,559,164	14,525,026	79.23%	3,138,058
Debt Service Fund	116,516,484	119,411,184	94,672,499	-	94,672,499	81.25%	24,738,685
Capital Projects Fund	534,962,000	388,428,584	90,987,973	353,512,392	444,500,365	83.09%	(56,071,781)
Insurance Reserve Fund	11,038,624	12,634,725	4,907,774	722,059	5,629,833	51.00%	7,004,892
Workers' Compensation Fund	5,851,772	5,454,953	2,290,164	69,086	2,359,250	40.32%	3,095,703
Total	\$ 878,000,355	\$ 658,741,278	\$ 284,430,483	\$ 389,470,464	\$ 673,900,947		\$ (15,159,669)



2023-24 Classroom Teacher Staffing By School
As of 5/31/24

School				Budgeted FTE					Actual FTE			
	Budgeted Enrollment	5/31/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	901	896	(5)	29.0	9.0	3.0	-	41.0	29.0	9.0	3.0	41.0
Barnes	433	440	7	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Beaver Acres	771	789	18	25.0	6.0	4.0	-	35.0	24.0	6.0	4.0	34.0
Bethany	428	421	(7)	11.0	4.0	2.0	-	17.0	11.0	4.0	2.0	17.0
Bonny Slope	672	640	(32)	19.0	6.0	2.0	-	27.0	17.0	6.0	2.0	25.0
Cedar Mill	337	343	6	10.0	2.0	2.0	-	14.0	10.0	2.0	2.0	14.0
Chehalem	371	405	34	12.0	3.0	2.0	-	17.0	12.0	3.0	2.0	17.0
Cooper Mountain	394	412	18	11.0	3.0	2.0	-	16.0	12.0	3.0	2.0	17.0
Elmonica	398	409	11	12.0	3.0	2.0	-	17.0	13.0	3.0	2.0	18.0
Errol Hassell	365	343	(22)	10.0	3.0	2.0	-	15.0	9.0	3.0	2.0	14.0
Findley	582	565	(17)	15.0	5.0	2.0	-	22.0	14.0	5.0	2.0	21.0
Fir Grove	314	351	37	11.0	2.0	2.0	-	15.0	11.0	2.0	2.0	15.0
FLEX (K-5)	115	84	(31)	3.0	1.0	-	-	4.0	3.0	1.0	-	4.0
Greenway	258	284	26	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	478	6	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	475	(1)	15.0	4.0	2.0	-	21.0	15.0	4.0	2.0	21.0
McKay	259	253	(6)	8.0	2.0	2.0	-	12.0	8.0	2.0	2.0	12.0
McKinley	633	657	24	20.0	6.0	2.0	-	28.0	20.0	6.0	2.0	28.0
Montclair	290	284	(6)	9.0	2.0	1.0	-	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	460	448	(12)	14.0	3.0	2.0	-	19.0	14.0	3.0	2.0	19.0
Oak Hills	495	504	9	14.0	4.0	2.0	-	20.0	14.0	4.0	2.0	20.0
Raleigh Hills	269	270	1	8.0	3.0	1.0	-	12.0	8.0	3.0	1.0	12.0
Raleigh Park	298	312	14	9.0	3.0	1.0	-	13.0	9.0	3.0	1.0	13.0
Ridgewood	376	377	1	11.0	3.0	2.0	-	16.0	11.0	3.0	2.0	16.0
Rock Creek	420	423	3	11.0	4.0	2.0	-	17.0	11.0	4.0	1.0	16.0
Sato	823	853	30	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	729	20	20.0	6.0	2.0	-	28.0	21.0	6.0	2.0	29.0
Terra Linda	271	286	15	9.0	2.0	1.0	-	12.0	8.5	2.0	1.0	11.5
Vose	685	721	36	22.0	6.0	2.0	-	30.0	21.0	6.0	2.0	29.0
West TV	295	288	(7)	7.0	3.0	2.0	-	12.0	8.0	3.0	2.0	13.0
William Walker	512	519	7	17.0	4.0	2.0	-	23.0	16.0	4.0	2.0	22.0
Elementary School Total	16,126	16,346	220	478.0	136.0	67.0		681.0	474.5	136.0	66.0	676.5
Average Elementary School Staffing Ratio				33.7	26.3	23.7			34.4	26.8	24.2	



**2023-24 Classroom Teacher Staffing By School
As of 5/31/24**

School				Budgeted FTE					Actual FTE			
	Budgeted Enrollment	5/31/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	ESSER	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	659	647	(12)	22.4	5.0	1.0	0.6	29.0	22.4	5.0	1.6	29.0
Conestoga	797	812	15	26.6	6.0	1.2	0.8	34.6	26.5	6.0	2.0	34.5
Five Oaks	790	776	(14)	27.6	6.2	1.2	0.8	35.8	26.6	6.2	2.0	34.8
Highland Park	642	645	3	20.8	4.8	0.8	0.6	27.0	20.8	4.8	1.4	27.0
Meadow Park	665	678	13	27.0	5.8	1.0	0.8	34.6	23.9	5.8	1.8	31.5
Mountain View	853	808	(45)	31.8	7.4	1.2	1.0	41.4	30.4	7.4	2.2	40.0
Stoller	1,001	1,050	49	29.6	7.0	1.2	1.0	38.8	30.3	7.0	2.2	39.5
Tumwater	951	979	28	27.8	6.4	1.2	0.8	36.2	27.5	5.4	1.0	33.9
Whitford	772	739	(33)	29.0	6.0	1.2	0.8	37.0	28.0	6.0	2.0	36.0
Middle School Total	7,130	7,134	4	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		30.2	24.6	23.3	
Aloha	1,590	1,531	(59)	62.2	13.6	2.4	-	78.2	56.6	13.6	2.4	72.6
Beaverton	1,428	1,416	(12)	56.6	11.6	2.2	-	70.4	54.8	11.6	2.2	68.6
Mountainside	1,717	1,644	(73)	52.8	12.0	2.4	-	67.2	52.6	12.0	2.4	67.0
Southridge	1,405	1,394	(11)	49.0	11.0	2.0	-	62.0	48.7	11.0	2.0	61.7
Sunset	1,874	1,805	(69)	56.0	12.8	2.4	-	71.2	56.0	12.8	2.4	71.2
Westview	2,359	2,314	(45)	74.8	17.0	3.2	-	95.0	72.6	17.0	3.2	92.8
High School Total	10,373	10,104	(269)	351.4	78.0	14.6		444.0	341.3	78.0	14.6	433.9
Average High School Staffing Ratio				29.5	24.2	23.4			29.6	24.1	23.3	
Arts & Communication Magnet Academy (6-12)	688	645	(43)	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	29.3	5.6	1.2	36.2
Community School (9-12)	150	114	(36)	7.2	1.2	0.4	-	8.8	6.0	1.2	0.4	7.6
FLEX Online School (6-12)	600	440	(160)	19.4	2.4	1.0	-	22.8	17.3	2.4	1.0	20.7
International School of Beaverton (6-12)	890	869	(21)	31.6	6.2	1.2	-	39.0	31.3	6.2	1.2	38.7
Options Schools Total	3,148	2,903	(245)	113.2	20.6	4.6		138.4	107.8	20.4	4.6	132.8
Average Options Staffing Ratio				27.8	23.5	22.7			26.9	22.6	21.9	
Address Extreme Class Size K 12				13.0				13.0				
District Total	36,777	36,487	(290)	1,198.2	289.2	96.2	7.2	1,590.8	1,159.9	288.0	101.4	1,549.4

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
May 31, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	10,000,000.00	9,832,750.00	9,703,550.00	1.65	241	2.725
Commercial Paper - Interest Bearing	5,000,000.00	4,982,700.00	5,000,000.00	0.85	523	5.600
Commercial Paper Disc. -At Cost	52,000,000.00	51,568,680.62	51,045,528.05	8.69	54	5.433
Federal Agency Coupon Securities	41,515,000.00	41,359,775.80	41,383,735.25	7.05	71	3.401
Federal Agency Disc. -At Cost	102,000,000.00	101,068,790.00	98,825,039.14	16.83	62	5.248
Treasury Coupon Securities	238,000,000.00	233,422,380.00	226,906,152.00	38.65	169	4.760
Treasury Discounts -At Cost	114,500,000.00	113,302,250.00	111,584,353.30	19.00	74	5.144
LGIP	42,688,176.72	42,688,176.72	42,688,176.72	7.27	1	3.750
	605,703,176.72	598,225,503.14	587,136,534.46	100.00%	108	4.778

Total Earnings	May 31 Month Ending	Fiscal Year To Date
Current Year	1,788,414.51	21,869,760.14
Average Daily Balance	628,315,607.77	
Effective Rate of Return	3.35%	

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
May 31, 2024

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agency								
31315KH94	11373	Farmer Mac Discount Note	10/01/2024	15,000,000.00	14,279,812.50	14,735,250.00		2.43
			Subtotal	15,000,000.00	14,279,812.50	14,735,250.00	35.00	2.43
Federal Farm Credit Bank								
3133ENA91	11280	Federal Farm Credit Bank	07/15/2024	25,000,000.00	25,034,300.00	24,936,000.00		4.26
3133EPV77	11419	Federal Farm Credit Bank	10/01/2024	4,000,000.00	4,000,000.00	3,991,840.00		0.68
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,504,235.80		0.42
			Subtotal	31,515,000.00	31,542,635.25	31,432,075.80	35.00	5.37
Federal Home Loan Bank								
3130AULY8	11322	Federal Home Loan Bank	07/26/2024	5,000,000.00	5,000,000.00	4,995,900.00		0.85
313384YC7	11351	Federal Home Loan Bank	06/14/2024	20,000,000.00	19,266,522.22	19,959,400.00		3.28
313384YF0	11370	Federal Home Loan Bank	06/17/2024	5,000,000.00	4,834,900.00	4,987,700.00		0.82
313384B73	11385	Federal Home Loan Bank	08/12/2024	10,000,000.00	9,639,822.20	9,893,700.00		1.64
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,819,200.00		1.63
313384YZ6	11418	Federal Home Loan Bank	07/05/2024	4,000,000.00	3,912,344.44	3,979,680.00		0.66
313384ZG7	11422	Federal Home Loan Bank	07/12/2024	6,000,000.00	5,863,333.33	5,963,400.00		0.99
313384E88	11425	Federal Home Loan Bank	09/06/2024	7,000,000.00	6,791,886.11	6,901,020.00		1.15
313384XZ7	11430	Federal Home Loan Bank	06/11/2024	5,000,000.00	4,924,888.89	4,992,050.00		0.83
313384YG8	11438	Federal Home Loan Bank	06/18/2024	5,000,000.00	4,950,416.67	4,986,950.00		0.84
313384YK9	11440	Federal Home Loan Bank	06/21/2024	2,000,000.00	1,982,700.00	1,993,920.00		0.33
313384ZM4	11442	Federal Home Loan Bank	07/17/2024	5,000,000.00	4,939,791.67	4,965,900.00		0.84
313384F79	11444	Federal Home Loan Bank	09/13/2024	5,000,000.00	4,900,098.61	4,924,250.00		0.83
313384C31	11458	Federal Home Loan Bank	08/16/2024	3,000,000.00	2,965,972.50	2,966,370.00		0.50
			Subtotal	92,000,000.00	89,545,226.64	91,329,440.00	35.00	15.25
Federal National Mortgage Assn								
3135G0W66	11379	Fannie Mae (Fed NatlMortgage)	10/15/2024	5,000,000.00	4,841,100.00	4,931,800.00		0.82
			Subtotal	5,000,000.00	4,841,100.00	4,931,800.00	35.00	0.82
			Total	143,515,000.00	140,208,774.39	142,428,565.80	100.00	23.88

Corporate Indebtedness
Apple Corp

037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,923,200.00		0.82
			Subtotal	5,000,000.00	4,836,100.00	4,923,200.00	5.00	0.82

Bank of America

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								
06055JEK1	11452	Bank of America	11/06/2025	5,000,000.00	5,000,000.00	4,982,700.00		0.85
			Subtotal	5,000,000.00	5,000,000.00	4,982,700.00	5.00	0.85
Credit Agricole CIB NY								
22533TFD3	11360	Credit Agricole CIB NY	06/13/2024	5,000,000.00	4,811,229.17	4,990,340.25		0.81
22533THP4	11448	Credit Agricole CIB NY	08/23/2024	8,000,000.00	7,863,120.00	7,898,266.64		1.33
			Subtotal	13,000,000.00	12,674,349.17	12,888,606.89	5.00	2.16
DCAT LLC								
24023GFO5	11447	DCAT LLC	06/24/2024	6,000,000.00	5,950,066.67	5,978,599.98		1.01
24023GF36	11451	DCAT LLC	06/03/2024	6,000,000.00	5,972,358.33	5,997,354.96		1.01
			Subtotal	12,000,000.00	11,922,425.00	11,975,954.94	5.00	2.03
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,909,550.00		0.82
			Subtotal	5,000,000.00	4,867,450.00	4,909,550.00	5.00	0.83
MUFG Bank								
62479LFD2	11359	MUFG Bank LTD/NY	06/13/2024	5,000,000.00	4,810,166.67	4,990,340.25		0.81
62479LH73	11453	MUFG Bank LTD/NY	08/07/2024	4,000,000.00	3,949,283.33	3,958,822.20		0.67
62479LHS7	11457	MUFG Bank LTD/NY	08/26/2024	5,000,000.00	4,933,497.22	4,934,145.80		0.84
			Subtotal	14,000,000.00	13,692,947.22	13,883,308.25	5.00	2.33
Toyota Cap Corp								
89233GGG5	11436	Toyota Cap Corp	07/16/2024	7,000,000.00	6,896,073.33	6,951,610.54		1.17
89233GKN5	11454	Toyota Cap Corp	10/22/2024	6,000,000.00	5,859,733.33	5,869,200.00		0.99
			Subtotal	13,000,000.00	12,755,806.66	12,820,810.54	5.00	2.17
			Total	67,000,000.00	65,749,078.05	66,384,130.62	35.00	11.20
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		27,977,172.18	27,977,172.18	27,977,172.18		4.76
LGIP 5173	FUND 300	LGIP		1,394,150.66	1,394,150.66	1,394,150.66		0.23
LGIP 4972	FUND 417	LGIP		3,364,914.96	3,364,914.96	3,364,914.96		0.57
LGIP 6440	FUND 418	LGIP		9,951,938.92	9,951,938.92	9,951,938.92		1.69
			Subtotal	42,688,176.72	42,688,176.72	42,688,176.72	100.00	7.27
			Total	42,688,176.72	42,688,176.72	42,688,176.72	100.00	7.27
US Treasuries								
US Treasuries								
91282CEH0	11366	Treasury Bill	04/15/2025	5,000,000.00	4,813,950.00	4,890,600.00		0.82
91282CDB4	11387	Treasury Bill	10/15/2024	10,000,000.00	9,607,812.50	9,828,600.00		1.63
91282BJ27	11390	Treasury Bill	02/15/2025	15,000,000.00	14,462,550.00	14,661,600.00		2.46
91282CDZ1	11391	Treasury Bill	02/15/2025	15,000,000.00	14,375,700.00	14,609,400.00		2.44

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									
912797GB7	11368	Treasury Bill	07/11/2024	7,000,000.00	6,753,180.00	6,961,080.00		1.15	
912797GK7	11406	Treasury Bill	08/08/2024	7,500,000.00	7,253,500.00	7,427,850.00		1.23	
912796Y52	11421	Treasury Bill	07/05/2024	5,000,000.00	4,891,626.39	4,976,550.00		0.83	
912797KF3	11427	Treasury Bill	06/18/2024	4,000,000.00	3,933,700.00	3,991,240.00		0.67	
912797KM8	11439	Treasury Bill	09/26/2024	3,000,000.00	2,929,591.67	2,949,960.00		0.49	
912797KE6	11441	Treasury Bill	06/11/2024	4,000,000.00	3,971,000.00	3,995,320.00		0.67	
912797KX4	11443	Treasury Bill	08/13/2024	5,000,000.00	4,920,822.22	4,948,150.00		0.83	
912797GL5	11445	Treasury Bill	09/05/2024	10,000,000.00	9,814,562.50	9,863,700.00		1.67	
912797KN6	11446	Treasury Bill	07/09/2024	4,000,000.00	3,959,419.56	3,978,920.00		0.67	
912797KT3	11449	Treasury Bill	10/10/2024	5,000,000.00	4,882,694.44	4,906,600.00		0.83	
912797LG0	11455	Treasury Bill	09/10/2024	4,000,000.00	3,933,644.67	3,942,600.00		0.67	
912797LC9	11456	Treasury Bill	11/07/2024	11,000,000.00	10,731,105.73	10,752,280.00		1.82	
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	49,302,000.00		8.04	
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	53,621,700.00		8.94	
9128282N9	11279	U.S. Treasury	07/31/2024	15,000,000.00	14,746,875.00	14,921,550.00		2.51	
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	18,988,000.00		3.13	
91282CCG4	11287	U.S. Treasury	06/15/2024	15,000,000.00	14,283,300.00	14,974,950.00		2.43	
91282CCT6	11350	U.S. Treasury	08/15/2024	20,000,000.00	19,056,600.00	19,801,800.00		3.24	
91282CCT6	11378	U.S. Treasury	08/15/2024	6,000,000.00	5,788,200.00	5,940,540.00		0.98	
91282CCG4	11392	U.S. Treasury	06/15/2024	4,000,000.00	3,894,472.00	3,993,320.00		0.66	
91282CCX7	11407	U.S. Treasury	09/15/2024	8,000,000.00	7,717,680.00	7,888,320.00		1.31	
912797FS1	11361	U.S. Treasury	06/13/2024	10,000,000.00	9,650,791.67	9,985,400.00		1.64	
912797FS1	11431	U.S. Treasury	06/13/2024	6,000,000.00	5,931,866.67	5,991,240.00		1.01	
912797FS1	11435	U.S. Treasury	06/13/2024	4,000,000.00	3,954,577.78	3,994,160.00		0.67	
912821MW2	11401	U.S. Treasury Strips	08/15/2024	10,000,000.00	9,662,900.00	9,894,400.00		1.64	
912821GJ8	11402	U.S. Treasury Strips	09/15/2024	7,000,000.00	6,737,850.00	6,896,400.00		1.14	
912821GN9	11403	U.S. Treasury Strips	10/15/2024	8,000,000.00	7,671,520.00	7,846,400.00		1.30	
				Subtotal	352,500,000.00	338,490,505.30	346,724,630.00	100.00	57.65
				Total	352,500,000.00	338,490,505.30	346,724,630.00	100.00	57.65
			Grand Total	605,703,176.72	587,136,534.46	598,225,503.14			

Beaverton School District
Summary by Issuer
May 31, 2024
Grouped by Fund

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	38	309,477,172.18	301,035,678.45	51.27	5.812	95
Fund: 300 Debt Service						
Subtotal	1	1,394,150.66	1,394,150.66	0.24	3.750	1
Fund: 417 Capital ProjectsTaxable						
Subtotal	5	19,364,914.96	19,188,184.52	3.26	5.048	28
Fund: 418 Bond Issue Fund						
Subtotal	22	275,466,938.92	265,518,520.83	45.21	3.665	129
Total and Average	66	605,703,176.72	587,136,534.46	100.00	4.811	108

ITEM FOR INFORMATION**YOUTH SERVICES PROGRAM DATA REPORT****SUMMARY**

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

BACKGROUND

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

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

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

Among the other changes implemented have been providing greater clarity about the interagency relationship and the role of law enforcement in schools, developing a new intergovernmental agreement with the Beaverton Police Department spelling out this relationship and expectations in more detail, and providing additional training for YSOs and school administrators.

From June 2023 to June 2024, YSOs have participated in approximately 511 hours of training, which included trauma-informed practices and crisis intervention (CIT), child forensic interviewing, student threat assessment (STAT), applied suicide intervention skills training (ASIST), school safety (Active Shooter), gangs and human trafficking as well as the basic and advanced SRO classes offered by NASRO

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(TRIAD approach to school-based policing). It is important to note that a patrol officer does not receive this type of youth-centered training and an average patrol officer receives approximately 20 hours of training outside the basic required DPSST maintenance training. This data has been verified by the Department of Public Safety Standards and Training (DPSST). Training also has been provided to school administrators on the role of YSOs and when to consult or involve them.

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

RECOMMENDATION

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



Beaverton Police Youth Services Dashboard Reporting

BSD-City of Beaverton IGA 2023

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

BPD Youth Services Division

- ▶ In the fall of 2022, Chief Jepson felt it was appropriate to change the School Resource Officer (SRO) program to the Youth Services Officer (YSO) program. Historically, the SROs were assigned to the Beaverton School District (BSD) during the school year. During the summer months, these officers would return to patrol and assist the Patrol Division. Under this new Youth Services model, the designated YSOs will work year-round to assist with youth-related services, not always in connection with schools. This new model will focus on a programmatic approach that addresses the needs of all Beaverton youth. The overarching mission of the Youth Services program is to work with youth, parents, teachers, and administrators to foster safety in our schools, as well as the entire Beaverton community.

What is a call for service

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

Types of calls for service

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

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

Police Report

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

Arrest

- ▶ Two types of arrest
 - ▶ Arrest occurs when an officer has probable cause that a crime has been committed, a report is taken, and the incident is referred to the Washington County District Attorney's Office. No Physical Custody (one in 2023)
 - ▶ Warrant or Detainer issued for an individual. – Physical Custody (four in 2023)

Calls for service by school and type of call

Calls for Service by School and Type																									
School	Alarm	Animals	Assault	BHII	Community Engagemen	Consultati	CPR	Criminal Mischi	DHS	Disturban	Drug	Followi	Fraud	Harassme	Hazar	Hit n R	Parkin	Propel	Runaw	Suspicious Activity	Theft	Traffi	Trespa	Warra	Total
ACMA	0	0	3	1	3	3	0	0	3	0	0	16	0	2	0	1	0	0	0	3	0	0	0	0	35
ARCO	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
BASE	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Beaver Acres Elementary	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Beaverton High School	2	0	17	0	136	14	1	1	13	8	4	66	0	10	0	0	0	1	4	14	6	0	8	1	306
Cascade Academy	0	0	2	2	1	6	0	0	2	0	0	3	0	3	0	0	0	0	0	0	0	0	0	0	19
Cedar Park Middle School	0	0	4	1	55	13	0	0	7	1	0	13	0	9	0	0	0	0	0	5	1	0	0	0	109
Chehalem Elementary	0	0	0	2	2	0	0	0	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	6
Columbia Academy	1	0	0	0	0	3	0	0	2	0	0	6	0	1	0	0	0	0	1	0	0	0	0	0	14
Conestoga Middle School	2	0	4	0	9	8	0	0	2	3	0	17	0	5	0	0	0	0	0	2	2	0	1	0	55
Cooper Mountain Elementary	0	0	0	0	5	4	0	0	3	0	0	4	0	3	0	0	0	1	1	1	0	0	0	0	22
Elemonica Elementary School	0	0	1	1	15	8	0	0	0	0	0	2	0	0	0	0	0	1	1	3	0	0	0	0	32
Fir Grove Elementary	0	2	2	0	3	9	0	0	1	0	0	3	0	0	0	1	0	0	0	2	0	3	0	0	26
Five Oaks Middle School	0	0	1	1	12	24	0	2	8	0	1	7	0	9	0	0	0	0	2	3	0	0	0	0	70
Greenway Elementary	0	0	0	1	11	5	0	0	3	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	24
Highland Park Middle School	0	0	3	0	10	5	0	0	2	1	3	10	0	1	0	0	0	0	1	1	0	0	0	0	37
Hiteon Elementary	0	0	0	1	6	5	0	0	1	0	0	5	0	0	0	0	0	0	0	3	0	1	0	0	22
Holy Trinity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Jesuit High School	0	0	1	0	150	26	0	0	1	0	0	19	0	1	0	2	0	2	0	8	2	2	2	0	216
McKay Elementary	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
McKinley Elementary	1	0	1	0	11	3	0	0	1	0	0	9	0	1	0	0	0	0	0	1	0	0	1	0	29
Meadow Park Middle School	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
Community School	0	0	1	0	7	10	0	0	6	0	0	16	0	3	0	0	0	0	1	2	0	0	1	0	48
Mountainside High School	0	0	4	1	114	32	0	0	7	0	4	28	0	6	0	2	1	0	0	5	3	3	1	1	212
Nancy Ryles Elementary	1	0	0	0	6	3	0	0	1	0	0	1	0	2	0	0	0	0	0	1	0	0	0	0	15
Pacific Academy	0	0	0	1	1	4	0	0	2	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	11
Pilgrim Lutheran	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2
Raleigh Hills Elementary	0	0	0	0	0	1	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5
Ridgewood Elementary	0	0	0	0	5	7	0	0	0	0	0	5	0	1	0	0	0	0	1	1	0	1	0	0	21
Scholls Heighes Elementary	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	8
Sexton Mountain Elementary	0	0	1	0	4	6	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	14
Southridge High School	1	0	3	1	199	41	0	0	7	0	1	17	0	6	0	0	0	0	0	17	0	2	0	1	296
St. Cecilia's Elementary	0	0	0	0	42	3	0	0	0	0	0	5	0	0	0	0	0	0	0	4	0	0	0	0	54
St. Mary's Home for Boys	0	0	0	0	0	3	0	1	1	0	0	5	0	1	0	0	0	0	4	0	0	0	0	0	15
St. Pius X Elementary	0	0	0	0	12	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	15
Sunset High School	1	0	2	0	178	47	0	1	10	1	2	47	1	3	1	0	0	2	0	12	0	6	1	0	315
Tumwater Middle School	0	0	7	0	35	33	0	0	7	0	0	14	0	5	0	0	0	0	1	5	0	2	1	0	110
Valley Catholic	0	0	0	0	16	7	0	0	0	0	0	16	0	0	0	0	0	0	0	1	0	0	0	0	40
Vose Elementary	0	0	0	2	4	6	0	0	2	0	0	4	0	1	0	0	0	0	0	1	0	0	0	0	20
West Sylvan Middle School	0	0	1	0	0	1	0	1	0	0	0	3	0	0	0	0	0	0	0	2	0	0	1	0	9
West Tualatin View Elementary	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Whitford Middle School	0	0	6	0	32	18	0	2	8	0	0	22	0	11	0	0	0	1	0	6	1	0	0	1	108
William Walker Elementary	0	0	0	0	0	14	0	0	10	0	0	7	1	3	0	0	0	0	0	1	0	0	1	0	37
Total	11	2	64	15	1089	379	2	11	115	14	15	378	2	89	1	6	1	8	18	111	15	20	18	4	2388

Police reports taken by school and race

Police Reports taken by school/race of involved student									
School	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial	Grand Total
ACMA	0	1	2	0	5	0	0	0	8
Beaver Acres Elementary	0	0	0	0	1	0	0	0	1
Beaverton High School	2	2	12	4	21	1	0	0	42
Cascade Academy	1	0	0	0	9	0	0	0	10
Cedar Park Middle School	0	1	2	0	8	0	0	0	11
Columbia Academy	0	0	0	0	1	0	0	0	1
Community School	0	0	2	1	6	0	0	0	9
Conestoga Middle School	0	3	7	0	4	0	0	1	15
Cooper Mountain Elementary	0	0	0	0	2	0	0	0	2
Elmonica Elementary	0	1	1	1	2	0	0	0	5
Fir Grove Elementary	0	1	1	0	3	0	0	0	5
Five Oaks Middle School	0	0	16	0	8	0	0	0	24
Greenway Elementary	0	0	2	0	5	0	0	0	7
Highland Park Middle School	0	0	7	0	5	0	0	0	12
Hiteon Elementary	0	0	1	0	5	0	0	0	6
Holy Trinity	0	0	0	0	1	0	0	0	1
International School	0	0	0	0	1	0	0	0	1
Jesuit High School	0	0	0	2	8	0	0	0	10
McKinley Elementary School	0	0	1	0	1	0	0	0	2
Meadow Park	0	0	0	0	1	0	0	0	1
Mountainside High School	0	1	0	0	6	0	0	0	7
Pacific Academy	0	0	1	0	2	0	0	0	3
Pilgrim Lutheran Church	0	0	1	0	0	0	0	0	1
Raleigh Hills Elementary	0	0	0	0	1	0	0	0	1
Ridgewood Elementary	0	0	0	0	5	0	0	0	5
Scholls Heights Elementary	1	0	0	0	0	0	0	0	1
Sexton Mountain Elementary	0	0	0	1	3	0	0	0	4
Southridge High School	0	0	20	0	21	0	0	0	41
St. Mary's Home for Boys	0	1	0	0	6	0	0	0	7
St. Pius X	0	0	0	0	1	0	0	0	1
Stoller Middle School	0	0	0	0	0	1	0	0	1
Sunset High School	0	2	4	3	27	0	0	0	36
Thomas Edison	0	0	0	0	1	0	0	0	1
Tumwater Middle School	0	1	1	1	11	0	0	0	14
Valley Catholic	0	0	0	0	3	0	0	0	3
Vose Elementary	0	0	2	0	1	0	0	0	3
West Sylvan Middle School	0	1	0	0	1	0	0	0	2
Whitford Middle School	0	3	12	4	8	0	0	0	27
William Walker Elementary	0	0	3	0	10	0	0	0	13
Totals	4	18	98	17	204	2	0	1	344
% of Total	1%	5%	28%	5%	59%	1%	0%	0%	100%

School population and demographic (BSD Webpage)								
Total Students	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial
662	34	14	94	0	433	0	0	87
736	104	52	267	0	238	15	0	60
1,409	70	29	627	0	599	14	0	70
Information not available								
627	25	13	194	0	345	0	0	50
Information not available								
Information not available								
776	78	22	178	0	419	8	1	70
416	58	12	42	0	253	3	3	45
448	160	13	153	0	100	0	0	22
358	21	11	116	0	171	7	0	32
738	60	32	283	0	305	7	7	44
296	12	21	108	0	125	3	3	24
686	63	15	118	0	414	7	0	69
517	41	10	78	0	321	10	0	57
Information not available								
862	315	19	135	0	278	0	0	115
Information not available								
606	48	61	242	0	194	6	0	55
685	90	42	290	0	213	8	1	41
1,688	236	51	236	0	1,013	17	0	135
Information not available								
Information not available								
299	12	6	91	0	148	0	0	42
397	20	16	56	0	262	4	0	39
630	170	19	69	0	309	6	0	57
481	58	14	53	0	284	5	0	67
1,442	87	30	465	0	698	15	15	132
Information not available								
Information not available								
938	528	28	85	0	268	0	0	29
1,960	549	20	216	0	1,000	20	0	155
Information not available								
889	240	9	91	0	478	0	0	71
Information not available								
695	12	12	466	0	164	6	0	35
Information not available								
771	39	23	326	0	305	8	8	62
520	26	10	307	0	146	5	0	26
20,532	3,156	604	5,386	0	9,483	174	38	1,691
100%	15%	3%	26%	0%	46%	1%	0%	8%

Police reports taken by school and reporting person

School	Reports Initiated by/School							Grand Total
	DHS	Other LE	Outside Agency	Parent	School Staff	Student	WC	
ACMA	0	0	0	1	7	0	0	8
Beaver Acres Elementary	1	0	0	0	0	0	0	1
Beaverton High School	1	0	1	1	34	4	1	42
Cascade Academy	0	0	0	0	10	0	0	10
Cedar Park Middle School	0	0	0	0	11	0	0	11
Columbia Academy	0	0	0	0	1	0	0	1
Merlo Station High School	4	1	0	0	4	0	0	9
Conestoga Middle School	1	0	0	1	13	0	0	15
Cooper Mountain Elementary	1	0	0	0	1	0	0	2
Elemonica Elementary School	1	1	0	0	3	0	0	5
Fir Grove Elementary	0	0	1	1	1	1	1	5
Five Oaks Middle School	0	0	1	2	20	1	0	24
Greenway Elementary	2	0	0	0	5	0	0	7
Highland Park Middle School	3	0	0	1	8	0	0	12
Hiteon Elementary	0	0	0	0	6	0	0	6
Holy Trinity	0	0	0	0	1	0	0	1
International School	0	1	0	0	0	0	0	1
Jesuit High School	0	0	0	0	10	0	0	10
McKinley Elementary School	0	0	0	0	2	0	0	2
Meadow Park Middle School	1	0	0	0	0	0	0	1
Mountainside High School	1	0	0	0	5	1	0	7
Pacific Academy	0	0	0	0	3	0	0	3
Pilgrim Lutheran Church	0	0	0	0	1	0	0	1
Raleigh Hills Elementary School	0	0	0	0	1	0	0	1
Ridgewood Elementary	0	0	0	0	5	0	0	5
Scholls Heights Elementary	0	0	0	0	1	0	0	1
Sexton Mountain Elementary	0	0	0	0	4	0	0	4
Southridge High School	8	0	0	0	31	1	1	41
St. Mary's Home for Boys	0	0	0	0	7	0	0	7
St. Pius X	0	0	0	0	1	0	0	1
Stoller Middle School	0	0	0	0	1	0	0	1
Sunset High School	1	0	2	1	29	3	0	36
Thomas Edison	0	0	0	0	1	0	0	1
Tumwater Middle School	0	0	1	0	13	0	0	14
Valley Catholic	1	0	0	0	3	0	0	4
Vose Elementary	1	0	0	0	1	0	0	2
West Sylvan Middle School	0	0	0	0	2	0	0	2
Whitford Middle School	1	0	1	1	24	0	0	27
William Walker Elementary	1	0	0	0	12	0	0	13
Total	29	3	7	9	282	11	3	344

Police reports by school and gender

Reports Initiated by/School					
School	Female	Male	Other	Unidentified	Grand Total
ACMA	1	6	0	1	8
Beaver Acres Elementary	0	1	0	0	1
Beaverton High School	12	25	1	4	42
Cascade Academy	3	7	0	0	10
Cedar Park Middle School	6	5	0	0	11
Columbia Academy	0	1	0	0	1
Merlo Station High School	2	7	0	0	9
Conestoga Middle School	3	11	0	1	15
Cooper Mountain Elementary	0	2	0	0	2
Elemonica Elementary School	2	2	0	1	5
Fir Grove Elementary	0	5	0	0	5
Five Oaks Middle School	3	19	2	0	24
Greenway Elementary	2	5	0	0	7
Highland Park Middle School	5	7	0	0	12
Hiteon Elementary	0	6	0	0	6
Holy Trinity	0	1	0	0	1
International School	0	1	0	0	1
Jesuit High School	4	4	0	2	10
McKinley Elementary School	1	1	0	0	2
Meadow Park Middle School	1	0	0	0	1
Mountainside High School	3	3	0	1	7
Pacific Academy	0	2	0	1	3
Pilgrim Lutheran Church	0	1	0	0	1
Raleigh Hills Elementary School	0	0	0	1	1
Ridgewood Elementary	0	5	0	0	5
Scholls Heights Elementary	1	0	0	0	1
Sexton Mountain Elementary	0	4	0	0	4
Southridge High School	11	29	0	1	41
St. Mary's Home for Boys	0	7	0	0	7
St. Pius X	0	1	0	0	1
Stoller Middle School	0	1	0	0	1
Sunset High School	5	28	0	3	36
Thomas Edison	0	1	0	0	1
Tumwater Middle School	6	7	0	1	14
Valley Catholic	2	2	0	0	4
Vose Elementary	2	0	0	0	2
West Sylvan Middle School	1	1	0	0	2
Whitford Middle School	3	19	0	5	27
William Walker Elementary	1	12	0	0	13
Total	80	239	3	22	344

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

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

Menu


BEAVERTON
SCHOOL DISTRICT


SCHOOLS ▾ QUICK SEARCH ▾


Home > Departments > Public Safety > Youth Services Officers > When to Contact Youth Services Officers

WHEN TO CONTACT YOUTH SERVICES OFFICERS

🔔

 Yes — Always contact YSO.

 Maybe — not necessary to contact YSO. See table below.

 Don't — YSO does not need to be contacted.

WHEN TO CONTACT YOUTH SERVICES OFFICERS



Yes — Always contact YSO.













Maybe — not necessary to contact YSO. See table below.



Don't — YSO does not need to be contacted.




CODE	STUDENT CODE OF CONDUCT OFFENSES	YES	MAYBE	DON'T
1	Academic Integrity YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability 			
2	Alcohol YSO <ul style="list-style-type: none"> Consulted for student safety Medical emergency Quantity and/or distribution SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services 			
3	Assault YSO <ul style="list-style-type: none"> Involve/leads investigation Assists with medical attention Assesses contributing factors in partnership with school administrators SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> Investigation in partnership with YSO School-based accountability Restorative justice Intervention services 			
4	Automobile Misuse YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability 			

5	Bully/Harassment/Hazing YSO <ul style="list-style-type: none"> Consulted for student safety May lead to investigation and assessment of a crime Patterns of behavior Sexual factors for consideration Threats of violence SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> Investigation in partnership with YSO School-based accountability Restorative justice Intervention services 			
6	Bus Misconduct YSO <ul style="list-style-type: none"> Not involved May be consulted if incident involves acts of violence SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Involve Transportation Department 			
7	Closed Campus YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Administrator evaluation 			
8	Dangerous Drugs YSO <ul style="list-style-type: none"> Consulted for student safety May lead to investigation and assessment of a crime if distribution, sharing or selling is involved Shouldn't be involved if the incident is "use only" SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Use of controlled substance to be evaluated by school administrator Restorative justice Intervention services 			
9	Defiance of Authority YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			

10	Disorderly or Disruptive Conduct YSO <ul style="list-style-type: none"> Not involved, but can be consulted Fire alarms/major school disruption SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			
11	Disruptive Appearance/Student Dress YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			
12	Extortion YSO <ul style="list-style-type: none"> Not involved Consulted when sexual elements involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability 			
13	Fighting YSO <ul style="list-style-type: none"> Not involved Fight vs. assault Duty to protect SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services 			
14	Fire Setting/Attempted Fire Setting/Fire Play YSO <ul style="list-style-type: none"> Consulted Incident may lead to investigation and assessment of a crime if intent to destroy property Consult with TVFR SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Student code of conduct Safety plan Restorative justice Collaborate with TVFR 			
15	Fire Tools/Ignition Sources YSO <ul style="list-style-type: none"> Consulted Incident may lead to investigation and assessment of a crime Consult with TVFR SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Student code of conduct Safety plan Restorative justice Collaborate with TVFR 			
16	Forgery/Lying YSO <ul style="list-style-type: none"> Not involved Consult if forgery involves money or checks Forgery may involve counterfeiting which must be reported federally SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			
17	Gambling YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			
18	Lewd Conduct/Profanity YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice Racial/sexual considerations 			
19	Loitering YSO <ul style="list-style-type: none"> Not involved SCHOOL ADMINISTRATOR <ul style="list-style-type: none"> School-based accountability Restorative justice 			

20	<p>Medication</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved May be consulted <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice 			
21	<p>Physical Altercation Minor</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services 			
22	<p>Recklessly Endangering</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved <p>SCHOOL ADMIN</p> <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services 			
23	<p>Secret Societies/Gangs</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved May be consulted Assess level of threat of harm or the potential for act(s) of violence Patterns of behavior/school culture <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services Assess level of threat or act(s) of violence Pattern of behavior/school culture 			
24	<p>Sexual Harassment</p> <p>YSO</p> <ul style="list-style-type: none"> Consulted for student safety Assess criminal factors and patterns of behavior Must define through investigation sexual harassment vs. sexual assault <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice Intervention services Assess level of threat Pattern of behavior/school culture 			
26	<p>Technology Misuse</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved May be consulted <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice 			
27	<p>Theft</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved May be consulted, based on victim's preference <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice/restitution 			
28	<p>Threats/Menacing/Hate Lists</p> <p>YSO</p> <ul style="list-style-type: none"> Consulted for safety factors Assess intents and imminent, targeted threat Assess factors (race/sex/gang) and mode (social media, electronic device, written or verbal) <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Safety plan Restorative justice 			
29	<p>Tobacco</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice 			
30	<p>Trespassing</p> <p>YSO</p> <ul style="list-style-type: none"> Consulted for student safety Student vs. unknown Known vs. unknown trespasser <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice Follow district trespass process 			

31	<p>Unexcused Absence</p> <p>YSO</p> <ul style="list-style-type: none"> Not involved <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice 			
32	<p>Vandalism</p> <p>YSO</p> <ul style="list-style-type: none"> Consulted for safety factors Property damage vs. graffiti Assess elements (race/sex/gang) <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Restorative justice School documentation Photos Clean up and repair Consider restitution 			
33	<p>Weapons: Other than Firearms, Knives & Explosive Devices</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			
34	<p>Weapons: Explosive Devices</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			
35	<p>Weapons: Firearms</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			

36	<p>Weapons: Knives & Look-alike Knives</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			
37	<p>Weapons: Look-alike Explosive Devices, Firearms or Other Dangerous or Deadly Weapons</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			
38	<p>Weapons: Other</p> <p>YSO</p> <ul style="list-style-type: none"> Contacted for assessment, investigation and documentation Consulted in school safety plan <p>SCHOOL ADMINISTRATOR</p> <ul style="list-style-type: none"> School-based accountability Student code of conduct Restorative justice School safety plan 			

Student calls with no report by school and race

Other Calls not engagement taken by school/race of involved student										School population and demographic (BSD Webpage)									
School	Asia	Blac	Hispa	Unident	Whit	Pacific Island	Nativ	Multira	Total	Total Student	Asia	Blac	Hispa	Unident	Whit	Pacific Island	Nativ	Multira	Total
ACMA	0	2	1	0	4	0	0	2	9	662	33	13	93	0	430	0	0	86	662
ARCO	0	0	0	0	1	0	0	0	1	Information not Available									
Aloha High School	0	0	0	0	1	0	0	0	1	1,636	115	82	785	0	524	33	16	82	1,636
Beaverton High School	1	2	19	2	26	0	0	0	50	1,409	70	29	627	0	599	14	0	70	1,409
Cascade Academy	0	0	0	0	12	0	0	0	12	Information not Available									
Cedar Park Middle School	0	3	9	0	15	0	0	2	29	627	25	13	194	0	345	0	0	50	627
Merlo Station High School	0	2	1	0	6	0	0	0	9	Information not available									
Conestoga Middle School	0	2	6	0	9	0	0	2	19	776	78	22	178	0	419	8	1	70	776
Cooper Mountain Elementary	0	0	0	1	7	0	0	0	8	416	58	12	42	0	253	3	3	45	416
Elmonica Elementary	0	1	1	0	4	0	0	0	6	448	160	13	153	0	100	0	0	22	448
Fir Grove Elementary	0	0	1	0	2	0	0	0	3	358	21	11	115	0	172	7	0	32	358
Five Oaks Middle School	0	1	9	1	13	0	0	0	24	738	60	32	283	0	305	7	7	44	738
Greenway Elementary	0	0	2	0	5	0	0	0	7	296	12	21	108	0	125	3	3	24	296
Highland Park Middle School	0	0	6	1	4	0	0	0	11	686	63	15	118	0	414	7	0	69	686
Hiteon Elementary	0	0	2	0	9	0	0	0	11	517	41	10	78	0	321	10	0	57	517
International School	0	0	0	0	1	0	0	0	1	862	315	19	135	0	278	0	0	115	862
Jesuit High School	0	0	0	0	18	0	0	0	18	Information not Available									
McKinley Elementary	0	1	1	1	2	0	0	0	5	606	48	61	242	0	194	6	0	55	606
Mountainside High School	4	3	3	3	28	0	0	0	41	1,688	236	51	236	0	1,013	17	0	135	1,688
Nancy Ryles Elementary	0	0	0	1	4	0	0	0	5	513	56	15	84	0	286	5	0	62	513
Pilgrim Lutheran Church	0	0	1	0	0	0	0	0	1	Information not Available									
Raleigh Hills	0	0	0	1	0	0	0	0	1	299	12	6	91	0	148	0	0	42	299
Ridgewood Elementary	0	0	0	0	3	0	0	0	3	397	19	16	56	0	262	0	0	44	397
Sexton Mountain Elementary	0	1	0	0	3	0	0	0	4	481	58	14	53	0	284	5	0	67	481
Southridge High School	0	0	20	1	28	0	0	0	49	1,442	87	30	465	0	698	15	15	132	1,442
St. Cecilia's	0	0	0	0	1	0	0	0	1	Information not Available									
St. Mary's Home for Boys	0	0	0	0	5	0	0	0	5	Information not available									
Stoller Middle School	0	0	0	0	0	1	0	0	1	938	528	28	85	0	268	0	0	29	938
Sunset High School	1	3	4	1	23	0	0	0	32	1,960	549	20	216	0	1,000	20	0	155	1,960
Thomas Edison	0	0	0	0	2	0	0	0	2	Information not Available									
Tumwater Middle School	0	2	4	0	27	0	0	1	34	889	240	9	91	0	478	0	0	71	889
Valley Catholic	0	0	0	0	4	0	0	0	4	Information not Available									
Vose Elementary	0	0	4	0	0	0	0	0	4	695	14	14	473	0	167	7	0	35	695
West Sylvan Middle School	0	0	0	0	1	0	0	0	1	Information not available									
Westview High School	0	0	1	0	1	0	0	0	2	2,304	668	92	484	0	899	23	0	138	2,304
Whitford Middle School	0	0	9	2	13	0	0	0	24	771	39	23	326	0	305	8	8	62	771
William Walker	0	0	0	0	11	0	0	0	11	520	26	10	307	0	146	5	0	26	520
Totals	6	23	104	15	293	1	0	7	449	22,934	3,631	681	6,117	0	10,432	198	53	1,819	22,934
% of Total	1%	5%	23%	3%	65%	0%	0%	2%	100%	% of Total	16%	3%	27%	0%	45%	1%	0%	8%	% of Total

Student calls with no report by source/gender/race

Other Calls Noe Engegement									
Calls for Service by Race and Reporting Person									
Source	Asian	Black	Hispanic	Unidentified	White	Pacific Islander	Native	Multiracial	Total
DHS	0	0	7	0	7	0	0	0	14
Other LE Agency	1	1	3	1	10	0	0	0	16
Parent	0	3	8	6	25	0	0	1	43
Staff	4	19	80	27	213	1	0	6	350
Student	1	0	6	0	19	0	0	0	26
Total	6	23	104	34	274	1	0	7	449

Calls for Service by Gender and Reporting Person					
Source	Female	Male	Unknown	Other	Total
DHS	5	9	0	0	14
Other LE Agency	9	6	1	0	16
Parent	21	22	0	0	43
Staff	93	248	8	1	350
Student	15	11	0	0	26
Total	143	296	9	1	449



Beaverton Police Youth Services Dashboard Reporting

ITEM FOR INFORMATION**BOND PROGRAM UPDATE****SUMMARY**

Staff will provide a brief report on the progress of the 2022 bond program. This is the last of three planned staff reports to the board on bond program progress for the 2023–24 school year.

BACKGROUND

This update will cover a variety of items pertaining to the bond program including:

- Student internship update
- Summer projects overview

RECOMMENDATION

Staff will present information on the bond program. No action is needed.

Belong. Believe. Achieve.

Bond Program Update

6/18/24 School Board Meeting

Agenda

- Student Internship Update
- Summer Projects Overview

Facilities Development Summer Internships

We have just completed hiring for 8 summer internship positions.

Hiring Process:

- Significant outreach at all high schools, including in-person and on social media.
- We received 31 qualified applications.
- We interviewed 12 candidates and selected 8.



BEAVERTON SCHOOL DISTRICT

BSD has paid positions designed to give students work experience in the communications, architecture and construction fields.

Applications
due April 22

- 4 days/week (Mon.-Thurs.)
- 8 hours/day (8 a.m.-4:30 p.m.)
- \$15.50/hour
- Minimum age: 17 years old
- Start date: June 17

For more information and
application, go here:
49

<https://bit.ly/BSDInterns>

Facilities Development Summer Internships

Information on students hired:

- 5 seniors, 3 juniors
- Students were from:
 - BASE (4)
 - Westview HS (2)
 - ISB (1)
 - Aloha (1)

Internal Internships

- Communications
- Stoller Gym & Classrooms
- Raleigh Hills Rebuild
- Beaverton High School Rebuild

External Internships

- BRIC Architecture (BHS)
- Skanska (BHS)
- DLR Group (RHES)
- Pence (RHES)

The interns will work on-site with the various project teams and participate in all aspects of the project. The work will vary somewhat by project.

All of the interns will collaborate on an end-of-summer project presentation.

Beaverton HS & Raleigh Hills Replacements

Beaverton HS: Crews are in the process of sitework, underground utilities, and preparing the concrete footings for the new building. This work will continue through the summer. Budget: \$253M

Raleigh Hills: Once school is out, we will relocate the items to Greenway, begin abatement of hazardous materials, then demolition of the school. This work will take much of the summer, and be followed by site work and concrete as with BHS. Budget: \$66.8M





Project Budgets:

HVAC Upgrades: \$9.0M

SB/BB Turf: \$5.2M

Stadium Turf/Track: \$1.3M

Schedule: Complete Summer 2024

Southridge HS will be a very busy place this summer. We will have a large HVAC project that replaces all roof top units (RTU) and upgrades controls and distribution.

We will be converting the varsity baseball and softball fields to artificial turf, along with a soccer field overlay.

We will be replacing the surfacing of the track and stadium field, which are at end of life.

The Capital Center building contains many different BSD programs. Among them are: BASE, Community Transition Program (CTP), and Nutrition Services.

The main issue at the Capital Center is the HVAC system. It was not originally designed for its current use. Previous upgrades only addressed part of the building, leaving the system somewhat discontinuous.

The existing paging system has largely failed and requires replacement. There was a lot of efficiency in completing this along with the HVAC project.

Paging: \$1.0M

HVAC Upgrades: \$4.5M

CTP Improvements: ~\$200K

Schedule: Complete Summer 2024

While mobilized onsite, we will also be making some upgrades to the Community Transition Program (CTP) space. We will be:

- Adding a bathroom
- Improving the lunchroom
- Adding doors to classrooms
- Improving the recreation area

Mountain View Seismic & Deferred Maintenance

This summer we will begin a major seismic renovation of Mountain View Middle School. This project will greatly reduce the risk of a seismic failure. At the same time we will complete quite a bit of deferred maintenance work.

Project Budget: \$20.6M

Schedule: Complete Summer 2025

Project Scope:

- Upgrade structure of building
- Replace end of life mechanical units and exhaust fans
- Replace electrical panels
- Replace all the interior ceilings and lighting
- New paging system
- Modernization painting
- Remove folding partition walls
- Security enhancements

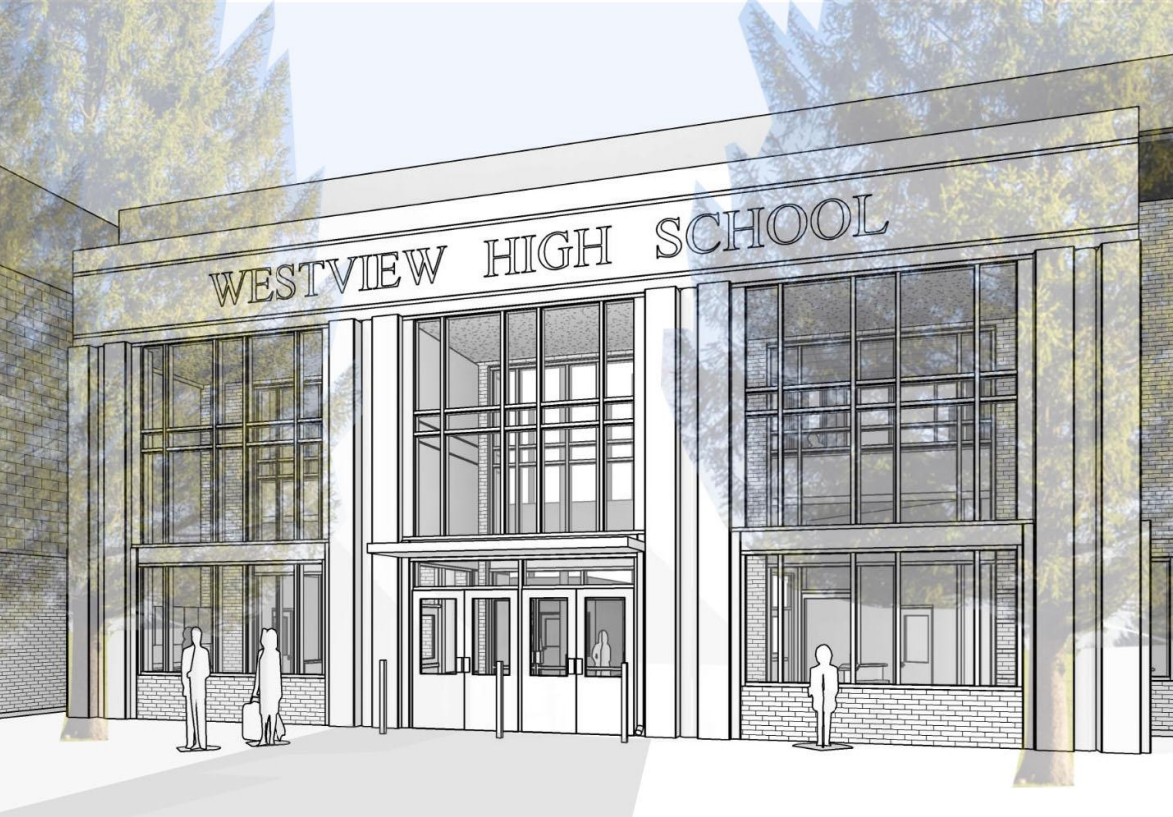
This summer we begin construction on the new gym and classroom addition at Stoller Middle School. Mobilization is happening now and construction will begin next week.

Project Budget: \$12.2M

Schedule: Complete Summer 2025



Westview High School: Athletics & Office Relocation



We will be creating a new secure entrance for the school and making various athletics improvements.

Office Relocation: \$3.0M

Concessions/Bathroom: \$3.1M

Stadium Turf/Track: \$1.8M

Schedule: Complete Fall 2024

- Springville Outdoor Learning
- Beaver Acres Track
- Fir Grove Playground
- Elmonica Playground
- Concrete & Paving Repairs

Schedule: Complete Summer 2024



Others

- Site Fencing
- Findley Kitchen Upgrade
- Five Oaks Seismic & Roofing
- Greenway ES: Parking, Portables, Kitchen, Modernization
- Water Bottle Fillers
- Seclusion Rooms
- Security Upgrades

In Design

- Allen Trans.
- Aloha HS
BB/SB/Athletics
- Beaverton HS
BB/SB/Athletics
- Oak Hills Classroom
- 2025 Roofs
- Meadow Park
Seismic

Modernization Projects

- Aloha HS: Office & Bathroom Renovation
- Barnes: Flooring
- Cedar Mill: Bathroom Renovation
- Community School: Various
- Fir Grove: Office Remodel
- ISB: Classroom Remodel
- McKay: Library Renovation
- Montclair: Covered canopy
- Raleigh Park: Various
- Ridgewood: Office Remodel
- West TV: Flooring
- Westview: Gym AV
- Whitford: Window Coverings

Summer Projects: Risks & Challenges



Project costs & contracting

Permitting with local jurisdictions

Unforeseen conditions

Weather

Supply chain issues

Workforce availability

Questions?

ITEM FOR INFORMATION**FACILITIES DEPARTMENT REPORT****SUMMARY**

The Facilities Department will provide its annual department report to the board, including recent accomplishments, challenges and goals.

BACKGROUND

The Facilities Department supports the Beaverton School District's mission by providing comprehensive lifecycle management and operation of our real property and infrastructure across all 63 district sites. The department's annual report will share highlights of current accomplishments as well as challenges and goals in four major service areas: Facilities Development, Maintenance Projects, Maintenance Services and Custodial Services.

RECOMMENDATION

Staff will present information on the Facilities Department. No action is needed.

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Facilities Department 2023-24 Annual Report

OVERVIEW

The Facilities Department plays a critical role in supporting the Beaverton School District's mission by providing comprehensive lifecycle management and operation of our real property and infrastructure across all 63 district sites. This annual report encompasses the dedicated efforts of the following departments:

- I. **Maintenance Services:** Ensures our facilities' ongoing functionality and safety through preventative and corrective maintenance.
- II. **Custodial Services:** Maintains a clean and healthy learning environment for students and staff.
- III. **Maintenance Projects:** Oversees larger-scale maintenance projects to address facility needs and upgrades.
- IV. **Facilities Development:** Manages the planning, design, and construction of new facilities and renovations.

This report will delve deeper into the accomplishments and initiatives of each department, highlighting their contributions to a well-maintained and sustainable learning environment for all.

I. FACILITIES MAINTENANCE SERVICES REPORT Ron Umali, Administrator for Maintenance & Custodial Services

SUMMARY

Maintenance Services is responsible for the repair and maintenance of the district's school buildings, grounds, and support facilities covering over 5.6 million square feet of building space contained in 63 separate facilities on 875 acres of property. Maintenance Services consists of the trade-specific departments HVAC, Plumbing, Electrical, Carpentry, Roofing, Glazing, Painting, and Grounds, with Concrete/Asphalt Repair being added this year. Stewardship of our district assets is accomplished with currently 68 trade specific professionals, temporary summer help, coordination with our Maintenance Projects Team, Facilities Development, as well as contracted services.

In September 2020, a districtwide Facility Condition Assessment (FCA) was completed by the professionals at McKinstry, including an accompanying Engineered Maintenance Plan (EMP). The FCA gave us the condition of building assets and each building was given a Facility Condition Index score (FCI). The FCI score is the total deferred maintenance cost divided by the current replacement value (CRV). The EMP highlights deficiencies in maintenance and provides recommendations for improvement of the maintenance program.

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The school district’s asset portfolio continues to grow. Along with this growth is the increase in the complexity of building systems. As the systems become more complex, more skilled and technical labor is needed to ensure these systems are maintained properly. It has always been a challenge for the district to attract technicians that have the skills. The district relies on contractors to assist BSD staff to make sure systems get the proper attention needed to keep them at optimal operating levels.

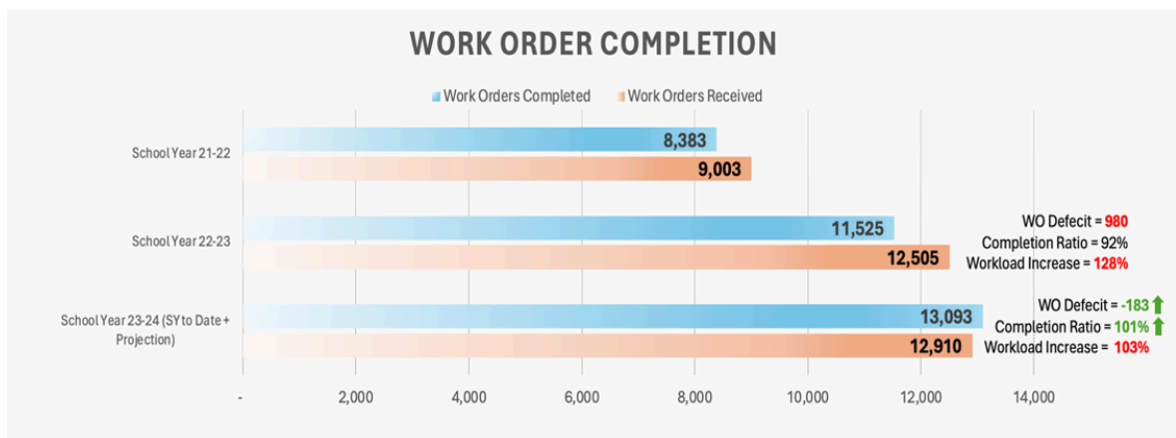
ACCOMPLISHMENTS

1. Protection of District Buildings

The Maintenance, Custodial, and Projects teams worked long hours and through weekends to make sure all necessary measures were taken to protect all district buildings during the major winter storm in January. The department utilized contractors to assist with this monumental task, which included clearing fallen trees and repairing broken pipes from freezing temperatures. The teams responded to issues quickly and repairs were completed efficiently, resulting in all schools opening as scheduled after the storm.

2. Increased Work Order Completion

Work order volume per year continues to increase. In school year 2022-23 work order submission increased by 28% compared to the prior year, and current numbers indicate the 2023-24 school year will see the highest numbers yet. Because the increase in work order submission is beyond our current staffing levels, contractors were used to help keep up with work. While this increases costs and management requirements, it has enabled the Maintenance Department to maintain a neutral 101% completion ratio for the 2023-24 school year to date (work orders completed vs. work orders submitted).



A total of 11,525 work orders were completed and 12,505 were submitted during the 2022-23 school year. The projected number of completed work orders for the 2023-24 school year is 13,093.

	Work Orders Received	Work Orders Completed	Work Order Deficit (WO's Received - Completed)	Completion Ratio	Workload Compared To Prior Year
School Year 21-22	9,003	8,383	620	93%	-
School Year 22-23	12,505	11,525	980	92%	128%
School Year 23-24 (SY to Date + Projection)	12,910	13,093	(183)	101%	103%

3. Increased Oversight of Maintenance Staff

Last year, the Maintenance Services Supervisor was the sole oversight for the nearly seventy trades professionals. This year, a Field Supervisor was hired to oversee the Grounds and Carpentry teams to help reduce the workload of the Maintenance Services Supervisor. The oversight of the additional leadership is resulting in better performance of both teams.

CHALLENGES

1. The Labor Market

The current skilled-labor market within the trades has a shallow pool of qualified applicants. Like our neighboring districts, attracting qualified applicants has been particularly challenging. To keep up with the work, the district augments the maintenance staff with contractors. Doing the work in-house is usually more cost-efficient.

2. Maintenance & Repair Industry

As reported last year, when compared to other industries, the maintenance and repair industry has seen some of the highest overall inflation percentages. This is true for both the cost of the services provided within this industry (including our contractors' prices), as well as the goods prices within the industry (the tools, products, and materials we purchase to repair the district's assets).

This is significant because not only does the Engineered Maintenance Plan show a large funding gap, but the annual funding we have received has returned significantly less buying power due to disproportionate inflation. The graph below is specific to the repair and maintenance services industry. The 2021-22 school year saw an 8.89% cost increase, but that was only the beginning of the spike. Last year indicated a greater than 13% increase from January 2022 through March 2023, and the industry saw another 7% increase in costs over the last year.



3. Aging Workforce

Maintenance Services has several employees in critical positions who are approaching retirement age. Filling these positions has been a challenge in the past and it is anticipated to be a challenge when it is time to recruit for these positions again. The department is looking at different options to address this concern.

SHORT TERM GOALS

1. HVAC and Electrical Apprenticeship Program

Maintenance Services is currently working with Portland Community College, Joint Apprenticeship Training Committee, Human Resources and the Business Office to implement two apprenticeship programs. Once implemented, the district will have apprenticeships for HVAC Technicians and Limited Maintenance Electricians. We will achieve the following from these apprenticeship programs.

- Train personnel for filling critical positions in HVAC and Electrical
- Immediately fill vacancies to assist in the maintenance and repair of critical systems
- Provide an option for those who may be interested in a career in the trades

2. Electrical Field Supervisor

Maintenance Services is planning to hire an Electrical Field Supervisor to oversee the HVAC, Plumbing, and Electrical teams. This position will also be the district's Electrical Signing Supervisor, which will allow the department to perform electrical installations in-house. We currently hire contractors to perform this work, which is very costly. Not only will BSD staff be able to respond quicker to district needs, but doing the work in-house will result in significant cost savings for the district.

3. Metrics and Work Order System

Data collection through work orders has been met with immovable limitations within our current work order system. We are currently in the middle of implementing a new comprehensive work order and asset management system. In July 2024, we will migrate our historical data into a new system that provides tools for deeper analysis of our metrics, and to create Key Performance Indicators (KPI) that can help leadership identify areas where we need to focus our resources.

4. Preventive Maintenance

Preventive Maintenance has been a challenge to implement. We currently have a plan to reorganize our current staff to form an HVAC preventive maintenance team. We will also look for opportunities where current HVAC technicians can add some preventive maintenance activities into their schedule and while they are near units that are due for these measures.

LONG RANGE GOALS

1. Key Performance Indicator Scorecards (KPI) and Simplified School Dashboards

The upcoming implementation of the new work order system will bring tools and data access that we have not had previously. As a management tool, scorecards that report specific identified metrics, chart change over time, and show progress towards goals notes in our KPIs will help the department focus on the areas where the impact of our efforts will be most productive.

Improving transparency and information availability to the school administration is planned. Simplified dashboards that report the status of their building's work orders, average response rates of our repairs, and current district workload, would provide clarity of constraints facing Maintenance. This will also help to inform expectations and improve the customer experience.

2. Preventive Maintenance Plan

The recent Facility Condition Assessment uncovered many of our deficiencies regarding asset management. One of the things Maintenance Services is focusing on is a comprehensive preventive maintenance plan. We are continuing to develop our preventive maintenance plan and will constantly improve it in the upcoming years.

3. Faster Response and Better Customer Service

Maintenance Services is constantly exploring ways to improve response times and customer service. This year, the department is replacing the current work order system. The new system will give the department better control and prioritization of all work orders. The new system will also provide more transparency, giving our customers access to information on their work orders, such as status and when the work is scheduled. Maintenance is also making changes to the process when a work order is submitted. This change would streamline and reduce response times for completion.

II. FACILITIES CUSTODIAL SERVICES REPORT

Ron Umali, Administrator for Maintenance & Custodial Services

SUMMARY

The custodial team is responsible for providing a level of cleaning that will result in a clean, safe, and secure environment for district students and staff. This group is currently configured with 54 building foremen and 202 custodians deployed to 53 schools, with 10 centralized roving custodial teams to respond to vacancies and absences. Within this group are four Maintenance Custodians (MC3), who are tasked with minor maintenance repairs, as well as custodial duties. To minimize the impact on our schools, the MC3 team works in the evening. They do similar work that a “handyman” would do. Custodial Services makes up over two-thirds of the total staffing of the Maintenance Services Department and has five supervisors to oversee their work.

The Custodial Services Supervisor also oversees the surplus material management team. It is composed of a foreman, a shipping clerk and seven courier staff. This staff manages the removal, warehousing, and final disposition of the district’s surplus curriculum, technology, furniture, and equipment. This staff also manages the relocation of teachers throughout the district.

Staffing continues to be a challenge in the custodial group. Recruitment of custodians at the entry level (Custodian I) which requires no prior experience is very difficult. Turnover of personnel in the Custodian I position is high due to the nature of the work and the low compensation.

ACCOMPLISHMENTS

1. Improved Efficiency

The custodial team found ways to increase efficiency to keep up with the cleanliness of schools/facilities. Supervisors reorganized custodial routes for more efficient cleaning and performance of custodial tasks. The team continues to improve by replacing old, outdated equipment with more efficient units, as well as small adjustments in custodial operations.

2. Reduction in Custodial Vacancies

Over the past year, the custodial group has rigorously promoted the benefits of working for the district. Supervisors participated in recruitment efforts with Human Resources, including advertising open positions on Facebook Marketplace and Craigslist. Supervisors actively recruit by conducting interviews twice a week at all hours during the day to ensure applicants are offered time slots that will work with their schedules. The custodial group reduced the average number of vacancies from fifteen last year to five this year.

3. Employee Professional Development

A Leadership Development program was created within the custodial group this year. This program develops employees who are interested in advancing to leadership roles. This program includes workshops in coaching, mentoring, and team effectiveness.

4. Increased Training for Custodians

Throughout the year, supervisors have been identifying the strengths and weaknesses of the custodial staff. Supervisors are capitalizing on the strengths of the team and providing proper training to the custodians to help increase efficiency.

CHALLENGES

1. Increasing Square Footage and Staffing

With the addition of new and remodeled facilities, we are constantly adding more surface area for our custodians to clean. The custodial group is exploring different strategies to adapt as additional square footage is added to the district portfolio.

2. Employee Retention

Entry-level custodians are hired at the lowest pay scale starting at \$18.00 per hour and fill positions in the evening shift. There were approximately forty (40) entry-level custodians in the last year. This is the shift with the highest turnover in personnel due to the combination of a less desirable shift, labor-intensive work, and low pay. Different strategies to reduce our employee turnover rate are being used.

3. Excessive Absences

There were over two thousand custodial absences in FY23-24. At times, up to 25% of the shift is absent in one evening. These instances make it next to impossible to get schools ready for use the next day. With only a limited number of custodial rovers to cover absences, the custodial group relies on people volunteering to work overtime for coverage.

SHORT TERM GOALS

1. Decrease Custodial Costs & Increase Cleaning Efficiency

In partnership with Walter E. Nelson and a chemical company (Hillyard), we are performing a districtwide custodial assessment. Our partners will analyze the square footage of each BSD facility compared with the number of custodians to give us a realistic standard of cleaning and provide recommendations for what types of chemicals to use in each area. Custodians will be given additional training in proper cleaning techniques, time management, and preventive maintenance of custodial equipment.

2. Increase Safety Awareness

Custodial work is very labor intensive. To prevent work-related injuries, efforts are made to ensure there is increased safety awareness in the workplace. Custodians are trained on proper lifting techniques and general safety awareness, which will help reduce workers' compensation claims and lost time from injuries.

LONG RANGE GOALS

1. Operational Adjustments for Increased Efficiency

The custodial group will continue to explore different strategies to increase the efficiency of the team. The team is looking at equipment upgrades, as well as operational changes to help with achieving our efficiency targets.

2. Update Custodial Handbook, Standard Operating Procedures, Routes, and Scope of Work

New routes for the custodians are being implemented as the needs arise. There are plans to review and update current custodial handbooks, standard operating procedures (SOP), and scope of work to align with current conditions in BSD facilities.

III. FACILITIES MAINTENANCE PROJECTS

SUMMARY

The Maintenance Project Coordinator Team, operating within the Maintenance Services Department, is dedicated to conducting essential annual compliance inspections, executing related repairs and upgrades, overseeing safety inspections, managing general work orders, and facilitating Facility Improvement Projects (FIP) across all district buildings. Our primary focus lies in the upkeep of buildings, ensuring they meet regulatory standards, and safeguarding the well-being of district students and staff. Approximately 80 percent of our efforts are directed toward maintenance and compliance tasks, with the remaining focus dedicated to accommodating Facility Improvement Projects to enhance our facilities.

The team comprises eight dedicated individuals, each specializing in a specific program area. Their responsibilities encompass overseeing essential annual compliance inspection programs, including stormwater treatment (such as bioswales, LIDA swales, filtered and unfiltered catch basins), underground and above-ground fuel storage tanks (UST/AST), generators, fat/oil/grease interceptors, backflow device testing, asbestos inspections and abatement, ADA barrier removal, radon, and lead in drinking water. Additionally, they manage Integrated Pest Management (IPM) initiatives and conduct safety measure inspections, covering areas such as stage rigging, bleachers and backstops, Skyfold partitions, fire systems, fire door drop testing, Distributed Antenna Systems (DAS), Field Turf, crane and winch operations, as well as elevators and lifts utilized districtwide.

ACCOMPLISHMENTS

1. Accessibility to Playgrounds

In 2023, seven elementary schools were chosen to receive an important enhancement: the addition of concrete ramps to their playgrounds. This initiative is a significant step forward in our commitment to inclusivity and accessibility for all students and staff, aligning closely with the objectives outlined in the district's ADA Transition Plan. By installing these ramps, we are proactively eliminating access barriers and fostering an environment where every individual can fully participate and enjoy the school facilities without limitations.

2. More Active Role in Capital Project Planning

With extensive knowledge of district facilities, this team is taking proactive steps to prioritize and address deferred maintenance projects. In the current fiscal year alone, significant progress has been made, with three notable projects already completed. These include remedying drainage issues at Transportation 5th Street South, replacing a malfunctioning sound system at Beaverton High School (with plans to reinstall a new system in the upcoming building), and enhancing lighting at Aloha High School to improve safety and support various programs.

3. Lead in Water Testing

In accordance with OAR 333-061-0600 and OAR 581-022-2223, this Oregon Health Authority program for school districts is managed at BSD by Maintenance Services in cooperation with Risk

Management and Plumbing staff. After initial systemwide testing was completed from 2016 to 2020, ODE established a six-year staggered cycle of re-testing for each BSD facility to analyze drinking water sources for lead. In 2022, we collected approximately 710 water samples at 43 facilities within the district. This year, 2024, we are collecting approximately 549 samples at 10 facilities within the district, and next year, 2025, we will collect water samples at 11 facilities within the district. In the spring of 2027, we will restart the full cycle, retesting the first grouping of schools.

We have established a sustainable management system for the program. Tracking results, we continue to respond to any location over the action limit of 15 ppb (parts per billion) with timely mitigation services as needed.

4. Portable Classroom Buildings

In a strategic move aimed at minimizing the number of portable classroom buildings across the district, surplus portables are being sold. In the 2022-23 fiscal year, six such portables were successfully sold, followed by the sale of two more this year, with an additional four projected to be sold by the fiscal year's end. This ongoing effort reflects our commitment to regularly reassess the district's requirements and responsibly divest surplus assets as deemed necessary. We remain dedicated to optimizing our educational infrastructure to best serve the evolving needs of our students and staff.

5. Asbestos Management

During this fiscal year we have continued with our required Asbestos Hazard Emergency Response Act (AHERA) asbestos management plan. Our contracted asbestos consultant continues to support this work with compliance testing, oversight, and sampling. Annual training for our maintenance staff continues to increase in both awareness and knowledge base. This results in an increase in reporting of asbestos-related maintenance issues and compliance with work processes. Asbestos abatement of small areas is done by our in-house Class III Operations and Maintenance certified abatement team. Abatement of areas larger than 3 square feet is contracted out.

CHALLENGES

1. Aging Facility Infrastructure

Of our 63 buildings, the majority were built prior to 1980, with three built in the 1920s. Daily wear and tear, aging systems and obsolete parts are causing an increase in repair and replacement costs creating a challenging situation.

2. Lead in Water Mitigation

When lead is present in water samples equal to or greater than 15 ppb, immediate steps occur to ensure the safety of our students and staff. The maintenance team is often able to mitigate the presence of lead by replacing fixtures, replacing sections of pipe, and flushing the system. When the scope of mitigation goes above a certain threshold or becomes more invasive, other options are considered, such as integrating the re-piping with a large capital project.

3. Aging Elevators and Vertical Lifts

Across the district, there are 60 elevators and vertical lifts. Many are aging and breaking down, disrupting daily routines and ADA access to program areas. As our equipment ages, the number of repairs will increase. With the increase in repairs, the cost of maintenance of our equipment will also increase. In the 2023-24 school year, 24 elevators were down or stopped working. Most of these were instances in which the repair caused only a one-day delay. However, due to waiting for parts, three elevators were out of commission for up to 26 days causing a major disruption to the school day. An assessment was performed this year on all of the district's elevators and vertical lifts. The elevator assessment report identifies units that need immediate attention, as well as helps us with budgeting and elevator modernization planning.

SHORT TERM GOALS

1. Emergency Response SOP

In anticipation of any future natural events or emergencies, collaboration between the Projects team, Custodial, and Trades will ensure the prominent display and easy accessibility of safety maps, including pertinent safety details across all school sites within the district. By furnishing comprehensive safety maps and information throughout our facilities, the district endeavors to bolster emergency readiness, equip staff and students with the tools to respond adeptly to potential hazards, and foster a safer and more secure learning environment for all.

2. Increase Cross-Training Among Project Coordinators

Currently, when we lose a team member to another opportunity within or outside the district we are shuffling and often increasing the workload on one individual until we can fill the vacancy. To decrease the impact of having to reprioritize and learn new subjects with an increased workload, we will implement a cross-training program for project coordinators. By providing comprehensive training sessions and shadowing opportunities, we aim to equip each coordinator with the necessary skills and knowledge to handle a variety of tasks within the team. This proactive approach will ensure continuity of operations even in the event of team member transitions, minimizing disruptions and preventing overburdening of individual team members. Additionally, fostering a culture of collaboration and shared expertise will enhance team resilience and efficiency in managing project workflows.

LONG RANGE GOALS

1. Fire Department Connection (FDC) Locking Cap Upgrade

One crucial component of a building's fire safety system is the Fire Department Connection (FDC). This piping serves as a vital link, allowing the Fire Department to supplement the building's sprinkler system with additional water from a truck if the building's water supply proves insufficient during a fire emergency. Typically positioned near the street, FDCs are identifiable by their red caps, which can sometimes be removed and tampered with, leading to potential obstructions being pushed inside. Discovering such obstructions necessitates a costly flushing and recapping procedure to maintain system integrity.

To address this safety concern and mitigate unnecessary expenses, the project team is systematically upgrading FDCs with locking caps. By implementing this solution, we ensure that FDCs remain unobstructed, thereby eliminating the need for frequent flushing after instances of tampering. Collaborating closely with our fire jurisdiction, the adoption of locking caps allows us to extend the flushing frequency to once every ten years, instead of the current requirement of every five years. This strategic adjustment translates to significant cost savings for the district.

2. Improve Safety Checks and Protocol for Equipment

Establish standardized safety protocol for Custodial and Maintenance staff use of equipment used within the department, integrating reporting of issues into our new computerized maintenance management system (CMMS). Our approach will involve incorporating safety checks into routine equipment maintenance schedules within the CMMS.

To streamline safety check processes and enhance accountability, we will leverage technology such as equipment tracking systems and digital checklists within the CMMS to conduct inspections and promptly document any issues or concerns. Furthermore, we aim to cultivate a culture of safety awareness and accountability among all staff members. This approach ensures that issues are promptly addressed and systematically managed. By implementing standardized safety checks for internal equipment use and integrating issue reporting into our new CMMS, the school district is committed to prioritizing the well-being of our employees. Additionally, this initiative aims to minimize the risk of workplace accidents and injuries while upholding our dedication to providing a safe and supportive environment for all stakeholders.

IV. FACILITIES DEVELOPMENT

Aaron Boyle, Administrator for Facilities Development

SUMMARY

This summer and next summer will mark the peak of construction activity for the 2022 bond. We have 73 projects currently underway, some of these taking place across multiple sites. In order to prepare for this work, we have spent the last year doing design work and procurement. The bond program is in great shape financially; it is tracking on schedule and under budget.

ACCOMPLISHMENTS

Aloha HS Office Relocation: This spring we opened the new front office at Aloha High School. The project added a secure entrance and a new accessible office area in the old courtyard. The project was very challenging and finished a bit behind schedule, but it was on budget. Students, staff, and the community have been very happy with the results.

Beaverton High School Replacement: Last year our goal was to establish a guaranteed maximum price contract (GMP) for BHS within $\pm 5\%$ of our target maximum allowable construction cost of \$210M and to begin construction in March 2024. We achieved the goal regarding establishing the GMP; it was established at \$215.8M, 2.8% over our target MACC, but still within the project budget. We also achieved the goal regarding schedule, as work on-site had commenced during March.

Raleigh Hills Replacement: Last year our goal was to establish a GMP that is within $\pm 5\%$ of our target maximum allowable construction cost of \$55M and to begin construction in June 2024. We successfully established the GMP at \$54.7M, slightly under our target. We are currently on track to begin demolition as soon as school is out for the summer.

Internship Program: Last year our goal was to hire 3 high school students for a summer internship pilot program. This worked very well and was a great success, and we learned a lot. This summer we have expanded the program to include 8 students. 4 students will work with BSD staff, while the other 4 will work directly for our contractors and architects on BHS and Raleigh Hills. We are hopeful that this is a meaningful and educational opportunity for them.

Project Scoping: Last year our goal was to have a detailed project list for all deferred maintenance, modernization, and security upgrade projects. We have fallen a bit short of this goal, and it was probably a bit optimistic. However, we have made good progress on each of these.

Classroom Technology A/V Project: Over the last year, the Facilities Development and IT teams worked together to roll out the new technology standard across the district. This was a major accomplishment. We now have consistent and reliable technology in all classrooms.

SUMMER 2024 PROJECTS

Beaverton HS Replacement, Raleigh Hills Replacement, Stoller Gym/Classroom Addition, Mountain View Seismic, Southridge BB/SB Turf, Southridge HVAC Upgrades, Westview HS Office Relocation,

Westview HS Concessions & Stadium Turf Replacement, Capital Center HVAC Upgrade & Paging, Springville Outdoor Learning, Multiple Modernization Projects, Security Upgrades, and many more.

2025 Planning & Design Underway

One of our primary risk mitigation strategies has been to increase our planning cycles for projects from 1 to 2 years. This means that we are well into the design for many projects to be completed next summer, including Meadow Park Seismic, Allen Transportation, Aloha HS Athletics, Beaverton HS Athletics, Oak Hills Classrooms, Roofing Replacements, and various others.

AREAS OF CONCERN AND PROGRAM RISK

Oregon Seismic Rehabilitation Grant Program (SRGP): Each year the State of Oregon awards matching funds to school districts to construct seismic upgrades. In the 2014 bond, we received grants for upgrades at 3 schools (Aloha, Beaver Acres, and Cooper Mountain). However, we have recently been unsuccessful in obtaining additional grant awards despite having significant needs. This seems to be due to a case of supply and demand, i.e. there is far more demand for seismic grants than there are funds available. Our budget for the 2022 bond seismic upgrades assumed we would receive at least 2 grant awards. We will continue to pursue these grants as we move forward. If seismic resiliency is a priority for state leadership, they would do well to make more funding available.

Supply Chain Issues: We have recently seen improvements in materials with less complicated supply chains. Things like concrete, steel, and roofing materials were all in short supply last year, but are now available. However, items with more complicated supply chains such as HVAC units, generators, and electrical gear are seeing very significant lead times. The lead times for many of these items are over 1 year right now. Fortunately, we have been working to increase our planning cycles for projects, and this gives us a bit more ability to be responsive to these lead times.

Inflation: Material cost escalation continues to be a problem. For the bond we budgeted 5% annual cost escalation, and the actual escalation continues to exceed this significantly. This is what we have contingencies for, and we should be able to manage, but it makes it difficult to plan budgets.

SHORT TERM GOALS

Summer 2024 Projects: With so many projects going on during the summer of 2024, we need to make sure everything goes smoothly and does not impact operations in the fall. Our goal is that all projects this summer are delivered on time.

2022 Bond Contingency Spending Plan: Currently the 2022 Bond Program has an unallocated contingency balance of \$65.1M. Some of this will likely be necessary to complete planned projects. However, since we were able to develop GMPs on budget for Beaverton High School and Raleigh Hills replacements, there should be ample remaining funds to reallocate to other projects. In order to complete these projects by 2028, we will want to begin the planning process as soon as possible. Understanding what this project list looks like will also have a

significant impact on the planning for the 2028 bond. Our goal is to have this process started in fall of 2024.

LONG RANGE GOALS

Future Bond Planning: The long-term goal is to align future bond elections with presidential elections. This would mean that the next bond election will be in 2028. We have a good idea of some of the elements that need to be included in this bond (seismic upgrades, deferred maintenance, end-of-life replacements, etc.), but there is much more work that will need to take place. At some point soon, it would be worthwhile to develop a draft plan based on the projected debt capacity. This would aid significantly in future long-range planning and boundary realignment discussions.

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

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

RECOMMENDATION

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

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Zone	School Board Members Present	Appointed Budget Committee Members Present
1	Susan Greenberg	Jessica McBride
2	Dr. Karen Pérez, Chair	Brian Bean
3	Dr. Melissa Potter	<i>[Diane McCartney absent]</i>
4	Sunita Garg, Vice Chair	Alok Mehrotra
5	Ugonna Enyinnaya	Christa Billings
6	Justice Rajee	Heidi Echeverría, Budget Committee Chair
7	Dr. Tammy Carpenter	Dr. Lisa Shultz, Budget Committee Vice-Chair
District Staff Present		
Dr. Gustavo Balderas, Superintendent Dr. Carl Mead, Deputy Superintendent for Operations & Support Services Dr. Heather Cordie, Deputy Superintendent for Teaching & Learning Michael Schofield, Associate Superintendent for Business Services Kerry Delf, Chief of Staff		Camellia Osterink, General Counsel Susan Rodriguez, Chief Human Resource Officer Shellie Bailey-Shah, Public Communications Officer Jessica Jones, Budget Manager Thuy Meade, Budget Analyst Marcie Davis, Executive Assistant to Associate Superintendent for Business Services Sarah Weiland, Executive Assistant to Superintendent

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

I. Welcome and Opening Remarks – Budget Chair Heidi Echeverría

Budget committee chair Heidi Echeverría (“Budget Chair Echeverría”) called the meeting to order at 5:45 PM and completed roll call. Budget committee member Diane McCartney was absent. All other budget committee members were present.

Superintendent Dr. Gustavo Balderas thanked the budget committee. He noted that financially, we are fortunate to be avoiding the staffing and program cuts experienced by many other districts nationwide. Thanks to the proactive measures of former superintendent Don Grotting and the school board and budget committee in previous years, the district has maintained a reserve that ensures a quality education for our students. However, it's evident that funding adjustments are necessary in Salem for the upcoming year. He said he is grateful for the community, staff, school board and budget committee members who are advocating for the needed funding level, not just the current service level.

Associate Superintendent for Business Services Michael Schofield explained the process for the evening.

II. Approval of Minutes from May 14, 2024 Budget Committee Meeting – Heidi Echeverría (video: 9:14)

Susan Greenberg moved to approve the minutes of the May 14, 2024 budget committee meeting and Sunita Garg seconded the motion. The minutes were unanimously approved.

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III. Review Public Comment – Heidi Echeverría (video: 10:05)

Two public comments were submitted to the committee and posted on the budget [webpage](#).

IV. Adjustments to Proposed Budget – Jessica Jones (video: 11:20)

Budget manager Jessica Jones described there were no adjustments in appropriation levels from the proposed budget for 2024-25.

V. Budget Committee Final Comments – Heidi Echeverría (video: 12:04)

Comments from the committee included appreciation for the budget with no staff reductions as well as the focus on behavioral health and wellness. Student and community comments regarding the Youth Services Officers (YSO) program and the [SeeChange report](#) were acknowledged.

VI. Approval of Budget and Tax Levies – Heidi Echeverría (video: 39:27)

Susan Greenberg moved to approve the 2024-25 budget and it was seconded by Dr. Lisa Shultz:

“I move that the Beaverton School District budget in the amount of one billion eight hundred thirteen million seven hundred nine thousand nine hundred seventy nine dollars (\$1,813,709,979) for all funds for 2024-25 be approved, the permanent tax rate of four dollars point six nine three cents (\$4.6930) per \$1,000 of assessed value be assessed in support of the General Fund, a local option tax rate of \$1.25 per \$1,000 of assessed value be assessed in support of the General Fund, and a tax of eighty eight million seven hundred two thousand eight hundred seventeen dollars (\$88,702,817) be approved for the service of bonded debt obligations of the school district.”

There was no further discussion on the motion. The motion was voted on and passed unanimously.

VII. Closing Remarks – Dr. Gustavo Balderas (video: 41:32)

Dr. Balderas thanked budget chair Heidi Echeverría and the committee for moving the budget forward to the school board for adoption. Dr. Balderas also noted there would be additional information and data review about the YSO program presented at the June 18 school board meeting, and suggested that the school board might utilize a consultant to undertake a scientific study to provide additional data on community views about the YSO program.

Budget Chair Echeverría encouraged everyone to advocate in Salem for education funding.

The next meeting will be a budget hearing during the June 18, 2024 school board meeting.

Budget Chair Echeverría adjourned the budget committee meeting at 6:29 p.m.

Heidi Echeverría, Budget Committee Chair

Submitted by Marcie Davis

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING MAY 28, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Susan Rodriguez
Casey Waletich
Camellia Osterink
Shellie Bailey-Shah
Robin Kobrowski
Dr. Toshiko Maurizio
Veronica Galvan
Jill O’Neill
Aaron Boyle
Diane Fitzpatrick
Bianca Bebb
Madeline Shick
Chrissy Lawrence
Marcela Ullibarry-Cabrera
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Chief Facilities Officer
General Counsel
Public Communications Officer
Executive Administrator for PK-8 Schools
Administrator for Multilingual Programs
Administrator for Curriculum, Instruction and Assessment
Administrator for Curriculum, Instruction and Assessment
Administrator for Facilities Development
Principal, Beaverton Academy of Science and Engineering
Assistant Principal, Beaverton High School
Teacher on Special Assignment
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 7:34 p.m. She noted that all seven board members were present. The board reviewed the agenda and did not request any changes.

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Use the following links to access board meeting information:

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

II. SUPERINTENDENT'S REPORT

Dr. Balderas noted that the district's business office had presented a \$1.8 billion budget for 2025–26 and reiterated that, while Beaverton School District is fortunate to have a robust reserve fund, advocating to legislators for needed service level funding in advance of and during the upcoming long session will be necessary. To that end, staff from Beaverton are serving on statewide work groups and are advocating for both program and budget models, and that the board will create a legislative agenda. Dr. Balderas also spoke on the engagement of the community around long-term facilities planning and how this shows that community members care about their schools. He remarked that there will be continued dialogue through the summer around long-term planning and that the district would seek clear direction from the board for moving forward with future developments districtwide.

III. PUBLIC COMMENTS

A. Comments by Employee Groups

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

B. Comments by Community Members

The board heard public comments from 10 speakers, one of whom commented virtually. The board also received 47 written public comments.

C. Public Hearing: Instruction Time Exemptions

The public hearing was held and no community members requested to provide public comment on instruction time exemptions.

IV. ITEMS FOR INFORMATION

A. Program Report: Career Technical Education

Dr. Heather Cordie, Jill O'Neill, Madeline Shick, Diane Fitzpatrick and Bianca Bebb gave a report on the district's career technical education program. The district's CTE offerings are focused on six learning areas including Agriculture, Food & Natural Resource Systems; Business & Management; Human Resources; Arts, Information & Communication; Health Sciences; and Industrial & Engineering Systems. This program partners with local industry and businesses to offer internships and other learning opportunities for Beaverton students.

The board took a break at 9:02 p.m. and reconvened at 9:08 p.m.

B. Bond Accountability Committee Report

Bond Accountability Committee Chair Dick Harbert, accompanied by BAC Vice Chair and Chair-Elect Randy Smith, Administrator for Facilities Development Aaron Boyle and Chief Facilities Officer Casey Waletich, presented a report to the board regarding the committee's assessment of the performance of the 2022 bond program. Mr. Harbert explained that the BAC continues to work with staff to present transparent, detailed and meaningful information to accurately assess the performance of the 2022 Bond scope. Mr. Harbert noted that all projects are currently on track, although this could be impacted if there are delays in issuing permits.

C. Financial Report

Associate Superintendent Mike Schofield presented the monthly financial update, including the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity.

V. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Business Meeting, April 30, 2024
- ii. School Board Executive Session, April 30, 2024
- iii. School Board Executive Session, May 14, 2024
- iv. School Board Executive Session, May 21, 2024

C. Public Contracts

D. Legal Settlement

E. Instruction Time Exemptions

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

VI. ITEMS FOR ACTION

A. Language Arts & English Language Proficiency Curriculum Adoption

Deputy Superintendent Dr. Heather Cordie and her team presented the K-5 Language Arts/English Language Proficiency Adoption Committee's recommendation for instructional materials for language arts and English language proficiency for grades K-5. In alignment with board policy IIA and administrative regulation II/IIA-AR, the committee completed its review and recommended to the superintendent that the district adopt Houghton Mifflin Harcourt *Into Reading* and *iArriba la Lectura!*.

Susan Greenberg moved to approve the resolution adopting the Houghton Mifflin Harcourt curriculum for elementary language arts and English language proficiency and authorizing its purchase as recommended. Sunita Garg seconded. The motion passed unanimously 7:0.

B. School Board Meeting Calendar for 2024-25

Chief of Staff Kerry Delf was available for any questions from the board regarding the previously discussed board meeting calendar. Susan Greenberg moved to approve the school board meeting calendar as submitted. Sunita Garg seconded. The motion passed unanimously 7:0.

C. Budget Calendar for 2025-26 Budget

Associate Superintendent Mike Schofield was available for any questions from the board regarding the previously discussed budget meeting calendar. Susan Greenberg moved to approve the budget calendar as submitted and Sunita Garg seconded. The motion passed unanimously 7:0.

D. Board Policy Revisions

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

Chief of Staff Kerry Delf and General Counsel Camellia Osterink presented two alternate versions of board policy BCB regarding the election of board officers, reflecting discussion by the board in the previous meeting, and were available for any questions from the board regarding the previously discussed policy revisions. Susan Greenberg moved to approve the policy revisions as submitted with Version B of policy BCB, and Sunita Garg seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Revisions

- i. AC Nondiscrimination
- ii. BCBA Student Representatives to the Board (new)
- iii. DJ District Purchasing
- iv. IGBAF & IGBAF-AR Special Education – Individualized Education Programs
- v. IGBAG & IGBAG-AR Special Education – Procedural Safeguards
- vi. IGBAH-AR Special Education – Evaluation & Eligibility

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting, with discussion around threshold of approvals and continuing to be good stewards of taxpayer funds.

VIII. BOARD COMMUNICATION

Board members made individual comments and committee reports, with topics including appreciation for the people who have come and shared comments to the board, recent school visits, year-end events, YSO ride-alongs, international conflicts and local impacts, the Beaverton Education Foundation’s fundraising efforts, thoughtful and community-engaged long-term facilities planning, and a heartfelt thank you to all educators as the school year comes to a close.

IX. CLOSE MEETING

Dr. Pérez adjourned the May 28, 2024 business meeting at 9:57 p.m.

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

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

BACKGROUND

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

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

RECOMMENDATION

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

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Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
2024-2025 Annual Water Quality Facility Maintenance	Ron Umali, Administrator for Maintenance Services	Request for Proposal (RFP) #20-0042	DeSantis Landscapes, Inc.	\$230,991	07/2024	06/2025	Authorization to Award Project Work Authorization
Synergy Student Information System	Steven Langford, Chief Information Officer for Information & Technology	Oregon Student Information System Consortium (OSIS) Cooperative Contract #G-2012-100	Edupoint Educational Systems LLC	\$345,585	07/2024	06/2025	Authorization to Award Contract
Renewable Fuel Services for School Buses	Craig Beaver, Administrator for Transportation Services	State of Washington Department of Enterprise Cooperative Contract #02318 Propane, Autogas (LPG), Parts & Service	Blue Star Gas – Seattle Co.	\$750,000	07/2024	06/2025	Authorization to Award Contract
Renewable Diesel Fuel and Petroleum Products	Craig Beaver, Administrator for Transportation Services	Tri-County Metropolitan Transportation (Trimet) Cooperative Contract #RF220163LJ Mobile R99 Renewable Hydrocarbon Diesel (RHD)	Jubitz Corporation	\$1,500,000	07/2024	06/2025	Authorization to Award Contract
Electric School Bus Charging Infrastructure and Resilience Equipment	Craig Beaver, Administrator for Transportation Services	City of Portland Cooperative Contract #30007944 Charging as a Service	OpConnect, Inc.	\$248,464	07/2024	06/2026	Authorization to Award Contract
Care Options for Kids	Josh Fritts, Executive Administrator for Teaching & Learning	Contract Amendment Pursuant to DJ-AR(8)	Care Options For Kids School Services	\$164,224	07/2023	06/2024	Authorization to Award Amendment

Newsela Instructional Materials	Jill O'Neill, Administrator for Curriculum, Instruction & Assessment	Special Procurement Pursuant to DJC-AR(5)(a)(ii)	Newsela, Inc.	\$688,500	07/2024	06/2026	Authorization to Award Contract
Washington County Chamber School to Career Program	Jill O'Neill, Administrator for Curriculum, Instruction & Assessment	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	Washington County Chamber of Commerce	\$180,500	07/2024	06/2025	Authorization to Award Contract
Lifeworks Northwest	Joshua Fritts, Executive Administrator for Teaching & Learning	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	Lifeworks Northwest	\$669,500	07/2024	06/2025	Authorization to Award Contract
JAMF Support	Kevin McMillian, Administrator for Information & Technology	Oregon Education Technology Consortium (OETC) #OETC-17R-DeviceManagement	JAMF Software, LLC	\$170,948	07/2024	06/2025	Authorization to Award Contract
Early College High School, Opportunity Knocks, and Career Encounters	Michael Crandall, Administrator for Early College High School	Intergovernmental Agreement Pursuant to ORS 190.110 & OAR 125-246-0365	Portland Community College	\$2,481,920	07/2024	06/2025	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Services for Whitford Middle School	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Kirby Nagelhout Construction Co.	\$218,422	06/2024	09/2024	Authorization to Award Contract
Errol Hassell and Jacob Wismer Elementary Schools Seclusion Rooms	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Buildskape LLC	\$190,505	06/2024	09/2024	Authorization to Award Contract

e-Builder Renewal	Aaron Boyle, Administrator for Facilities Development	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	e-Builder, Inc.	\$170,031	08/2024	07/2025	Authorization to Award Contract
ACT and PreACT8 District Testing	Veronica Galvan, Administrator for Curriculum, Instruction & Assessment	Special Procurement Pursuant to DJC-AR(5)(b)	Impact Asset Corp.	\$232,700	07/2024	04/2025	Authorization to Award Contract
Ignite! Reading	Joshua Fritts, Executive Administrator for Teaching & Learning	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	Ignite! Reading, PBC	\$450,000	07/2024	06/2025	Authorization to Award Contract
Renaissance Curriculum	Joshua Fritts, Executive Administrator for Teaching & Learning	Special Procurement Pursuant to DJC-AR(5)(a)(ii)	Renaissance Learning, Inc.	\$2,360,686	07/2024	06/2027	Authorization to Award Contract
Miller Nash Graham & Dunn LLP Legal Expenses	Karl Granlund, Administrator for Risk Management	Exemption Pursuant to DJCA-AR(7)(a)(1) & DJCA-AR(7)(b)(25)	Miller Nash Graham & Dunn LLP	\$325,000	07/2024	06/2025	Authorization to Award Contract
Summer School Hot Lunch	Veronica Galvan, Administrator for Curriculum, Instruction & Assessment	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	My Hot Lunchbox, LLC	\$269,950	06/2024	08/2024	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** 2024-2025 Annual Water Quality Facility Maintenance

- **Contract Scope:** Inspections, general maintenance, irrigation repairs, and replanting as needed in all district bioswales and parking lot swales.
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$230,991
- **Contractor/Vendor:** DeSantis Landscapes, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposal (RFP) #20-0042
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: 2024-2025 Annual Water Quality Facility Maintenance

- **Project Scope:** Inspection and upkeep of twenty-five (25) bioswales located throughout the district.
- **Project Budget:** \$230,991
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: Beaverton School District has 25 sites with bioswales that need regular maintenance which includes hand weeding invasive species/non desirable plantings, removal of built-up sediment, replanting of lost plants up to 15% of total swale area, and removal of debris found on site to keep the Clean Water Services Private Water Quality Rating of 2 (Good). In 2020 the district awarded a multi-year master contract to DeSantis Landscapes, Inc., under which the district issues annual project work authorizations for water quality facility maintenance.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the project work authorization described herein with DeSantis Landscapes, Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Synergy Student Information System

- **Contract Scope:** 2025 – 2025 Synergy Student Information Maintenance
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$345,585
- **Contractor/Vendor:** Edupoint Educational Systems LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Oregon Student Information System Consortium (OSIS) Cooperative Contract #G-2012-100
- **Recommended By:** Steven Langford, Chief Information Officer for Information & Technology

ASSOCIATED PROJECT: Synergy Student Information System

- **Project Scope:** 2025 – 2025 Synergy Student Information Maintenance
- **Project Budget:** \$345,585
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: Edupoint provides the Synergy Student Information System software. Included in this maintenance renewal is the annual support and maintenance for Synergy Student Information System, Gradebook, Master Schedule Builder, ParentVue/StudentVue web portals, Online Registration, Multi-Tiered Systems of Support (MTSS), Video Conference Integration, Synergy Tech Tool Maintenance and Synergy Connect Plan.

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

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

- **Contract Scope:** Purchase renewable propane fuel (rLPG) for school buses for the purpose of transporting pupils home to school per ORS 327.043 and IEP requirements. Expenses are eligible for 70% reimbursement from State School Fund (SSF).
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$750,000
- **Contractor/Vendor:** Blue Star Gas – Seattle Co.
- **Funding Source:** General Fund
- **Solicitation Method:** State of Washington Department of Enterprise Services Cooperative Contract #02318 Propane, AutoGas (LPG), Parts & Service
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Renewable Fuel Services for School Buses

- **Project Scope:** Purchase renewable propane fuel (rLPG) for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements. Expenses are eligible for 70% reimbursement from SSF.
- **Project Budget:** \$750,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The district utilized sixty-four (64) propane-powered school buses to transport students in home-to-school operations as required by state and federal statute. The district transitioned use of petroleum-based propane fuel (LPG) to use of renewable propane fuel (rLPG) on April 1, 2023 in order to reduce the district's carbon footprint and contribute to sustainable environmental practices.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Renewable Diesel Fuel and Petroleum Products

- **Contract Scope:** Purchase of renewable diesel fuel and petroleum products for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$1,500,000
- **Contractor/Vendor:** Jubitz Corporation
- **Funding Source:** General Fund
- **Solicitation Method:** Tri-County Metropolitan Transportation (Trimet) Cooperative Contract #RF220163LJ Mobile R99 Renewable Hydrocarbon Diesel (RHD)
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Renewable Diesel Fuel and Petroleum Products

- **Project Scope:** Purchase of renewable diesel fuel and petroleum products for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements
- **Project Budget:** \$1,500,000
- **Project Timeline:** 07/2024 – 06/2025

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

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Electric School Bus Charging Infrastructure and Resilience Equipment

- **Contract Scope:** Procurement of thirty-six (36) electric school bus (ESB) chargers
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$248,464
- **Contractor/Vendor:** OpConnect, Inc.
- **Funding Source:** 2024 EPA Clean School Bus Award and General Fund
- **Solicitation Method:** City of Portland Cooperative Contract #30007944 Charging as a Service
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Electric School Bus Charging Infrastructure and Resilience Equipment

- **Project Scope:** Procurement of thirty-six (36) electric school bus (ESB) chargers
- **Project Budget:** \$248,464
- **Project Timeline:** 07/2024 – 06/2026

BACKGROUND: The district operates twenty-five (25) electric school buses (ESBs) and has been awarded an additional fifty (50) ESBs through the EPA Clean School Bus Grant Program. The fifty (50) buses will begin service in spring 2025. Currently the district has thirty-one (31) charging stations and requires additional infrastructure to support the increase in ESBs. Procurement and installation of thirty-six (36) additional chargers will help to support the successful ESB deployment. All General Fund expenditures qualify for 70% reimbursement from the State School Fund (SSF).

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Care Options for Kids

- **Contract Scope:** Care Options for Kids will provide speech-language pathology (SLP) services to the district, its staff and students. Services may include evaluation and direct student services, program planning, Individualized Education Program (IEP) writing and other services at request.
- **Contract Timeline:** 07/2023 – 06/2024
- **Contract Amount:** \$164,224
- **Contractor/Vendor:** Care Options For Kids School Services
- **Funding Source:** General Fund
- **Solicitation Method:** Contract amendment pursuant to DJ-AR(8)
- **Recommended By:** Joshua Fritts, Executive Administrator for Teaching & Learning

ASSOCIATED PROJECT: Care Options for Kids

- **Project Scope:** Care Options for Kids will provide speech-language pathology services to the district, its staff and students. Services may include evaluation and direct student services, program planning, IEP writing and other services at request.
- **Project Budget:** \$164,224
- **Project Timeline:** 7/2023 – 06/2024

BACKGROUND: The original contract awarded to Care Options of Kids School Services was \$137,144. Additional services were needed due to an unfilled SLP vacancy and to continue SLP services required at multiple schools for students who have IEPs with these services.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract amendment described herein with Care Options For Kids School Services, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Newsela Instructional Materials

- **Contract Scope:** Procurement of language arts and social studies instructional materials
- **Contract Timeline:** 07/2024 – 06/2026
- **Contract Amount:** \$688,500
- **Contractor/Vendor:** Newsela, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)(a)(ii)
- **Recommended By:** Jill O’Neill, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: Newsela Instructional Materials

- **Project Scope:** Procurement of language arts and social studies instructional materials
- **Project Budget:** \$688,500
- **Project Timeline:** 07/2024 – 06/2026

BACKGROUND: Newsela is a component of the adopted social science materials for grades K-12. Additionally, it is utilized in K-12 language arts. Newsela offers thousands of real-world texts that feature diverse perspectives, with new content added daily. Texts are published at 5 reading levels with built-in scaffolds, and texts are available in English and Spanish.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Washington County Chamber School to Career Program

- **Contract Scope:** Facilitation of career-related learning experiences with the district to meet career education needs of high school students
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$180,500
- **Contractor/Vendor:** Washington County Chamber of Commerce
- **Funding Source:** High School Success Grant
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Jill O’Neill, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: Washington County Chamber School to Career Program

- **Project Scope:** Facilitation of career-related learning experiences with the district to meet career education needs of high school students
- **Project Budget:** \$180,500
- **Project Timeline:** 07/2024 – 06/2025

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

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Lifeworks Northwest

- **Contract Scope:** The LifeWorks NW Day Treatment program mental health services are provided under Lifeworks NW's certification and licensing with Oregon Health Authority with an educational component. In the provision of services, the overarching authority is guidance provided by Oregon Administrative Rules developed by the Oregon Health Authority for its day treatment programs.
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$669,500
- **Contractor/Vendor:** Lifeworks Northwest
- **Funding Source:** General Fund
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Joshua Fritts, Executive Administrator for Teaching & Learning

ASSOCIATED PROJECT: Lifeworks Northwest

- **Project Scope:** The LifeWorks NW Day Treatment program mental health services are provided under Lifeworks NW's certification and licensing with Oregon Health Authority with an educational component. In the provision of services, the overarching authority is guidance provided by Oregon Administrative Rules developed by the Oregon Health Authority for its Day Treatment programs.
- **Project Budget:** \$669,500
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: The Beaverton School District accesses the Lifeworks Northwest Day Treatment Program for students whose IEP needs require support in an intensive therapeutic day treatment setting in order to access academics, social emotional support, individual and family counseling and, when appropriate, medication consultation with an onsite psychiatrist.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** JAMF Support

- **Contract Scope:** Support agreement for all district Apple devices to include iPads, Apple TVs, iMacs and MacBooks
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$170,948
- **Contractor/Vendor:** JAMF Software, LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Oregon Education Technology Consortium (OETC) Cooperative Contract #OETC-17R-DeviceManagement
- **Recommended By:** Kevin McMillian, Administrator for Information & Technology

ASSOCIATED PROJECT: JAMF Support

- **Project Scope:** Support agreement for all district Apple devices to include iPads, Apple TVs, iMacs and MacBooks
- **Project Budget:** \$170,948
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: JAMF Management for all district Apple devices, to ensure compliance with district policies.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Early College High School, Opportunity Knocks, and Career Encounters

- **Contract Scope:** Provide tuition for district students attending Early College High School, Career Encounters and Opportunity Knocks
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$2,481,920
- **Contractor/Vendor:** Portland Community College
- **Funding Source:** General Fund
- **Solicitation Method:** Intergovernmental Agreement Pursuant to ORS 190.110 & OAR 125-246-0365
- **Recommended By:** Michael Crandall, Administrator for Early College High School

ASSOCIATED PROJECT: Early College High School, Opportunity Knocks, and Career Encounters

- **Project Scope:** Provide tuition for district students attending Early College High School, Career Encounters and Opportunity Knocks
- **Project Budget:** \$2,481,920
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: Beaverton School District has had a partnership and intergovernmental agreement with Portland Community College dating back to 1998 which allows BSD students to attend and complete their high school coursework at PCC. This annual request allows Early College High School/BSD to pay tuition and fees for three hundred fifty-five (355) BSD students enrolled in Early College High School for the 2024-25 school year.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Services for Whitford Middle School

- **Contract Scope:** Furnish and install new window coverings in nineteen (19) classrooms and the cafeteria at Whitford Middle School
- **Contract Timeline:** 06/2024 – 09/2024
- **Contract Amount:** \$218,422
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Whitford Modernization
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Whitford Modernization

- **Project Scope:** Furnish and install new window coverings at Whitford Middle School
- **Project Budget:** \$836,751
- **Project Timeline:** 09/2022 – 09/2024

BACKGROUND:

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Errol Hassel and Jacob Wismer Elementary Schools Seclusion Rooms

- **Contract Scope:** Renovate existing spaces to create safe and compliant seclusion rooms
- **Contract Timeline:** 06/2024 – 09/2024
- **Contract Amount:** \$190,505
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; SPED Upgrades
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: SPED Upgrades – Seclusion Rooms

- **Project Scope:** Improvements/Upgrades to SPED spaces districtwide
- **Project Budget:** \$2,000,000
- **Project Timeline:** 06/2024 – 09/2028

BACKGROUND: The 2022 bond included funding to upgrade special education spaces throughout the district. At Jacob Wismer and Errol Hassell elementary schools, there is a need to create one new and improve one existing seclusion room to meet state requirements. The current spaces are inadequate.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** e-Builder Renewal

- **Contract Scope:** Annual licensing renewal fees for e-Builder software
- **Contract Timeline:** 08/2024 – 07/2025
- **Contract Amount:** \$172,031
- **Contractor/Vendor:** e-Builder, Inc.
- **Funding Source:** 2022 Bond; Management and Overhead
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: 2024/2025 Bond Program Management

- **Project Scope:** Program and overhead costs for fiscal year 2024/2025
- **Project Budget:** \$172,031
- **Project Timeline:** 08/2024 – 07/2025

BACKGROUND: Facilities Development utilizes e-Builder as the construction management software for all 2022 Bond projects.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** ACT and PreACT8 District Testing

- **Contract Scope:** College readiness tests provided by ACT at grade eight (8) and grade eleven (11). Grade ten (10) PreACT administered through state contract
- **Contract Timeline:** 07/2024 – 04/2025
- **Contract Amount:** \$232,700
- **Contractor/Vendor:** Impact Asset Corp.
- **Funding Source:** General Fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)(b)
- **Recommended By:** Veronica Galvan, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: ACT and PreACT8 District Testing

- **Project Scope:** College readiness tests provided by ACT at grade 8 and grade 11. Grade 10 PreACT administered through state contract
- **Project Budget:** \$232,700
- **Project Timeline:** 07/2024 – 04/2025

BACKGROUND: Continue administration of ACT test to all enrolled eleventh grade students in April 2025 and continue administration of PreACT8 test to all enrolled eighth grade students in October/November 2024. PreACT10 is administered to tenth grade students through a state contract and is not paid for by the district. Providing the ACT across the district removes barriers for students. Additionally, the ACT test suite provides information on college readiness.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Ignite Reading

- **Contract Scope:** One year extension of the current contract with Ignite! Reading, PBC to provide one-on-one high dosage literacy tutoring
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$450,000
- **Contractor/Vendor:** Ignite! Reading, PBC
- **Funding Source:** Early Literacy Success Grant
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & 137-047-0275
- **Recommended By:** Joshua Fritts, Executive Administrator for Teaching & Learning

ASSOCIATED PROJECT: Ignite Reading

- **Project Scope:** One year extension of the current contract with Ignite! Reading, PBC to provide one-on-one high dosage literacy tutoring
- **Project Budget:** \$450,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: As a requirement of the Early Literacy Success Grant that the district received for the 2023-2025 biennium, grant funding must be used to support four key areas.

- Adoption and implementation of literacy instructional materials that align with the Oregon Literacy Framework
- Professional development in research-aligned literacy strategies for teachers and administrators in grades K-3
- Summer programming for students in grades K-3
- High-dosage tutoring

As such, during the 2023-2024 school year the district piloted Ignite! Reading, PBC's high dosage tutoring with students at three (3) of the district's Title I schools, for ninety (90) total students in all. The program has been well received by staff at the schools, and more importantly, data from the students who participated in the program this year demonstrates strong growth in literacy. During the 2024-2025 school year this program will be expanded to six (6) of the district's elementary schools.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Renaissance Curriculum

- **Contract Scope:** Three-year extension of the current universal screening assessments, MTSS data dashboard, and professional development district-wide
- **Contract Timeline:** 07/2024 – 06/2027
- **Contract Amount:** \$2,360,686.19 – 3-year subscription renewal (\$775,531.61 in 2024-25, \$784,409.38 in 2025-26, and \$800,745.20 in 2026-27)
- **Contractor/Vendor:** Renaissance Learning, Inc.
- **Funding Source:** Office of Quality Curriculum (QCC) and Multi-Tiered Systems of Support (MTSS) Budget
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)(a)(ii)
- **Recommended By:** Joshua Fritts, Executive Administrator for Teaching & Learning

ASSOCIATED PROJECT: Renaissance Curriculum

- **Project Scope:** Three-year extension of the current Universal Screening assessments, MTSS data dashboard, and professional development district-wide
- **Project Budget:** \$2,360,686.19
- **Project Timeline:** 07/2024 – 06/2027

BACKGROUND: During the 2023-2024 school year the district’s Assessment Framework Workgroup met to review universal screening assessments that could provide meaningful real-time data regarding students’ reading, mathematics, and social-emotional behavior needs. Throughout the process multiple products and vendors were reviewed. As an outcome of the review, Renaissance’s STAR Early Literacy, STAR Reading, STAR Math, Social Academic Emotional Behavior Rating (SAEBRS) universal screeners, and the eduClimber MTSS data dashboard were unanimously recommended by the workgroup. As a result, eighteen (18) of the district’s schools participated in a pilot as early implementers this school year. Schools that participated included elementary, middle, and high schools including both Title I and non-Title I schools as well as dual language and non-dual language schools as all of the universal screening assessments are available in both English and Spanish.

With the continued implementation of MTSS, it will be important to have these universal screeners and the eduClimber data dashboard available at all of the district’s schools for the start of the 2024-2025 school year.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Miller Nash Graham & Dunn LLP Legal Expenses

- **Contract Scope:** Expenses for legal counsel and representation, including but not limited to services related to litigation, insurance claims and employment matters
- **Contract Timeline:** 07/2024 – 06/2025
- **Contract Amount:** \$325,000
- **Contractor/Vendor:** Miller Nash Graham & Dunn LLP
- **Funding Source:** Risk Management Liability Insurance Fund & General Fund
- **Solicitation Method:** Exemption Pursuant to DJCA-AR(7)(a)(1) & DJCA-AR(7)(b)(25)
- **Recommended By:** Karl Granlund, Administrator for Risk Management

ASSOCIATED PROJECT: Miller Nash Graham & Dunn LLP Legal Expenses

- **Project Scope:** Expenses for legal counsel and representation, including but not limited to services related to litigation, insurance claims and employment matters
- **Project Budget:** \$325,000
- **Project Timeline:** 07/2024 – 06/2025

BACKGROUND: Miller Nash Graham & Dunn LLP represents the district by providing legal services on an as-needed basis. This authorization is for services to be provided in the 2024-2025 fiscal year. The contract amount is an estimate of fees to be paid over that period.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Miller Nash Graham & Dunn LLP, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Summer School Hot Lunch

- **Contract Scope:** Provision and delivery of student lunches to selected summer school sites
- **Contract Timeline:** 06/2024 – 08/2024
- **Contract Amount:** \$269,950
- **Contractor/Vendor:** My Hot Lunchbox, LLC
- **Funding Source:** Summer Learning Grant
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Veronica Galvan, Administrator for Curriculum, Instruction & Assessment

ASSOCIATED PROJECT: Summer School Hot Lunch

- **Project Scope:** Summer school lunches
- **Project Budget:** \$269,950
- **Project Timeline:** 06/2024 – 08/2024

BACKGROUND: This contract helps fulfill the district’s obligation under the Summer Learning Grant to provide meals to all students in our summer program.

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

CONSENT AGENDA — ITEM FOR ACTION**APPOINTMENT OF BUDGET OFFICER****SUMMARY**

The appointment of the district budget officer is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate a person to serve as the budget officer.

ORS 294.331 requires the school board to designate a person to serve as the budget officer. The budget officer shall prepare or supervise the preparation of the budget document. The budget officer acts under the direction of the superintendent of the school district.

RECOMMENDATION

It is recommended that the school board approve the following:

BE IT RESOLVED that Michael Schofield, Associate Superintendent for Business Services, is hereby designated the budget officer for Beaverton School District for the fiscal year 2024-25.

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CONSENT AGENDA — ITEM FOR ACTION**APPOINTMENT OF CLERK AND DEPUTY CLERKS****SUMMARY**

As required by Oregon law, the appointment of the district clerk and deputy clerks is presented for approval. This is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall appoint a school district clerk and deputy clerk for the 2024-25 fiscal year.

ORS 332.515 requires the appointment of the Chief Administrative Officer as the school district clerk. Deputy clerks may also be appointed within this statute.

RECOMMENDATION

It is recommended that the school board approve the following:

Superintendent Dr. Gustavo Balderas is hereby appointed to serve as clerk of Beaverton School District for the fiscal year 2024-25.

Deputy Superintendent for Teaching & Learning Dr. Heather Cordie and Associate Superintendent for Business Services Michael Schofield are hereby appointed to serve as deputy clerks of Beaverton School District for the fiscal year 2024-25.

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CONSENT AGENDA — ITEM FOR ACTION**APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS****SUMMARY**

The appointment of custodians of school funds is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate custodians of school funds. ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

RECOMMENDATION

It is recommended that the school board approve the following:

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the school board of Beaverton School District designates Superintendent Gustavo Balderas, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Sarah Sevey as Custodians of School Funds for the 2024-25 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, school district obligations may be paid by check bearing the original signature of any custodian of school funds or the custodian's facsimile signature. Alternatively, school district obligations may be paid by bank wire transfer.

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CONSENT AGENDA — ITEM FOR ACTION**DESIGNATION OF DEPOSITORIES****SUMMARY**

The designation of depositories is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate the banks which will serve as depositories for school district funds.

ORS 328.441(2) requires that the school board “shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds.”

RECOMMENDATION

It is recommended that the school board approve the following:

BE IT RESOLVED that US Bank, Wells Fargo Bank, and State of Oregon Local Government Investment Pool be and hereby are designated as depositories for Beaverton School District for the fiscal year 2024-25.

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CONSENT AGENDA — ITEM FOR ACTION**APPOINTMENT OF FINANCIAL AUDITOR****SUMMARY**

The appointment of a financial auditor is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall appoint a financial auditor for the 2024-25 fiscal year.

ORS 328.465, 327.137, 297.405 require the appointment of a financial auditor for the school district.

RECOMMENDATION

It is recommended that the school board approve the following:

BE IT RESOLVED that REDW Advisors & CPAs (fka Grove, Mueller & Swank, P.C.), is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2024-25.

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CONSENT AGENDA — ITEM FOR ACTION

APPOINTMENT OF LEGAL COUNSEL

SUMMARY

The appointment of district legal counsel is a routine item that is brought before the school board for approval on an annual basis.

BACKGROUND

The Beaverton School District both employs in-house counsel and contracts with outside legal counsel to advise and represent the district. It is recommended that the school board review legal counsel services annually.

RECOMMENDATION

It is recommended that the school board approve the following:

BE IT RESOLVED the following attorneys are hereby designated as legal counsel for Beaverton School District for the 2024-25 fiscal year:

<u>Firm</u>	<u>Attorney</u>	<u>Services</u>
Miller Nash LLP	Michael Porter Naomi Levelle-Haslitt Erin Burris Ivan Resendiz Gutierrez Cody Elliott Trevor Caldwell	Charter Schools, Education, Employment & Tort Liability
Dunn Carney LLP	Christopher Walters Ty Wyman	Real Estate & Contracts
Smith Foster King LLP	Anne Foster	Tort Liability Labor & Employment
Reinisch Wilson Weier, PC	Rebecca Fey Katerina Wolfe	Workers' Compensation
Hawkins Delafield & Wood LLP	Gulgun Ugur	Bond Counsel
The Hungerford Law Firm	Brian Hungerford	Labor & Employment
Cummins, Goodman, Denley & Vickers, P.C.	George Goodman	OSHA Litigation

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ITEM FOR ACTION
APPROVE RESOLUTION ADOPTING 2024-25 BUDGET, MAKING APPROPRIATIONS & IMPOSING TAXES
SUMMARY

To comply with the requirements of Oregon Revised Statutes (ORS), the school board must adopt the 2024-25 budget, make appropriations and impose and categorize taxes prior to July 1, 2024.

BACKGROUND

To comply with the requirements of Oregon Revised Statutes (ORS), the school board must adopt the 2024-25 Budget, make appropriations and impose and categorize taxes prior to July 1, 2024.

The budget committee approved the district’s 2024-25 budget on May 28, 2024.

After a public hearing, the school board may adopt the budget in compliance with Oregon Revised Statutes. The Beaverton School District school board must appropriate legally adopted budget amounts for 2024-25 prior to making expenditures or transfers, in accordance with ORS 294.456.

2024-25 BUDGET SUMMARY

	<u>General Fund</u>	<u>All Other Funds</u>	<u>Total All Funds</u>
Revenue Approved by Budget Committee:	\$ 740,824,843	\$ 1,072,885,136	\$ 1,813,709,979
Adopted Revenue Budget	<u>\$ 740,824,843</u>	<u>\$ 1,072,885,136</u>	<u>\$ 1,813,709,979</u>
Expenditures Approved by Budget Committee:	\$ 740,824,843	\$ 1,072,885,136	\$ 1,813,709,979
Adopted Expenditures Budget	<u>\$ 740,824,843</u>	<u>\$ 1,072,885,136</u>	<u>\$ 1,813,709,979</u>

RECOMMENDATION

It is recommended that the school board approve the attached resolution (24-618A) adopting the 2024-25 budget, making appropriations and imposing taxes.

SUGGESTED MOTION

I move to approve the resolution adopting the 2024-25 budget, making appropriations and imposing taxes.

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**RESOLUTION NO. 24-618A
ADOPTION OF 2024-25 BUDGET,
MAKING APPROPRIATIONS, IMPOSING TAXES**

BE IT RESOLVED that the Board of Directors of Beaverton School District hereby adopts the budget for the 2024-25 fiscal year in the total of \$1,813,709,979 now on file at the District's Office of the Associate Superintendent for Business Services, located at 1260 NW Waterhouse Avenue, Beaverton, Oregon 97006.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2024, and for the purposes shown below are hereby appropriated:

General Fund

Instruction	\$ 364,768,773
Support Services	225,160,607
Enterprise and Community Services	250,000
Facilities Acquisition & Construction	100,000
Long-Term Debt Service	1,334,352
Transfers of Funds	6,136,854
Contingency	<u>143,074,257</u>
Total	<u>\$ 740,824,843</u>

Student Body & Special Purpose Fund

Instruction	\$ 11,087,832
Support Services	1,366,168
Enterprise and Community Services	350,000
Facilities Acquisition & Construction	1,000,000
Transfers of Funds	<u>15,000</u>
Total	<u>\$ 13,819,000</u>

Categorical Fund

Instruction	\$ 50,000
Support Services	10,686,600
Facilities Acquisition & Construction	1,650,000
Transfers of Funds	<u>133,885</u>
Total Appropriation	<u>\$ 12,520,485</u>

Scholarship Fund

Enterprise and Community Services	\$ 540,000
Transfers of Funds	<u>15,000</u>
Total	<u>\$ 555,000</u>

Grant Fund

Instruction	\$ 69,556,752
Support Services	57,900,805
Enterprise & Community Services	1,127,453
Facilities Acquisition & Construction	<u>8,500,000</u>
Total	<u>\$ 137,085,010</u>

Long-Term Planning Fund

Contingency	<u>\$ 31,600,000</u>
Total	<u>\$ 31,600,000</u>

Nutrition Services Fund	
Support Services	\$ 39,211
Enterprise and Community Services	20,483,370
Transfers of Funds	<u>4,000</u>
Total	<u>\$ 20,526,581</u>

Debt Service Fund	
Long-Term Debt Service	\$ <u>114,938,154</u>
Total	<u>\$ 114,938,154</u>

Capital Projects Fund	
Support Services	\$ 16,517,328
Facilities Acquisition & Construction	701,969,707
Transfers of Funds	<u>1,202,965</u>
Total	<u>\$ 719,690,000</u>

Insurance Reserve Fund	
Support Services	\$ 10,776,744
Facilities Acquisition & Construction	160,308
Contingency	<u>4,868,745</u>
Total	<u>\$ 15,805,797</u>

Workers' Compensation Fund	
Support Services	\$ 3,911,543
Contingency	<u>2,433,566</u>
Total	<u>\$ 6,345,109</u>

Total All Funds	<u>\$ 1,813,709,979</u>
------------------------	--------------------------------

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2024-25 upon the assessed value of all taxable property within the district:

- (1) At the rate per \$1,000 of assessed value of \$4.6930 for permanent rate tax;
- (2) At the rate per \$1,000 of assessed value of \$1.25 for local option tax;
- (3) In the amount of \$88,702,817 for debt service for general obligation bonds;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b of the Oregon Constitution as:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Limit	\$4.6930/\$1,000	
Local Option Tax	\$1.25/\$1,000	
General Obligation Debt Service		\$88,702,817

The above resolution statements were approved and declared adopted on this eighteenth day of June 2024.

X_____

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ITEM FOR ACTION**APPROVE 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

<u>Blue Underlined</u>	Recommended language additions or changes
Red Strikethrough	Removed outdated language
<i>Black Italicized</i>	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 board meetings.

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.

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RECOMMENDATION

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

- 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 regulation IGBAF-AR
- Revisions to board policy IGBAG
- Revisions to board-approved administrative regulation IGBAG-AR
- Revisions to board-approved administrative regulation IGBAH-AR

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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 [cabinet-level position functioning as the](#) chief financial officer is appointed by the superintendent to serve as purchasing agent. ~~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 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~~ [themselves](#), 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

Belong. Believe. Achieve.

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. 129

- 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 ¹⁴² consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

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 related 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.
 - c. If a meeting is held, the district invites parents to participate.
 - d. 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.
 - e. 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.

ITEM FOR ACTION**ELECTION OF SCHOOL BOARD CHAIR AND VICE CHAIR FOR 2024–25****SUMMARY**

The board must annually elect a chair and vice chair as officers of the board.

BACKGROUND

Each year, the board elects a chair and vice chair to serve as board leadership for the year, per board policy BCB and Oregon Revised Statute 332.040. The term of office is 12 months, from July 1, 2024 through June 30, 2025. By law a board member may serve as chair for no more than four consecutive years.

RECOMMENDED ACTION

The board will elect the chair for the 2024–25 school year. The board will then elect the vice chair for the 2024–25 school year.

For the election of the chair, the board chair will open the floor for nominations, inviting the board to nominate one or more board members. Nominations do not need to be seconded. A nominee may decline a nomination. Once one or more nominations have been made and no further nominations are forthcoming, the chair will close nominations and call for the vote.

If one person is nominated, board members will vote yes or no on selecting the nominee. If more than one person is nominated, board members will each vote for their preferred candidate. To be elected, a nominee must receive the votes of a majority of the board. If no nominee receives at least four votes, a second vote must be taken. Additional votes must be taken as necessary to elect one nominee. A nominee may remove themselves from consideration at any stage.

Following the election of the chair, the board will follow the same procedure to elect the vice chair.

SUGGESTED MOTIONS

I nominate _____ to be elected board chair.

I nominate _____ to be elected vice chair.

Belong. Believe. Achieve.