



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, August 13, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
A. Call to Order	
B. Attendance	
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IX. BOARD COMMUNICATION	
A. Comments by Individual Board Members	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	

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

The Beaverton School Board recognizes BSD's Business Office staff for their outstanding contributions to the district and community, in recognition of awards received for excellence and transparency in budget presentation and financial reporting.

BACKGROUND**Meritorious Budget Award & Certificate of Excellence in Financial Reporting**

The Beaverton School District has earned recognition from the Association of School Business Officials International for excellence in budget presentation and financial reporting.

The district's budget document and annual comprehensive financial report were reviewed and judged by an impartial panel to meet the high standards of the program for compliance and financial transparency. The district has been awarded the Meritorious Budget award for fiscal year 2024–2025 and the Certificate of Excellence in Financial Reporting for fiscal year 2022–2023.

Associate Superintendent Mike Schofield, Budget Manager Jessica Jones, Finance Manager Jason Guchereau and the entire Business Office are commended for this achievement.

Belong. Believe. Achieve.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, August 9 through 12 p.m. on Tuesday, August 13, 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
Jeff	P	Staff Member	My note is in regard to ongoing BSD/OSEA contract negotiations. At the time of this comment submission, the BSD COLA offer to classified employees is insulting (less than 2%). The bargaining team is trying to position the offer as 3.75%, but that includes market reclassification as well. COLA is an inflation adjustment that impacts ALL classified employees equally. The reclassification adjustments should be bargained separately and with complete transparency.
Christine	Sinner	Staff Member	Classified staff members need to have a living wage. If our health insurance increases by 10% and our wages increase by 3% we are still down 7%. Many Classified staff take home about \$2000 a month. A lot of Classified staff work for the BSD for the great benefits despite the low pay. If that is no longer the case, it will be increasingly difficult to hire good people. I have three open positions at my school and the hiring pool is very shallow. Our students deserve good people to help them. You get what you pay for. Please support our Classified staff by covering the increase in benefits costs.
Robert	Slater	Staff Member	Why is the school district only offering a less than 1% COLA? This seems like an intentional insult.

Belong. Believe. Achieve.

Jennifer	Knight	Parent/Guardian	As a parent of 2 middle schoolers, I request that the Board take urgent action in response to the BEA resolution shared in June to ban cell phones in schools. The district policy "JFCEB on Personal Electronic Devices and Social Media" is woefully outdated (from 2015). Since that time, dozens of studies show that smartphones hinder education, increase anxiety/depression, hinder proper socialization, perpetuate inequalities among students, and more negative effects (for an abundance of stats from various sources, visit phonefreeschools.com, or consult "The Anxious Generation" by Jonathan Haidt). If BSD is serious about its promise to "Belong. Believe. Achieve." then I feel there is no more cost effective and efficient way towards quickly achieving this than getting smartphones out of the school day. This is not something to ponder for another year (I first submitted these comments over a year ago). Our children are reaping the ill-effects of outdated practices/policies NOW. Thank you.
Claire	Douglass	Staff Member	I am writing in regards to the Raleigh Hills rebuild. As a teacher at McKay the value of a small school can not even be explained. As a teacher I know every student in the school, their families and their stories. Teaching at a large mega school does not appeal to me at all as I love the community and connections within a small school. Also, from a safety standpoint I noticed in the pictures of the new build the district has posted it looked like windows were on classrooms out to the hallway. This would not be a safe design in terms of being out of sight from danger. Hallways are also where students who are not regulated tend to end up and this would cause distraction and chaos. I urge the board to reconsider the size and safety of the new Raleigh Hills rebuild.
Nancy	Bolton	Parent/Guardian	<p>Hello, I am writing regarding the ongoing rebuilding of Raleigh Hills and plan for a 700+ school on that site. I had two kids who went through Montclair. Each of them had an unexpectedly good experience. As parents, we both volunteered at the school and felt deeply connected to the school community.</p> <p>I understand that the student body at Montclair has been shrinking and that is a problem. However, based on my discussions with other parents whose kids attend mega-schools, the mega-school model is not healthy for kids. It is hard to have a cohesive sense of community in a large school. The communal areas are often loud and overwhelming from a sensory standpoint, including the areas where kids go to have special instruction.</p> <p>I understand that a change may need to be made. However, instead of building one new mega-school, I strongly encourage you to make changes to increase the student body in several small successful small schools that we already have in our community.</p>
Amy	Starke	Other Community Member	My husband and I have lived in Beaverton for 32 years, and our two now-grown sons attended Beaverton schools (Montclair, Whitford, Beaverton HS and School of Science and Technology). I was a volunteer at Montclair (Art Literacy) and a band mother at Beaverton HS. Montclair is a small elementary school and my children thrived there because of its smallness. We knew most of the teachers' names and the teachers knew most of the children. I don't feel that they lacked anything because of the small school. They had music and P.E. and Art Literacy along with the education

			<p>fundamentals. A bigger elementary school may have more bells and whistles and extracurriculars, but that can't make up for the anonymity and feeling of being a little fish in a big pond, or a tiny cog in a big machine. I understand that Beaverton School Board has to steward taxpayer dollars wisely and faces tough decisions, but I feel that keeping the smaller schools open is critical for our children's future.</p>
Alysse	Cruickshank	Parent/Guardian	<p>62 3rd graders is too much for 2 teachers please considering hiring a 3rd teacher at West TV</p>
Megan	McMillan	Parent/Guardian	<p>I am incredibly concerned about the safety and ability for 800 families to get to a consolidated Raleigh Hills elementary off Scholls Ferry road. As a two lane (only one in each direction) road that is used as a major commuting thoroughfare, there is already a frequent backup of traffic during both the morning and afternoon rush hour on that road between Allen Blvd and Six Corners. Raleigh Hills is not safely walkable because it would require walking through the dangerous Six Corners intersection (for Montclair families) or crossing Beaverton Hillsdale Highway and cutting through a busy parking lot (for Raleigh Park families), so we will all have to drive because many of us will still be unbussed for living <1mi away. What a traffic nightmare--both for parents trying to make an early bell, and for business commuters with no lane to pass around the long line for parent dropoff which is sure to extend into the street in both directions. This is no location for an 800 student school.</p>
Christine	Seaman	Parent/Guardian	<p>As a parent of two students at West TV, one of which is entering 3rd Grade this fall, I am alarmed at the potential unacceptable class sizes (~31 students) that would result from the proposed two teachers/classes. My daughter loves school and loves learning but she is also not someone who is comfortable speaking up in large groups so I worry that a large class size would diminish her ability to succeed. In addition, the more kids the more distractions and stress is created for both kids and teachers inhibiting their ability to learn. I'm sure you are aware that smaller class sizes have a wealth of benefits to students (and their teachers) and that those benefits at an early age extend through their academic lifetimes. With just a couple weeks left before the school year begins, I strongly suggest that all efforts be made towards adding a 3rd teacher to teach 3rd grade at West TV to allow the students to continue on a good path of learning and enrichment per the district strategy.</p>
Tiffany	Mathes	Parent/Guardian	<p>Parents of the third-grade class at West TV Elementary have to fight every year for our students, so here we are again. Our class is uniquely large for the school's size and requires the addition of a third teacher. Our teachers should be able to meet the needs of all students and provide an equitable experience to this grade level without the added burden of managing 10 more students than any other class in the school. We know that smaller class sizes are a crucial piece of realizing the vision expressed in our district's strategic plan. As a teacher, I can personally attest to the importance of small class sizes. I am able get to know my students' needs academically, socially, and emotionally in a</p>

			<p>way that can feel impossible when stretched to my own professional limits. Please live up to the ideals of our guiding principles and allocate a third teacher for the third-grade class at West TV Elementary now.</p>
Justin	Mathis	Parent/Guardian	<p>Not sure why we have to do this every single year, but here we are. The upcoming third grade class at West TV is the largest group at the school. It has been every year since they were Kindergartners. Each year we have to plead with the district to add a third teacher, because having an elementary classroom (I would argue any classroom) with more than thirty students in it is detrimental to everyone. Could an additional third grade teacher please be added to our school? Thanks, and I look forward to doing this all again next year!</p>
Stephanie	Silver	Parent/Guardian	<p>I would like the members of the school board to ask and consider why BSD leads the region with the largest elementary ed spec at 750 students, when comparable districts plan schools that are much smaller. For example, Portland builds to 600, Seattle builds to either 500 or 650, and Salem-Keizer plans for 400-600. Why, in 2024, is Beaverton building schools that are 20-35% larger than nearby districts?</p> <p>As you consider this, please see 2021's Long Range Planning document, page 78, for approaches to building. "Approach B" is aligned with community needs, as it seeks to "retain neighborhood schools without building unnecessary space." "Approach A", which appears to be the misguided strategy utilized in the Raleigh Hills build currently, will build a mega school that will close several neighborhood schools and gut the surrounding area.</p> <p>These decisions will last for decades. Please, reduce the ed spec from 750 to 500-600. And do not devastate our communities with Approach A.</p>
Mitzi	Sandman	Other Community Member	<p>I'm dismayed at the lack of communication from BSD regarding the valid community concerns around the Raleigh Hills Elementary expansion. It's been requested several times & in many ways to keep the community better informed and yet, there has been no formal communication since the June 12 update that states "the construction of Raleigh Hills is moving forward." Several of us in the community have pieced together that there may be discussion at the School Board Work Session on Aug 13 on reducing the size of the RH building and changing the scope of the project but it's all conjecture, and we know that time is of the essence as Pence Construction finishes demolition and moves on to construction in early September. Please show respect to the parents, students and broader community by acknowledging the issues brought up repeatedly in Board meetings, public comments, email, Superintendent Chats, social media and so on, that the current plan is not acceptable to the majority of the community</p>

Mamiko	G	Staff Member	<p>I am a paraeducator in a sped program at an elementary school in BSD. Last school year was very challenging with chronic lack of proper staffing, aggression and violence in the classrooms, staff/student injuries, lack of concrete support from special education department, and lack of meaningful support for parents of students with severe special needs by BSD. Our classrooms were very unsafe due to misplacements and lack of placement options. All sped department seemed to care about was legal student-staff ratio. This tendency was very dangerous as in reality mere numbers/class size could not ensure staff/student safety. Substitute staff to our classrooms were very hard to come by. They fear for their safety. Those that subbed for us were often untrained. They unknowingly fueled student dysregulation and aggression and often became the targets and got hurt. We are about to start a new school year with very similar situations. Please do better to ensure our safety.</p>
Patrick	Abell	Parent/Guardian	<p>The community would appreciate more clarity from the school district and school board about the financial goals related to Facilities Planning. Are you seeking to reduce yearly operating costs by a certain amount? To even out the cost per student in the district?</p> <p>If reducing costs is a factor, how are you considering impacts of school closures on other areas of the budget (such as transportation)? As you look to reduce spending, are you considering all budget areas (including the many high-cost, niche middle school programs) as you consider the closure of elementary schools, which are the foundation of the K-12 experience?</p> <p>The community is populated with reasonable people who understand the concepts of limited funding and real-world tradeoffs. Without insight into the key goals, the community can neither fully understand nor effectively partner with the school district in this decision-making process.</p>
Aleida	Adams	Staff Member	<p>I have observed 3 of the most recent bargaining sessions between BSD and OSEA. I am so proud of my union bargaining team and the hard work they are doing for all classified staff. We need to feel supported and respected. There are far too many of our staff who are forced to work multiple jobs, and worry about whether they can pay their rent or access their medications. The current proposal does not come close to resolving these problems. The district has already encountered issues staffing key support positions such as Para IIs. If the COLA proposal by the district does not increase enough to come close to the skyrocketing cost of living experienced by its employees, staffing issues will continue. I have personally experienced the difficulties in maintaining consistency and stability in routines for elementary students when a support position is filled by a rotating list of substitutes, if at all. The district must do better, our staff and students deserve better.</p>
Michele	Fideler	Staff Member	<p>This is my 30th year in the District and I've always been proud to say I work for BSD. I am lucky to have a spouse who was able to help support our family, but not everyone is that fortunate. I know of many of my co-workers who are struggling to make ends meet, and who are considered homeless so I hope that you will approve more funding to support the reasonable COLA increase that OSEA has proposed. If I were single, I could not survive on my wages even though I work 260 days per year and</p>

			also work many nights and weekends for the Athletic Department. I've also worked other part time jobs up to an additional 30 hours per week over the years to help support my family. Thank you for your consideration.
Andrea	Miller	Staff Member	I have been proud to be a Beaverton School District graduate, and a paraprofessional for nearly 20 years. The people working here are committed employees who give deeply of themselves in support of these students every day, not because it is a job, but because we all believe in the mission that is education. Please see us! We are here because what we do every day MATTERS. Thank you for your consideration.
Dena	Green	Staff Member	I am a Paraeducator II and have been since 2007. Working in education has never been particularly lucrative but since the cost of living has risen my salary won't pay the rent anymore. I have been at the top of our pay scale for quite some time so all I can hope for is a respectable cost of living adjustment. I sit at the bargaining table where they tell me they can't offer us more than 3.75% when according to salary.com the cost of living went up 3.9% in Washington County last year alone and according livingwage.mit.edu the minimum living wage is over 59,000. So we are already in a deficit, rising slower than the actual cost of living and now paying even more for insurance that used to be free, right before open enrollment. Many of us can no longer afford to stay and do the jobs we have loved for so many years. The rising cost of insurance cost many of us about 10% of our pay, so 3.75% COLA as you can see still comes out to a pay cut. People can't afford to come work here and live
Dawn	Prochovnic	Other Community Member	To the Beaverton School District Administration and School Board, I am writing from my perspective as a longtime BSD volunteer, parent of two BSD graduates, and a persistent and vocal advocate for multiple BSD funding measures. The District's communication and community involvement efforts related to the destruction, rebuild, and student occupancy plans of Raleigh Hills School, coupled with the potential future closure of one or multiple elementary schools has been abysmal. I feel duped and misled by the marketing efforts and materials that promoted the Bond Measure. I'm embarrassed and regretful that I fell for the District's inauthentic communication, and that I advocated so widely and so emphatically for the Bond Measure that funded this project. This isn't the first time I've fallen for the District's misleading communication techniques, but it is the last. Community trust has been severely damaged; it must be rebuilt. Please do better. Sincerely, Dawn Prochovnic, MA
Sarah	Parr	Staff Member	Please consider why BSD leads the region with the largest elementary education specifications at 750 students, while larger districts plan significantly smaller schools. Portland builds schools for 600 students, Seattle for either 500 or 650, and Salem-Keizer for 400-600. In 2024, why is Beaverton planning to create schools that are 20-35% larger than those in neighboring districts when voters

			<p>asked for smaller ones?</p> <p>I ask that you refer to the 2021 Long Range Planning document, specifically page 78, which outlines various approaches to school construction. "Approach B" aligns with community needs, aiming to "retain neighborhood schools without building unnecessary space." Unfortunately, the current strategy being implemented, similar to "Approach A" in the Raleigh Hills build, risks creating a mega-school that could result in the closure of several neighborhood schools, thereby undermining the fabric of our communities.</p> <p>Please return to the promised k-8 build or go smaller.</p>
Tyler	Parr	Other Community Member	<p>I'm deeply concerned by the lack of communication from the Beaverton School District (BSD) regarding the serious community concerns surrounding the Raleigh Hills Elementary expansion. Despite numerous requests, there has been no formal communication since the June 12 update, which merely stated that "the construction of Raleigh Hills is moving forward." This silence is unacceptable, especially as several community members have had to piece together on their own that a discussion might take place at the School Board Work Session on August 13 regarding a potential reduction in the size of the Raleigh Hills building. But this is only speculation, and with demolition nearly complete and construction set to begin in early September, time is running out.</p> <p>It's critical that BSD address the concerns raised by parents, students, and the broader community—concerns voiced repeatedly in Board meetings, public comments, emails, Superintendent Chats, social media, and more. The current plan, which</p>
Lilliana	De La Garza	Student	<p>I'm really worried about how the Beaverton School District (BSD) isn't listening to our community's concerns about the Raleigh Hills Elementary expansion. We've asked so many times for better communication, but there hasn't been any official update since June 12, when BSD just said, "the construction of Raleigh Hills is moving forward." It's frustrating that we've had to figure out on our own that there might be a discussion at the School Board Work Session on August 13 about making the school smaller. But no one really knows for sure, and with demolition almost done and construction starting in early September, we're running out of time.</p> <p>I don't want to be in a mega school, I don't want my school to become a mega school. And I especially don't want other schools to close and damage people's neighborhoods.</p>
Dawn	Singer	Parent/Guardian	<p>I am writing with deep concern about the proposed closure of Montclair Elementary, a small but vital cornerstone of our community. Montclair is not just a school; it's a nurturing environment where every child receives personalized attention, and where parents and educators work together in close partnership.</p> <p>In an era where schools are becoming larger and more impersonal, Montclair stands out as a place where every child is known by name, where teachers can focus on individual strengths and</p>

			<p>challenges, and where a true sense of belonging is fostered. The relationships built within these walls are profound, creating a supportive network that extends far beyond the classroom.</p> <p>Transitioning our children to a 750-student school would mean sacrificing this unique, close-knit environment. The loss of Montclair would not only disrupt our children's education but also weaken the tightly knit fabric of our community that has been carefully cultivated over the years.</p> <p>Please keep Montclair.</p>
Brandi	Wachs	Parent/Guardian	<p>"If you have to conceal what you are doing, it is probably something you shouldn't be doing" - My Mom's wise words to me as a child.</p> <p>This is what the Bond committee, Board, and District did when marketing for their Facilities Improvements Bond, because if there had been the slightest whisper that small schools potentially will close with the rebuild of RH, then this Bond would not have passed. So, they kept that info. quiet and now the community is furious at this deceit. Should the re-build of RH lead to closures of the critically important smaller schools, there will be generations hurt and irreparable damage done.</p> <p>I live near Raleigh Park, my daughters attended Raleigh Park, I ran the Jog-aThon at RP, my brothers attended RP, and my Mom was PTO president at RP. Closing this school would decimate decades of memories for LOTS of families.</p> <p>Smaller schools have tremendous benefits that should be obvious to anyone that cares about children. Please choose smaller schools.</p>

ITEM FOR INFORMATION**BEAVERTON EDUCATION FOUNDATION****SUMMARY**

Beaverton Education Foundation representatives will share an overview of the foundation that provides support for BSD schools. In 2023–24, with support from 2,712 individuals, businesses, foundations and organizations, BEF invested \$470,866 in Beaverton schools. Funding was provided for 151 projects and programs across all 54 schools.

RECOMMENDATION

BEF representatives will present information about the foundation and its work. No action is needed.

Belong. Believe. Achieve.





VISION

Every Beaverton student is inspired and prepared for their brightest future.

MISSION

We mobilize community resources to ensure that our students have equitable opportunities to reach their brightest future.

VALUES

We believe in every student's right to an equitable education. We believe in growing high-quality solutions for student success. We believe in the power of 'bottom-up' transformation.

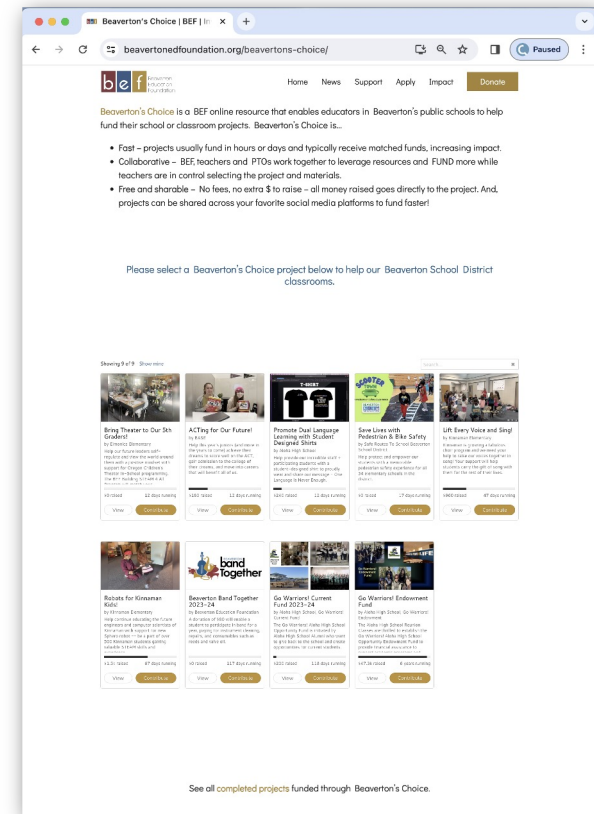


2023-24 PROGRAMS + PROJECTS



Each academic year, BEF funds classroom projects, after-school and summer programming, and special initiatives throughout the district's 54 schools.

bef PROGRAMS + PROJECTS





WHERE BEF FUNDING COMES FROM

15%

Community Partner
Organizations

25%

Individuals



60%

Foundations + Businesses

bef ANSWER THE CALL

Join Us for
2024 Answer The Call

October 7, 8, 9
& 14, 15



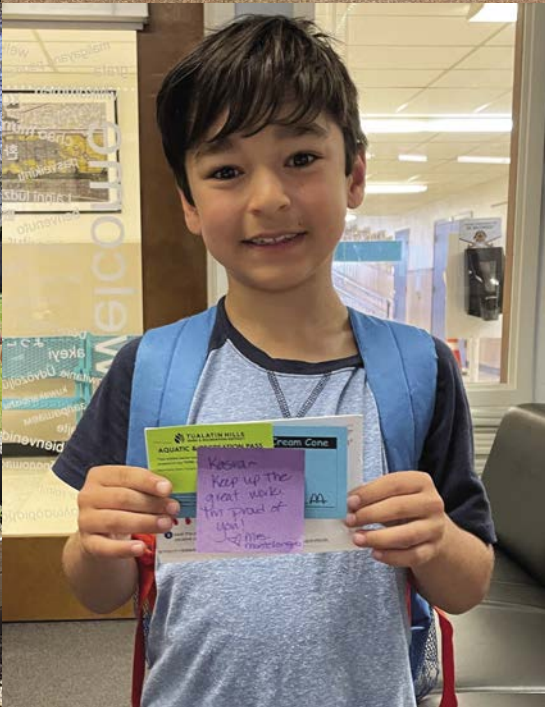
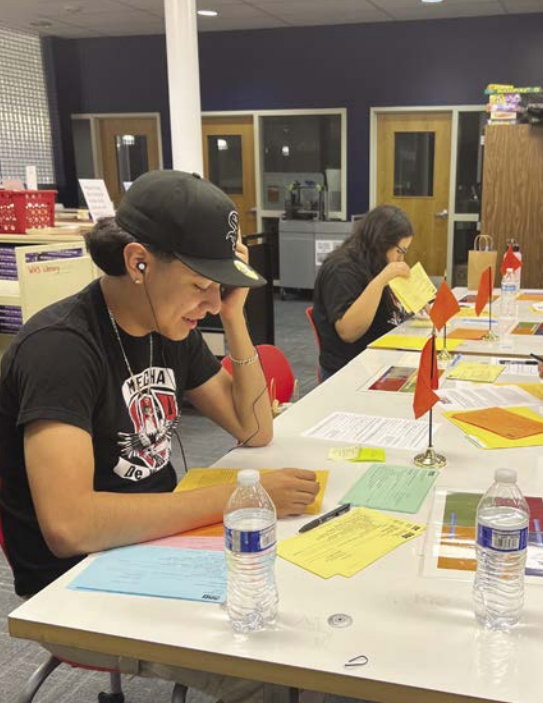


Beaverton
Education
Foundation



Empowering Our Students with the Tools to Achieve Success

2022-23 Impact Report



SERVING ALL STUDENTS

Beaverton Education Foundation believes that strong schools are at the heart of a vibrant Beaverton community, and for 35 years — and counting — we've laid a foundation for students' brighter futures. By working in partnership with Beaverton School District staff and educators and across schools and neighborhoods, we reach tens of thousands of students each and every year. We empower them with the skills and resources necessary to achieve lasting success. Our programs reach Beaverton students, regardless of barriers to educational success, ensuring all students have opportunities to learn, thrive and reach their highest potential.

We respond to the most timely and pressing needs, often this means **reading, writing and STEAM — science, technology, engineering, art and math**. Sometimes it means supporting distance learning and helping students re-engage with peers and school. Again and again, no matter what the subject, we empowered educators to innovate in their classrooms.





OUR MISSION

We mobilize community resources to ensure that our students have equitable opportunities to reach their brightest future.

OUR VALUES

Education | Community | Connection | Innovation

OUR INVESTMENT

Beaverton Education Foundation has invested **\$5.66 million in programs and projects** at Beaverton's schools since its inception in 1988.

Classroom Projects | 24%

Total Funded: \$1,347,917

- Beaverton's Choice 2016-2023
- Classroom Innovation 2007-2016
- Mini Grants 1990-2007



Cornerstone Programs | 68%

Total Funded: \$3,874,774

- After School Academic Success Programs
- Band Together/ Arts & Music
- Building STEAM 4 All
- Career Connected Learning & Innovation
- Literacy/Language
- Summer Learning

Special Initiatives | 8%

Total Funded: \$439,815

- Back to School
- Future Bus
- Hybrid Response
- PE + Play
- Request for Innovation
- School Nurse Health Resources

OUR IMPACT

In 2022-23, we continued to: fill in funding gaps, address inequities across schools, respond to teachers' needs that were unmet by other sources and help take ideas to scale from individual schools to multi-school implementation.

This year, that looked like additional instruction and learning materials for struggling and reluctant readers at all levels – hundreds of books in multiple languages, 19,000 books for 2,000 students to read at home this summer and 4,300 books to expand school and classroom libraries – all helped cultivate students' love for reading. With robust tool kits for school nurses and equipment for PE classes, students are living healthier lives. After school academic support for elementary, middle and high school helped students develop foundational skills in reading, writing and math while rebuilding positive social connections. Band camp for middle schoolers, robots for learning code and new opportunities for career connected learning in the trades encouraged students to dig deeper into their interests and try new things.

We hone in on programs that are more than the sum of the materials involved — students in BEF-supported programs master critical skills and open their minds to new opportunities and paths in life. New materials are part of it, but thanks to our partnerships with Beaverton educators and by working in numerous schools, we amplify ideas to reach tens of thousands of students every year.

In this report, we're proud to share with you highlights of the impact BEF had in the 2022-23 academic year inspiring and preparing Beaverton students for their brightest futures. We continue to make progress on our goal to support educational opportunities for all 39,000 students at Beaverton School District's 54 schools. Thank you to all our partners — students, educators, families, donors and community members — **we couldn't do it without you.**

“BEF spreads out across the district and has a process to make sure the funds are going to good use in an equitable and fair way.”

— Robin and Len Case,
longtime BEF donors and retired district educators



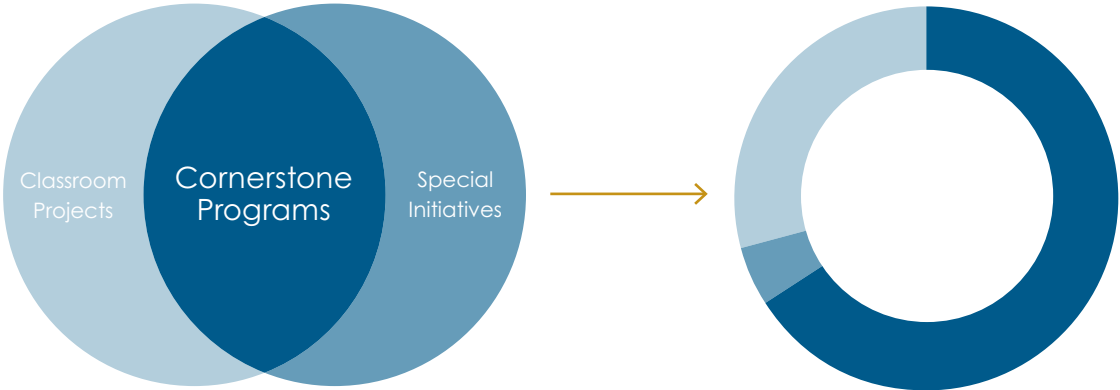
AFTER SCHOOL ACADEMICS

"It's incredibly beneficial to have older students sit with younger readers and listen. Some of our struggling readers don't have opportunities to read to someone at home, and it helps inspire them to read more."

— Jill Putzek, Montclair Elementary educator who pairs older and younger students together as a key part of a BEF-funded after school reading program

Each academic year, BEF funds classroom projects, after school and summer programming and special initiatives throughout the district's 54 schools.

BEF invested \$406,787 in programs + projects during the 2022-23 academic year.



Cornerstone Programs | 66%

Total Funded: \$269,770

- After School Academic Success Programs
- Band Together/Arts & Music
- Building STEAM 4 All
- Career Connected Learning & Innovation
- Literacy/Language
- Summer Learning

Classroom Projects | 25%

Total Funded: \$119,517

- Beaverton's Choice

Special Initiatives | 5%

Total Funded: \$17,500

- PE + Play
- School Nurse Health Resources

23,376

books and literacy materials provided through Summer Boost and more than 15 more programs and projects including the William Walker Elementary book fair and multilingual libraries at Stoller and Meadow Park middle schools

486

district employee partners
facilitating innovation and
program implementation



"It's helped me learn to go with the flow in life. Now I know it's okay to make mistakes. I can carry that with me for the rest of my life."

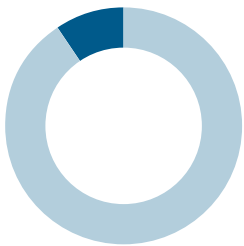
— Brynly, Beaverton High School sophomore, on her biggest takeaway from the BEF-funded *Bigger Than Hip Hop* program

153

programs and classroom projects
funded by BEF during the 2022-23
academic year

\$406,787

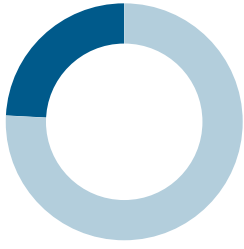
invested in student-engaged
projects throughout the
Beaverton school district



3,597

students benefited from music
and arts programming, including
Middle School Band Camp





9,382

students engaged in career exploration-related programs

“This [trades exploration program] made me see myself in some work fields that I never imagined, and I ended up loving it. I discovered multiple things that I like and can look forward to doing in the future.”

— Ava, seventh grade student, Five Oaks Middle School



28,706

of Beaverton's 39,000 students participated in a BEF-funded program or classroom project in the 2022-23 academic year

74%

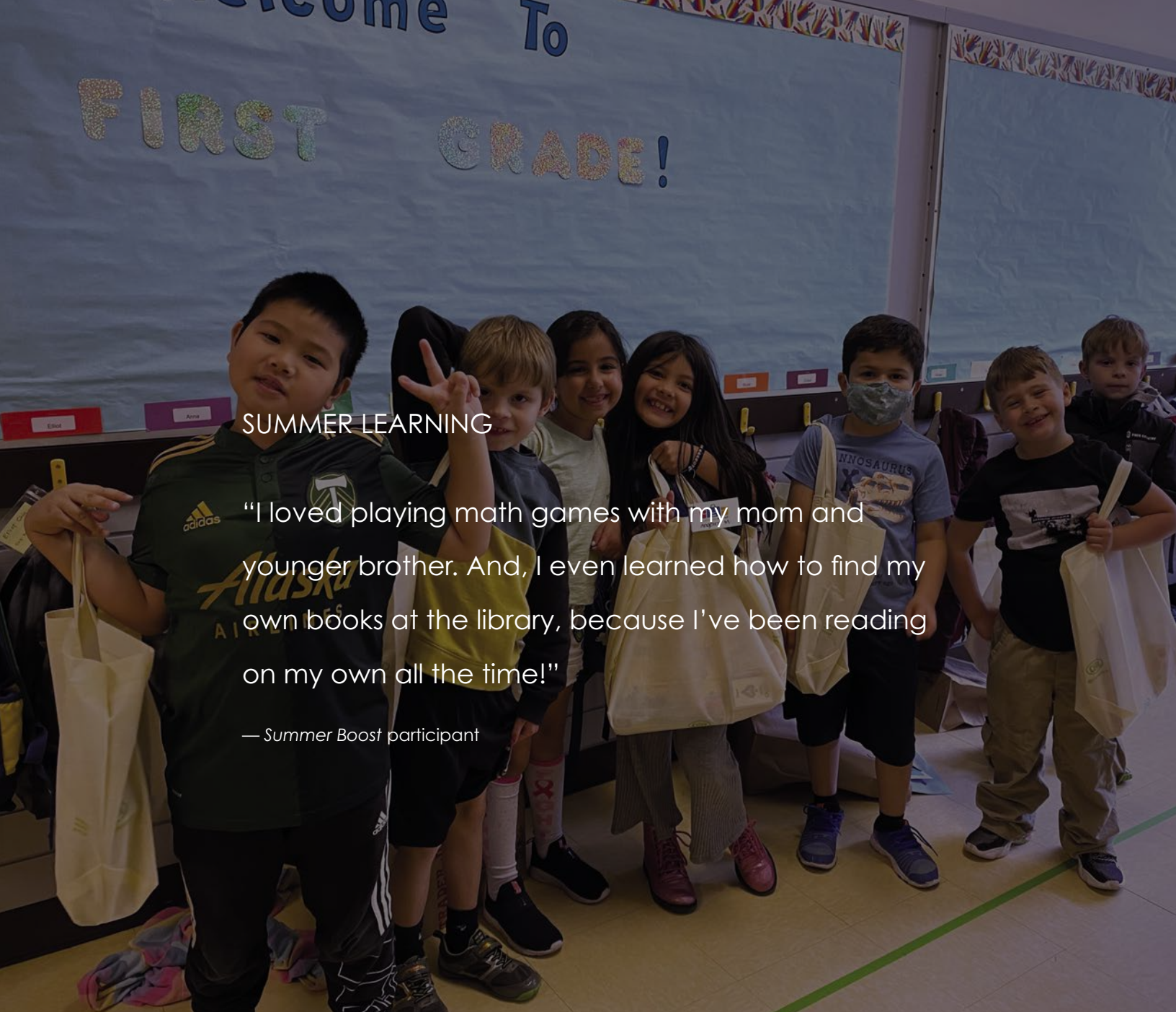
of Beaverton School District students directly participated in a BEF-funded program or project

100%

Beaverton public schools reached by BEF-funded programs and classroom projects

“*Watch Me Fly* allows me to ask as many questions as I'd like, so I can get the specific help I need to prepare for a test. I feel less stressed and my grades are better now.”

— Zach, a Westview senior who benefited from the BEF-funded *Watch Me Fly* after school tutoring program



SUMMER LEARNING

“I loved playing math games with my mom and younger brother. And, I even learned how to find my own books at the library, because I’ve been reading on my own all the time!”

— Summer Boost participant



“Summer Boost allows us to place high interest, just-right books in the hands of our striving readers. Because they are books the students chose, they are more likely to read them. Our data from last summer shows that many students who needed a reading intervention in the spring no longer needed it in the fall.”

— Christina Batsell, principal at Terra Linda Elementary School, a Summer Boost site

CORNERSTONE PROGRAMS + SPECIAL PROJECTS

Contributions to BEF fuel classroom innovation that helps students thrive – empowering our youth with the skills to achieve success. The breadth of our programs and projects range from art and music and after school enrichment, to STEAM and career and technical education, to literacy and summer learning, and more.

Here are some highlights from 2022-23:

Summer Learning: It's in the Bag

Building on BEF's decade-long tradition of supporting the best strategies that combat the summer slide for Beaverton's elementary school students, BEF invested again in

Summer Boost. The educator-driven program, first piloted in 2022 at five schools with 400 students, expanded in summer 2023 to 13 schools with 2,000 students.

Before summer break, students "shopped" for free books that have been pre-selected by reading specialists to be good fit, high interest books for all levels. They filled a bag with

books, math games and other supplies that will encourage their love of reading and math. Families also received information about why daily reading is important and how to engage their children in the reading and math activities. To build community and excitement, Summer Boost begins and ends with celebrations, and a mid-summer event helps educators and students connect in person.

"Our partnership with BEF has made it possible for us to provide unified and consistent STEAM experiences for all students. BEF's support goes beyond one school or age level, it enhances student experiences throughout the entire district."

— Dawn Guildner, BSD instructional innovation teacher on special assignment

Traveling Tech: Sharing Innovative Resources Across the District

The dynamic, expanding **Innovation Library** ensures the most students possible engage with expensive technology that helps them learn about STEAM — science, technology, engineering, art and math. Using a cost-effective system to share devices across all

For a complete list of BEF's current programs and projects, visit beavertonEDfoundation.org/impact

schools in the district, schools borrow learning devices, like four different kinds of robots that are accessible regardless of reading level or ability. Over the course of the month-long loan, students learn technology concepts in a hands-on tactile environment and away from the screen in related lessons. It's the latest example of the positive impact of **BEF's STEAM 4 All** collaboration that first began with the district more than a decade ago.

Getting Geared Up for PE

Each year as PE supplies dwindle, fewer Beaverton students have engaging PE experiences — resulting in missed learning outcomes, decreased overall wellness and inconsistent opportunities across schools.

BEF is partnering with the *Nike Community Impact Fund*, the Beaverton School District and community donors to fill these gaps through the *Geared Up for PE* campaign, part of **BEF's PE + Play Initiative**. A new grant from the *Juan Young Trust* will help grow these efforts.

BEF is revitalizing and refreshing the equipment at every elementary school so all our students have the same robust PE experience and consistent opportunities for skill building and motor development no matter if their school is new or old or has a history of extra funding. *Geared Up for PE* provides equipment for all middle schools. Bringing more play and movement into the school day, but also supporting k-8 students' health, well-being and academic success.



"The simplicity of Sphero indi robots transcends gaps in both age and ability, including our English Language Learners. Today everyone is able to be a part of this experience at their level."

— Marjorie Downing, Rock Creek Elementary's technology instructor, whose students discovered ways color-coded tiles can be manipulated to make the robots move



PE + PLAY

“Simple exercise equipment can be used in so many ways to positively impact students far beyond their time in the gym.”

— Celia Whitehead, elementary PE teacher



OUR DONORS

“We saw how BEF makes projects happen, really enriching our students’ education and engaging kids with hands-on learning. BEF helps fill some of the gaps in the district budget. BEF engages people beyond their own local school in a way that makes it better for all of us, and levels the playing field to make the whole community stronger.”

— Karen Cunningham, long-time public education advocate and BEF donor, along with her husband Ward

WE COULDN'T DO IT WITHOUT OUR COMMUNITY

BEF's donors make ideas come to life for Beaverton's students and educators. From individual donors to corporate partners, **we are grateful for each and every one of our donors' generosity.** Their motivations may vary, but their commitment remains steadfast and the gratitude from students and educators is palpable.

"BEF has been one of our foundation partners since we opened our first store, and it's been such an incredible partner. Equity is a core value of both New Seasons and BEF, which makes for a strong partnership. We support foundations rather than individual schools to ensure we reach as many public school children as possible. We trust that BEF will distribute funds in an equitable way amongst all Beaverton schools and students."

— Jennifer Gregorich, New Seasons Market's community investment program supervisor

"We couldn't have pulled this off without our generous community. Thank you for supporting our dreams and helping each child buy a book at our book fair."

— Rosanne C. Freer, academic coach at William Walker Elementary School

"BEF makes it easy for families to honor us, and it means so much to me that the families are also supporting BEF. Both as a teacher and a parent of two Beaverton students, I see firsthand how BEF steps in to help fill in gaps where district funding is short."

— Kristen Gustafson, district educator for more than 20 years and a recipient of BEF teacher appreciation gifts

"We chose to establish our endowed memorial fund at BEF because we've seen BEF make a tangible, positive impact keeping kids in school and helping their families engage in their children's learning."

— Ron Tubby, BEF donor and former board member, whose family started the Anne Kelly Ofstun Tubby Fund at BEF in honor of his late wife

2022-23 COMMUNITY PARTNERS

Beaverton Education Foundation thanks the following organizations for their generosity and invites you to join our growing network of local businesses and business leaders who support quality public education.

PLATINUM LEVEL SUPPORT (\$10,000 +)*

First Tech Federal Credit Union
Genentech
Intel Foundation
Juan Young Trust
Marie Lamfrom Charitable Foundation
Meyer Memorial Trust
Nike Community Impact Fund
OnPoint Community Credit Union
Synopsys Foundation

GOLD LEVEL SUPPORT (\$5,000 – \$9,999)*

Amateur Radio Relay Group
Beaverton Valley Times
Columbia Sportswear
Dutch Bros Coffee
Education Research and Development Institute
Hoover Family Foundation
Joseph E. Weston Public Foundation at Oregon Community Foundation
New Seasons Market
NW Natural
Linnington Foundation at Oregon Community Foundation
Oregon Tualatin Valley Amateur Radio Community Services
Vernier Software and Technology

**July 1, 2022 - June 30, 2023.*

WAYS TO GIVE

- Answer the Call annual phone-a-thon
- Beaverton's Choice campaigns
- Payroll deduction contributions
- Matching gifts through employers
- Corporate donations
- Donor Advised Fund gifts
- Bequests and memorial gifts
- Teacher Appreciation Gifts in the winter and spring
- Building Blocks Monthly Donations



ANSWER THE CALL ANNUAL PHONE-A-THON

“BEF helped pay for virtual labs when we had online chemistry class last year. The discussion that went along with the virtual labs helped me uncover the areas I didn’t understand and answered questions I was afraid to ask.”

— Stephanie, Beaverton Academy of Engineering (BASE) student and volunteer phone-a-thon caller



2022-23 BOARD OFFICERS*

Rajesh Shah, *Chair*
Datamaton, Inc.

Kimberly Ogadhoh, *Vice Chair*
International Education Consultant and
Community Volunteer

Chanel Sheragy, *Secretary*
Travel Portland

Dayna Weller, *Treasurer*
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BOARD OF DIRECTORS*

Kelly Gerber, Intel Corporation

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Oluwatosin ('Tosin) Iyasele, RoadScholar

Katie Lukins, Beaverton Education Association

Jessica McBride, Mandate Media

Rebecca Porter, First Tech Federal Credit Union

Ernest Stephens II, Morant McLeod LLC

Kirsten Williamson, *Past Chair*
OnPoint Community Credit Union

EX OFFICIO*

Gustavo Balderas, D.Ed
Superintendent Beaverton School District

Shellie Bailey-Shah,
Beaverton School District, Foundation Staff Liaison

Eric Simpson,
Beaverton School Board Member

*July 1, 2022 - June 30, 2023.

BEF STAFF

Kristine Baggett
Executive Director

Sarah Fisher Beachy
Teacher and Community Partner Coordinator

Terri Holland
Development Manager

Holly Van Houten
Corporate and Foundation Relations

Melynda Stitt
Gift Processing Assistant

Make an annual gift to support
Beaverton Education Foundation
today and into the future.

Your contribution to BEF will ensure
Beaverton students have the tools
they need for a brighter future. Learn
more about ways to give to BEF at
beavertonEDfoundation.org/support



BEAVERTON'S CHOICE

"It's so positive to read about where BEF's money goes — how teachers are helping kids be successful and how kids are benefiting from it."

— Robin and Len Case, longtime BEF donors and retired district educators

b e f Beaverton Education Foundation

Date: *April 1 2023*

Pay to the order of: *Jacob Wismer Elementary* \$ *1802⁰⁰*

eighteen hundred two and ⁰⁰/₁₀₀ Dollars

For: *Inspire Young Artists & Engineers*

Kristina Bayzett
Authorized Signature

beavertonEDfoundation.org



STAY CONNECTED

Join our mailing list at beavertonEDfoundation.org/sign-up-for-enews





OUR MISSION

We mobilize community resources to ensure that our students have equitable opportunities to reach their brightest future.

OUR VISION

Every Beaverton student is inspired and prepared for their brightest future.

Our Impact

With the support of our donors, we partner with educators at **all 54 Beaverton schools** to engage students in different ways of learning and open their eyes to new opportunities in the classroom and beyond.

In this report, we highlight a few accomplishments from the 2023-24 school year. We share stories of how we incubated innovative ideas and grew them to serve more students and more schools in the district.

Our work builds on our past, engages students in the present, and prepares them for a brighter future.

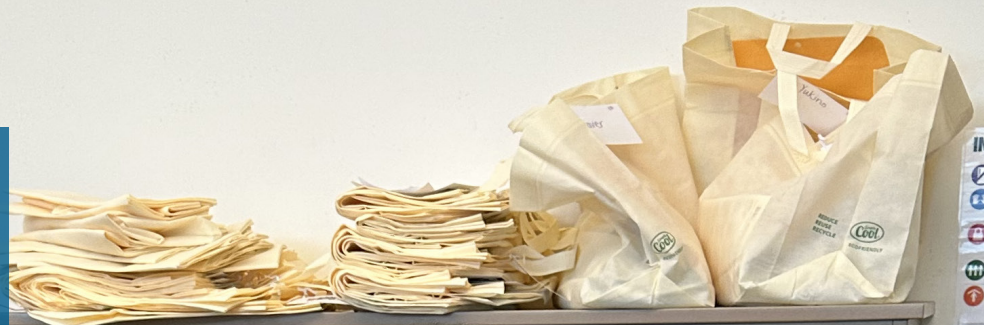
“BEF reaches across the district in a unique way. We empower students to find new paths and provide opportunities for engaged learning that lift up all Beaverton students.”

— Kimberly Ogadhoh, BEF Board Chair

New ways to meet student needs

"Camp Achieve and Summer Boost are powerful. BEF works hard to listen to the needs of Beaverton educators and is a flexible and responsive partner. They're really willing to evolve and change as our needs change."

— Robin Kobrowski, Beaverton School District's executive administrator for PK-8 Schools and former principal at Springville Elementary School



With the right support, students can stay engaged with school routines, make up lost ground, and reduce the “summer slide.” In partnership with teachers and principals, we’ve been innovating summer learning opportunities for more than a decade. Educators and parents are encouraged by the results.

More than 10 years ago, a pioneering principal came to BEF with a new approach to summer learning, and we launched **Camp Achieve**.

In an effort to reach more students, BEF next developed the **Summer Boost** program — a summer learning opportunity for nearly 2,000 additional elementary school students to participate in from home. Since launching Summer Boost in 2022, students have “shopped” for books of their own choosing, participated in incentives to encourage students and parents to read and engaged with math games and activities at home.

One teacher captures the positive feedback from staff after Summer Boost students returned to school: “My students told me they read the books in their bag all summer. I can see in the classroom they are more confident readers, and based on the assessment I gave them, they did not experience a summer slide.”

The first year of Summer Boost resulted in **86% of participating students making measurable and significant reading increases**. One quarter of Summer Boost students caught up to grade level and no longer needed additional support when they returned in the fall.

“My child read all summer – a first. Thank you so much.”

— Angela, parent at McKinley Elementary



Busy bodies, healthy habits

“We’re getting students hooked on lifelong fitness. They’re starting to do some of these sports on their own outside of school by themselves and with their families.”

— Jeff Steindorf, PE and health teacher at Mountain View Middle School

Structured play in PE classes, during recess, and after school leads to lifelong healthy habits. It provides a break from technology, increases focus, and strengthens students' social and emotional learning skills. We're ensuring that students have the equipment and opportunities they need for healthy lives.

"It's been night and day since we got the new PE equipment," says Jeff Steindorf, one of the PE and health teachers at Mountain View. This year, our **PE + Play initiative** made it possible for Mountain View Middle School students to double the number of sports activities they do in PE class. Now, they enjoy playing disc golf, pickleball, corn hole, ladder ball, volleyball, indoor and outdoor soccer, and so much more.

For the past two years, BEF's PE + Play initiative refilled school gyms with basic equipment like basketballs,

soccer balls, jump ropes, Frisbees, hula hoops, and scooters. **We impacted approximately 18,500 students at 40 of our schools.**

"Now our students are more focused and involved in PE class. Sometimes middle schoolers are afraid of failure and get caught in a rut. Our new equipment exposes them to new things, and it gives them an open mind to participate and try new things," Steindorf says.

"We recognize this money could have been donated elsewhere, but please know that the looks on students' faces when they saw that they were about to experiment with dumbbells and battle ropes made it worth every penny."

— The PE / Health Team at Whitford Middle School



Hands-on learning engages and prepares students

“The problem solving, teamwork and communication skills our students learn in manufacturing are valuable to everyone, whether they pursue careers in manufacturing or other paths.”

— Anna Thames, manufacturing teacher at Westview High School with 20 years of manufacturing industry experience

When classroom work parallels real world experiences, students are inspired to learn not only technical skills, but also critical thinking and problem solving skills applicable to every aspect of their lives.

Westview High School's **manufacturing classes** illuminate the best of Beaverton's hands-on, career-connected learning opportunities. That's why BEF invested in new equipment for the school this spring — creating a unique opportunity for students to work together to learn valuable skills while supplying custom bags to BEF **Summer Boost** students.

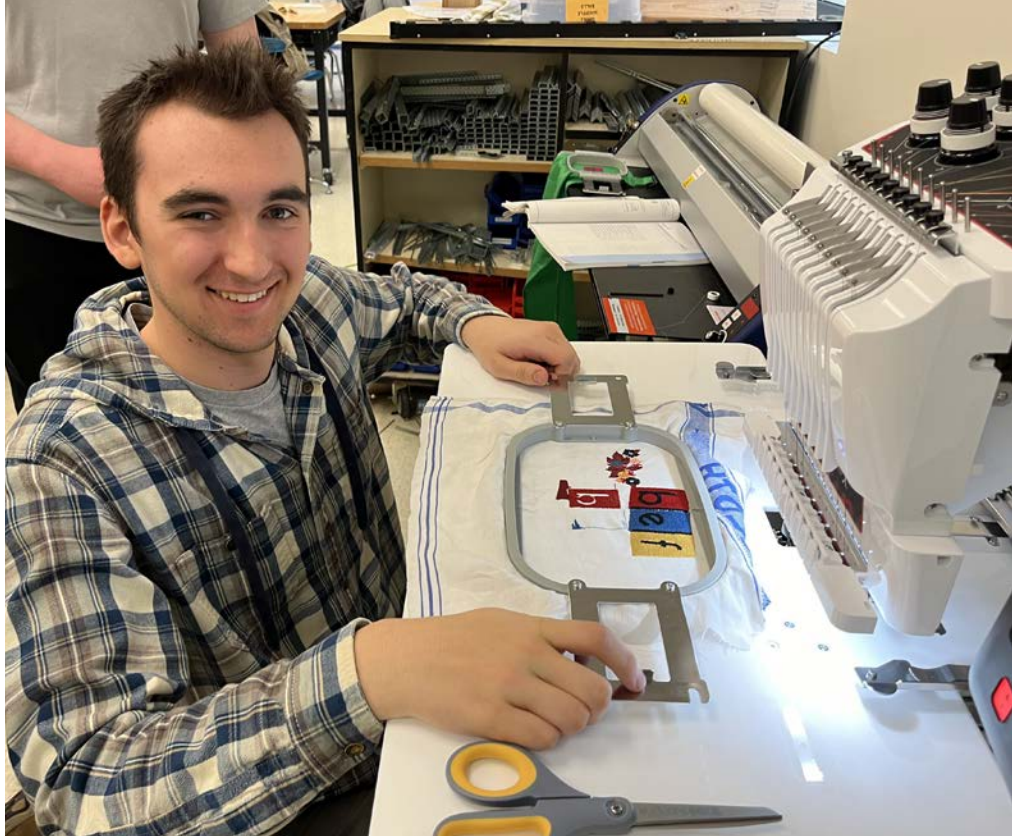
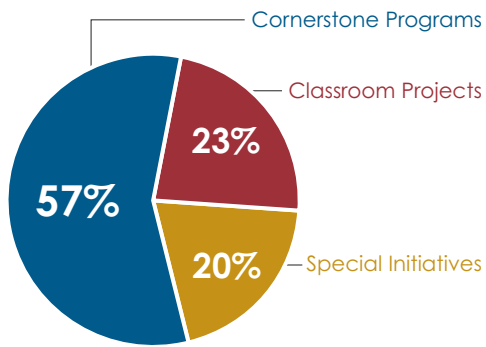
Westview students jumped right in. They created a plan for the production line, determined quality control standards and workflow, and

managed a high volume of bags on a short deadline — real world production issues that real businesses face every day.

“Whether you call it continuous learning or growth mindset, learning these life skills is important for everyone,” says Anna Thames, manufacturing teacher at Westview. “You start by saying ‘I don’t know how to do it yet.’ Then you learn how to do something, ask yourself how you can do it better, test it, and begin the cycle again. Students learn so much in this process.”

“When my classmates and I worked together to make the Summer Boost bags, it wasn’t just about my generation learning how to do something. It’s about the next generations who need more educational opportunities. We’re contributing to a bigger aspect of the community.”

— Aayan, Westview High School senior who took on a leadership role in his manufacturing class as they created the Summer Boost bags



Cornerstone Programs

Total Funded: \$266,597
(57% of total funds invested)

- After School Academic Success Programs
- Band Together / Art + Music
- Building STEAM 4 All
- Career Connected Learning & Innovation
- Literacy / Language
- Summer Learning

Classroom Projects

Total Funded: \$109,235
(23% of total funds invested)

- Beaverton's Choice

Special Initiatives

Total Funded: \$94,034
(20% of total funds invested)

- PE + Play
- School Nurse Health Resources
- Aloha High School Special Education Initiative
- Safe Routes to School



Art and Music
program investments at
27 schools



13,114 students
participated
in BEF-funded STEAM
related learning



BEF PE + Play investments energized all
17,000 elementary students



Reading
programs
at 25 schools



\$85,650
Career-related
investments

2023-24 HIGHLIGHTS

Thank you to the **2,712** individuals, businesses, foundations and organizations who financially supported BEF and made it possible for us to invest **\$470,866** in Beaverton schools.

32,353+
students connected with BEF through
HANDS-ON LEARNING

151
total projects & programs funded
WITH AT LEAST 2 PER SCHOOL

100%
of BSD's 54 schools participated in
BEF FUNDED INITIATIVES

We couldn't do it without you.

Strong schools are the heart of our vibrant community. Join Beaverton Education Foundation and ensure that all our students achieve their fullest potential.



beavertonEDfoundation.org



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

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

RECOMMENDATION

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

Belong. Believe. Achieve.

MEETING MINUTES – BOARD WORK SESSION JUNE 18, 2024

Board Members Present:

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

Board Members Absent:

Staff Present:

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

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

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 5:46 p.m. She noted that all seven board members were present, with six attending in-person and Ugonna Enyinnaya attending virtually.

II. FACILITIES PLANNING PROCESS

Chief Facilities Officer Casey Waletich shared a brief history of Beaverton School District long-range facility planning and current projects being supported by the bond. Discussion included the process of evaluating the adequacy of existing educational facilities within the context of current educational objectives, enrollment and capacity (understanding how student populations will be accommodated over the next 10 years and beyond), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings).

Belong. Believe. Achieve.

Further discussion included which schools were over/under capacity, how the strategic plan and equity lens will be incorporated into long range planning, family and community involvement during the planning process, optimal number of classes per grade and current space needs.

Mr. Waletich reiterated that there have been no board discussions around boundary changes or school closures and that there would be more information about facilities planning discussed in the August board meeting.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 6:35 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING June 18, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Casey Waletich
Susan Rodriguez
Camellia Osterink
Shellie Bailey-Shah
Dr. Josh Fritts
Aaron Boyle
Ron Umali
Sarah Weiland

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

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:03 p.m. She noted that all seven board members were present, with six attending in-person and Ugonna Enyinnaya attending virtually.

The board reviewed the agenda and Tammy Carpenter asked that the contract authorization for Ignite Reading to provide high-dosage tutoring be removed from the consent agenda and addressed separately. Chair Pérez then asked for a vote to approve the agenda. It passed unanimously, 7:0.

II. RECOGNITIONS**Belong. Believe. Achieve.**

Use the following links to access board meeting information:

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

A. Angela Vargas, a teacher on special assignment, was recognized as having been awarded the Noel Connall IPD Award from the Oregon Education Association. This award honors a member who has been instrumental in developing or implementing instruction and professional development.

B. The district's Communications & Community Involvement Department was celebrated for having won the Gold Medallion Award from the National School Public Relations Association for the "Belonging Begins Here" attendance campaign. This is the highest award given for superior school communications projects in North America.

C. The board honored the 114 valued staff members who retired from the district this year, including Gina Staudenmier who retired after 44 years of service to the district and received the Dedication to Education Award. Deputy Superintendent Dr. Carl Mead was also recognized for his 38 years of service.

III. SUPERINTENDENT'S REPORT

Dr. Balderas began his report by expressing his gratitude to Dr. Mead. He spoke on the 13 graduations with over 3,000 graduates in 2024. He noted that he is excited to see these graduates move on to their next stage of life, and is thankful for the many staff who made this possible. Dr. Balderas spoke about aligning the budget with the strategic plan and was grateful for past and present leadership which have allowed Beaverton to partially mitigate the financial shortfall other school districts are facing.

Dr. Balderas reiterated that the Raleigh Hills build should be decoupled from any discussion on declining enrollment. He stated that he anticipates a larger discussion about declining enrollment and facilities planning in the fall. Dr. Balderas reminded the community that decisions to build or open new schools and to close or consolidate schools are ultimately made by the board.

Lastly, Dr. Balderas noted that the Gold Medallion Award, recently won by the district's Communications & Community Involvement Department, is awarded to only a handful of school districts across the nation each year and is the highest award for school communications. He gave congratulations to the team.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

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

B. Comments by Community Members

The board heard public comments from 10 speakers. The board also received 25 written comments.

C. Public Hearing: 2024-25 Budget

The public hearing was held and three community members provided public comment on the 2024–25 budget.

V. ITEMS FOR INFORMATION

A. Superintendent Evaluation

Chair Pérez announced that the board had completed its evaluation of the superintendent's job performance for the 2023–24 school year and wanted to take the opportunity to thank the superintendent for his efforts.

Dr. Pérez said that the board is very pleased with Dr. Balderas's performance, overall effectiveness, and progress made toward the goals established for this year. Highlights of this work include expanding dual language programming, continuing the expansion of early learning programming, establishing a districtwide assessment framework, implementing a one-year curriculum adoption process and selecting

high-quality curriculum for reading instruction and interventions, diversifying the workforce, and the on-time and on-budget progress of bond-funded school construction projects.

Dr. Pérez also said how much the board appreciates the superintendent's focus on the implementation of the strategic plan, his approach to high-quality implementation of the identified priority strategies of the plan, and his equity-informed decision-making. The board looks forward to seeing the effect of these system changes on student achievement in future years.

Lastly, the board stated they value the superintendent's active communication to staff, community and board members, and appreciates his commitment to continuing and increasing community engagement and communication, particularly regarding high-interest/high-impact issues. The board is pleased with how Dr. Balderas mitigates challenging situations in a way that centers students and at the same time focuses on the long-term strategic plan goals of the district. The board looks forward to working closely with and receiving updates from Dr. Balderas on future and continuing initiatives and processes.

B. 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.

C. Youth Services Program Data Report

Dr. Carl Mead introduced Captain Ed Mastripolito of the Beaverton Police Department who shared a data report on Youth Service Officer activity in Beaverton schools. They noted that YSOs are not involved in school discipline matters and that trained YSOs help maintain a safe environment.

Captain Mastripolito provided an overview of the role of YSO, outlined a call for service and defined types of calls. He presented the most recent data report on YSO activity in the second semester of 2024 and addressed the number of calls for service by race, school and gender. Questions and comments from board members included racial disproportionality and impacts the presence of YSOs may have on some students' learning environments.

The board took a break at 9:20 p.m. and reconvened at 9:25 p.m.

D. Bond Program Update

Chief Facilities Officer Casey Waletich and Facilities Development Administrator Aaron Boyle gave an update on the bond program including eight summer internship positions. These interns will work onsite with various project teams and participate in all aspects of the project. The group also spoke about bond projects that are in progress, with dozens of projects planned for summer 2024 including construction of new buildings for Beaverton High School and Raleigh Hills Elementary School, major HVAC projects, seismic renovations and more.

E. Department Report: Facilities

Casey Waletich, Aaron Boyle and Maintenance Services Administrator Ron Umali provided a report on the Facilities Department. The team's review included the repair, maintenance and cleaning 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.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. Budget Committee Meeting, May 28, 2024
- ii. School Board Executive Session, May 28, 2024
- iii. School Board Business Meeting, May 28, 2024

C. Public Contracts

D. Appointment of Budget Officer

E. Appointment of Clerk and Deputy Clerks

F. Designate Custodians of School Funds

G. Designate Depositories

H. Appointment of Financial Auditor

I. Appointment of Legal Counsel

Susan Greenberg moved to approve the consent agenda minus the contract authorization for Ignite Reading. Sunita Garg seconded. The motion to approve the consent agenda passed 6:0, with Ugonna Enyinnaya not present at that time.

VII. ITEMS FOR ACTION

A. Contract Authorization for Ignite Reading

Susan Greenberg moved to approve the contract with Ignite Reading to provide high-dosage tutoring as submitted and Sunita Garg seconded the motion. Executive Administrator for Teaching & Learning Dr. Josh Fritts answered questions from board members. Dr. Fritts shared that the data shows kids are making at least two times the gains we would expect and some students make more than a year's worth of gains. The motion passed 6:0 with Ugonna Enyinnaya not present at that time.

A. Adopt 2024-25 Budget Resolution

Susan Greenberg moved to approve the resolution adopting the 2024–25 budget, making appropriations and imposing taxes. Sunita Garg seconded the motion. Tammy Carpenter asked to make an amendment to the budget. Chair Pérez explained that an amendment needs to be germane to the main motion. The budget cannot be amended to eliminate a program, but it can be amended to change the dollar amount in a fund or function. Ms. Carpenter made a motion to amend to remove \$750,000 from the budget area slated for YSOs. Justice Rajee seconded.

Associate Superintendent Mike Schofield and General Counsel Camellia Osterink were asked and explained that, if approved, the motion would not eliminate or defund the YSO program but would remove \$750,000 from the Support Services function, which includes support services such as public safety, counseling, and others. With the signed contracts in place, the funds would be owed regardless of whether services are used, unless there was a mutual agreement to abandon the contracts in place between Beaverton School District, the City of Beaverton, Washington County and City of Hillsboro. Dr. Pérez and others noted that the contracts would expire the following year and that would be a pertinent time to give further consideration to the program and continuation of the contracts. Ms. Greenberg and Ms. Garg noted they were open to further consideration in future but shared concerns about process and precedent. Dr. Carpenter stated that there were individuals and organizations calling on school districts to end school officer programs. Mr. Rajee and Dr. Pérez commented that the board should be thoughtful and have a good plan for the review of this program prior to contract renewals and future budget approvals, and a plan for how to support student safety in the event the contracts were not continued.

Chair Pérez called for a vote on the proposed amendment to the motion. Dr. Carpenter voted in favor of approving the amendment, and all other board members were opposed. The motion to remove \$750,000 from the budget did not pass with a vote of 1:5, with Ms. Enyinnaya not present at that time.

Chair Pérez called for a vote on the main motion to approve the budget resolution adopting the 2024–25 budget, making appropriations and imposing taxes. The motion passed 6:0, with Ms. Enyinnaya not present.

B. Board Policy Revisions

i. AC Nondiscrimination

ii. BCBA Student Representatives to the Board

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 were available for questions. Susan Greenberg moved to approve the board policy revisions as submitted and Sunita Garg seconded. The motion to approve the board policy revisions as submitted passed 6:0, with Ugonna Enyinnaya not present.

D. Election of School Board Chair and Vice Chair

Chair Pérez opened the floor for school board chair and vice chair nominations for the 2024–25 school year. Susan Greenberg nominated Karen Pérez for board chair. There were no further nominations. The vote was unanimous and the motion to elect Karen Pérez as school board chair passed with a vote of 6:0 with Ms. Enyinnaya not present.

Chair Pérez opened the floor for school board vice chair nominations. Sunita Garg nominated Justice Rajee. There were no further nominations. The vote was unanimous and the motion to elect Justice Rajee as school board vice chair passed with a vote of 6:0 with Ms. Enyinnaya not present.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

-none-

IX. BOARD COMMUNICATION

Board members made individual comments and committee reports, with topics including Dr. Mead’s illustrious career, how proud board members are of the students graduating this year, graduation rates, summer reading, school visits, YSO program, cell phone usage in schools, gratitude to Sunita Garg for her tenure as vice chair, and gratitude for fellow board members who model how to have tough conversations.

X. CLOSE MEETING

Dr. Pérez adjourned the June 18, 2024 business meeting at 10:37 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	
Commercial Appliance Maintenance, Repair & Replacement	Ron Umali, Administrator for Maintenance Services	Portland Public Schools Cooperative Contract #92684	JH Kelly, LLC	NTE \$500,000	08/2024	06/2025	Authorization to Award Contract
SchoolPace Connect Digital Literacy Platform Renewal	Robin Kobrowski, Executive Administrator for PK-8	Special Procurement Pursuant to DJC-AR(5)(a)(ii)	American Reading Company, Inc.	\$308,000	08/2024	06/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Commercial Appliance Maintenance, Repair & Replacement

- **Contract Scope:** Appliance refrigeration diagnosis, repair and maintenance throughout district sites on an “as-discovered” response basis. This work can also include periodic scheduled deferred maintenance required. The intent is for the contractor to be notified by district maintenance employees of needed work and contracted technician dispatched based on the urgency of the issue.
- **Contract Timeline:** 08/2024 – 06/2025
- **Contract Amount:** NTE \$500,000
- **Contractor/Vendor:** JH Kelly, LLC
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Portland Public Schools Cooperative Contract #92684
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: N/A

BACKGROUND: The district partnered with JH Kelly during the 2023–24 school year for contracted work repairing the refrigeration needs of our district kitchens. Identifying significant needs in areas of rooftop unit replacements for walk-in cooler and freezers, reach-in cooler replacements of standalone units where repairs do not make financial sense or parts are no longer available.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: SchoolPace Connect Digital Literacy Platform Renewal

- **Contract Scope:** One year subscription renewal for SchoolPace, a student achievement dashboard for IRLA/ENIL independent reading level assessments
- **Contract Timeline:** 08/2024 – 06/2025
- **Contract Amount:** \$308,000
- **Contractor/Vendor:** American Reading Company, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8

ASSOCIATED PROJECT: N/A

BACKGROUND: IRLA has been used by the district since 2016 as an independent reading level assessment to inform teachers on student reading instruction. IRLA is the English version of the assessment tool and ENIL is the Spanish version. SchoolPace is a web-based student achievement dashboard that allows educators to monitor growth and performance in real-time.

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

ITEM FOR ACTION**BOND ACCOUNTABILITY COMMITTEE MEMBER APPOINTMENT****SUMMARY**

The district's bond accountability committee (BAC) has multiple openings. The board liaison and chair have reviewed applicants and recommended three candidates for appointment to the committee.

BACKGROUND

The district's bond accountability committee (BAC) assists in monitoring the progress of executing the 2022 Capital Improvement Bond Program. The charter for the BAC is located on the district's website: <https://www.beaverton.k12.or.us/departments/facilitiesmaintenance/bond-accountability-committee>

Candidates for the openings were solicited, reviewed and recommended following the process established by the board. Applications were received from several qualified community members interested in serving on the committee. The board liaison and chair have reviewed applicants, interviewed finalists, and recommended three candidates for appointment to the committee.

The proposed members to be appointed to the bond accountability committee are:

- David Remos (reappointment of current committee member)
- Lori Baker
- Janis Hill

RECOMMENDATION

It is recommended the board approve the selection of David Remos, Lori Baker and Janis Hill to serve on the bond accountability committee.

SUGGESTED MOTION

I move to approve appointing the bond accountability committee members as recommended.

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ITEM FOR ACTION AT A FUTURE MEETING
BUDGET COMMITTEE MEMBER SELECTION
SUMMARY

The district’s budget committee has three open positions in which members’ terms have expired, in Zones 3, 5 and 6. The school board will appoint community representatives to serve three-year terms on the committee. The board will first establish the process to be used.

BACKGROUND

The budget committee has three vacancies in Zones 3, 5 and 6. Members who previously served on the budget committee are not excluded from appointment.

Zone	Board Member	Current Budget Committee Member	Term Expiration
3	Dr. Melissa Potter	Diane McCartney	2024
5	Ugonna Enyinnaya	Christa Billings	2024
6	Justice Rajee	Heidi Echeverria	2024

In the past, the school board has used the following process to appoint committee members. Timelines are updated accordingly.

- Applications will be accepted between September 18 and November 15, 2024.
- Openings will be publicized using the district’s usual communication channels.
- Candidates will submit a letter of interest and résumé through an online application form.
- The board member from each zone with an open position will review applications submitted for their zone and recommend a candidate for appointment.
- Recommended appointees will be presented for board approval in the business meeting on December 10, 2024 or a future meeting.

RECOMMENDATION

The budget committee selection process is presented for initial consideration and will come before the board for approval at its next business meeting on September 17. Action to appoint budget committee members will be requested in the December 10 business meeting or a future meeting.

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ITEM FOR ACTION AT A FUTURE MEETING**2025 LEGISLATIVE PRIORITIES****SUMMARY**

Prior to the regular session of the state legislature in odd-numbered years (the “long session”), the board may adopt legislative priorities to inform and guide the district’s advocacy to the Oregon Legislature. Recommended priorities for the 2025 Legislative Session are presented for discussion, including the foremost priority of stable and sufficient funding for K–12 public education to support the success of every student.

RECOMMENDATION

Recommended legislative priorities for the 2025 Legislative Session are presented for initial consideration and will come before the board for approval at an upcoming meeting.

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The Beaverton School District's top priority for the 2025 Oregon Legislative Session is stable and sufficient funding for K-12 public education to support the success of every student.

The Beaverton School District's legislative priorities include:

SCHOOL FUNDING: Provide stable and sufficient state funding for K-12 public education

- **Current Service Level Calculation:** Begin budget discussions from an *accurate* baseline cost estimate for the continuation of K-12 programs and staff that are currently paid for by the State School Fund. The Governor has directed corrections to the CSL process to more accurately estimate cost increases to maintain current core services for students.
- **Needed Service Level:** Recognize that current funding is far below the Quality Education Model and is not *adequate* to meet all students' learning needs and fully prepare them for college, careers and community. We need to re-envision Oregon education funding to invest in the education services and supports our students deserve.
- **Secure and Stable Funding:** Provide investments that are predictable and stable over time, so schools can provide consistent supports and services our students and families can count on. Protect funding for the Student Success Act, High School Success Act and Early Literacy Success Initiative, without carveouts, to maintain the targeted investments made in supporting quality education.
- **Summer Learning:** Support all school districts to provide year-round learning with high-quality summer programs. Provide dedicated, consistent, predictable funding that education providers and community-based partners can count on every year.

HEALTH & WELLBEING: Support inclusion, safety and wellbeing of all students

- **Special Education:** Provide funding and supports for schools to address needs of students with disabilities. Raise the 11% cap on weighted funding for students receiving special education services. Increase the High Cost Disability Fund to fully reimburse districts' costs to meet more intensive student needs. Provide additional funding to meet these costs rather than redistributing current allocations.
- **Mental Health & Wellbeing:** Support services that promote students' social, emotional and behavioral health, with funding to sustain any new requirements.
- **Safe School Buildings:** Fund capital improvements for high-quality school facilities, including seismic safety. State school funding does not provide for facilities, and Oregon school districts have billions of dollars in deferred maintenance and facility needs.
- **School Meals:** Fund universal free school meals, regardless of students' financial eligibility or application, to reduce social stigma and help ensure all students are well fed and ready to learn.

SIMPLE & SUSTAINABLE: Avoid unfunded mandates and streamline systems

- **No New Unfunded Mandates:** Ensure that any new requirements for schools are evidence-based, focused on increasing student success, and come with funding and support to meet the need, not carved out of existing education funding.
- **Fund Recent Mandates:** Provide funding for costly new laws such as summer unemployment benefits for school-year workers and Paid Leave Oregon.
- **Paperwork Reduction:** Simplify requirements and ensure new resources are not constrained and districts are not burdened with grant processes.

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES
EBC/EBCA, EBC, EBCA, EBCB, GBN/JBA****SUMMARY**

Revisions are recommended to update school board policies EBC/EBCA, EBC, EBCA, EBCB and GBN/JBA. Changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff.

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**EBC – Emergency Plan and Preparation – NEW****EBCA – Safety Threats – NEW****EBC/EBCA – Emergency Procedures and Disaster Plans – DELETE**

This recommended update deletes the combined EBC/EBCA – Emergency Procedures and Disaster Plans and creates two new separate policies EBC – Emergency Plan and Preparation and EBCA – Safety Threats, which separately outline the procedures for each process in addition to adding language that schools will communicate with families within 24 hours about safety threats as required by state law.

EBCB – Emergency Procedure Drills and Instruction – REVISE

Recommended updates to this policy include cleaned up language regarding emergency drills and a revised key emergency response term. The widely adopted Standard Response Protocol has updated the term “lockout” to “secure,” to reduce confusion between “lockout” and “lockdown.”

GBN/JBA – Sexual Harassment – REVISE

This revision updates the reference to the appropriate complaint procedure and reflects a change in state law regarding the definition of “without consent” relating to sexual assault in required school district policy.

RECOMMENDATION

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

- Deletion of existing policy EBC/EBCA and adoption of new policies EBC and EBCA
- Revisions to board policy EBCB
- Revisions to board policy GBN/JBA

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Emergency Plan and Preparation **

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The district will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Parents or guardians will be informed of the district's plan for the care of students during an emergency situation. The board may conduct an executive session under ORS 192.660(2)(k) to consider the emergency plan or other matters related to school safety.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas. Each school in the district shall have staff consistent with state law who maintain current first-aid/CPR/AED certification and are trained annually on the district and building emergency plans. Emergency planning will include the presence of staff with first-aid/CPR/AED certification at school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 - 0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(40\)](#)

[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Safety Threats**

“Safety threat action” means a lockdown, secure, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The board may conduct an executive session under ORS 192.660(2)(k) to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

Emergency Procedures and Disaster Plans

The superintendent or designee will develop and maintain a plan, specifying procedures to be used in emergencies such as, including but not limited to, disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, man-made disasters, technological disasters, fire, illness or injury of a student or staff member and use of force on district property. The superintendent or designee will consult with community and local county agencies while developing this plan.

The district's Emergency Operations Plan (EOP) will meet the standards of the State Board of Education. The EOP will be reviewed and updated annually, as necessary.

Copies of the EOP will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long-term disruption to district operations; resulting of a pandemic flu, declared public health emergency or other catastrophe, the district operations plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students and parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Procedures for facility utilization by other agencies;
12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0161](#)
[OAR 581-022-2030\(3\)\(c\)](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Cross Reference(s):

EEAC - School Bus Safety Program
GBE - Staff Health and Safety
JHCC - Communicable Diseases

DELETED

Emergency Procedure Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students and staff on district emergency procedures so ~~that students they~~ can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~which shall include~~ and safety threats. Instruction on emergency procedures ~~fires, earthquakes and safety threats and drills for students~~, shall be conducted for at least 30 minutes each school month.

Fire Emergencies

The district will conduct monthly fire drills multiple times each year. At least one fire emergency evacuation drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building. ~~Results from school fire drills will be reported to the public safety officer for recording in the drill log.~~

Earthquake Emergencies

At least two earthquake drills ~~on earthquakes~~ shall be conducted each year. Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to lockdown, ~~lockout secure~~, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety and will include explanation of the district’s communication strategy following a safety threat action (see board policy EBCA – Safety Threats).

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students and staff in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 339.324](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-2225](#)

Oregon State Fire Marshal, Oregon Fire Code.

Cross Reference(s):

GBE - Staff Health and Safety

Sexual Harassment

~~The district is committed to eliminating sexual harassment.~~ Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see GBN/JBA-AR(1) – Sexual Harassment Complaint Procedure and [KL-AR – Public Complaints Procedure \(see Section D: 1 and 2\)](#)–~~GBN/JBA-AR(2) – Federal Law (Title IX) Sexual Harassment Complaint Procedure~~). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student’s educational activity or program;
 - b. Interferes with a school or district staff member’s ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent¹ ~~the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.~~

¹ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the building principal or assistant principal, compliance officer, District Title IX Coordinator, or Superintendent. Contact information for those individuals can be found on the District's website.

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information.

Response

Any staff member who becomes aware of behavior that may violate this policy shall report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, assistant principal, compliance officer, Title IX Coordinator or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated.

The District utilizes a preponderance of the evidence standard of proof. This means that the District will consider whether the evidence gathered through the investigation process determines that the alleged complaint is more likely than not to have occurred.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person² who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include³:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

² Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

³ Remember confidentiality laws when providing any information.

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁴;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

⁴ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The superintendent or designee will identify a Title IX Coordinator for the District. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed⁵. The district shall treat complainants and respondents equitably by providing supportive measures⁶ to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant of the availability

⁵ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). 78

of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹⁰ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹⁰ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

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

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