



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, September 17, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
A. Call to Order	
B. Attendance	
C. Land Acknowledgment	
D. Agenda Review	
II. STUDENT PERFORMANCES & RECOGNITIONS	
A. Sunset High School Acapella Group	
III. SUPERINTENDENT'S REPORT	
A. Comments by the Superintendent	
IV. PUBLIC COMMENTS	
A. Comments by Employee Groups	3
B. Comments by Community Members	5
V. ITEMS FOR INFORMATION	
A. School Highlight: Hazeldale Dual Language Program	8
B. Program Report: Summer School	9
C. Bond Program Update	22
D. Committee Assignments	35
E. Financial Update	38
VI. CONSENT AGENDA	
A. Personnel	48
B. Board Meeting Minutes	
a. School Board Executive Session, August 13, 2024	
b. School Board Work Session, August 13, 2024	49
c. School Board Business Meeting, August 13, 2024	51
d. School Board Retreat, August 27, 2024	55
C. Public Contracts	57
VII. ITEMS FOR ACTION AT THIS MEETING	
A. Budget Committee Selection Process	63
B. NWRESB Board Election	64
C. 2025 Legislative Priorities	70
D. Board Policy Revisions Approval	72
a. EBC Emergency Plan and Preparation	73
b. EBCA Safety Threats	77
c. EBCB Emergency Procedure Drills and Instruction	78
d. GBN/JBA Sexual Harassment	80
VIII. ITEMS FOR ACTION AT A FUTURE MEETING	
A. Nonprofit Low-Income Housing Property Tax Exemption	87
B. Equity Committee Member Selection	88
C. Board Policy Revisions	89
a. ACB - Every Student Belongs	90
b. DBEA - Budget Committee	92
IX. BOARD COMMUNICATION	
A. Comments by Individual Board Members	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	

School Board Comments

September 17, 2024

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

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

We're a little over three weeks into the school year, and over the past three weeks, the educators at FLEX Online have been working in conditions that, as many of you are aware of, are exceedingly difficult to teach and learn in. My understanding is that those staff were notified today of a number of moves to other District facilities to mitigate the noise, which is one of the chief complaints. While I appreciate the action to address concerns about noise, we are still left wondering why FLEX Online staff are being asked to report to random locations across the district, supposedly in the name of "collaboration" and "student access," when the staff had a system set up last year that was working well to meet the unique needs of FLEX Online students. These reasoning behind these decisions need to be explained to staff to prove that District leadership is being thoughtful about making transparent decisions that best serve Beaverton students and educators.

I also want to take a moment to recognize the work of the BSD maintenance staff who I'm sure have been working incredibly hard throughout the last couple of weeks as we struggled through several days of hot hot weather. I also want to make sure that our community and you know that even as the weather has turned cooler, we still have several pockets of classrooms and workspaces that are uncomfortably hot and stuffy. While many of our school buildings in Beaverton are in better shape than other districts, we must acknowledge that many of our classrooms still have unresponsive thermostats, vents that aren't connected, systems that need to be constantly reset, etc. The fans and windows that barely open (or don't open at all!) aren't keeping classrooms comfortable. I know our maintenance crews are continuing to work diligently, and we ask that there be communication with building staff about the progress of that work.

I'd like to talk about bargaining. I'd like to congratulate our union siblings in OSEA for reaching a tentative agreement with BSD.

For our own bargain, our team continues to advocate for safe learning environments, fair compensation, workload relief, and most importantly transparency, accountability, and shared decision-making from the District. I do want to mention that we've noticed something in the

proposals from the BSD team that is disconcerting. Beaverton educators are highly trained professionals who care deeply about our students and our colleagues, and we want to be able to provide the best education we can for our students. The proposals from the District team rise to a level of micromanagement that frankly does not respect our professionalism and expertise. We don't need more admin-directed plan time, we don't need every classroom activity to be under a microscope—we need to be supported by BSD leadership so that we can do our jobs well.

As we continue to bargain, I also want to note that in the BSD budget, the ending fund balance, which is money leftover after expenditures, is at \$147.2 million, or 19.8% of revenue. Over the last school year, BSD had an ending fund balance ranging from 20.0% to 22.8%. This amount is simply exorbitant. This is money that BSD should be spending on today's students for today's needs.

Our next bargaining session is this coming Thursday, 4-8 pm in this very room, and I hope the BSD team will come ready to recognize us as professionals and move toward a fair settlement.

And finally, as emergency ESSER funds from the federal government dry up in a couple of weeks, it is imperative for our community to know that we must demand from our lawmakers adequate and stable funding for public schools. We know that educators are being asked to do more and more with students whose needs are higher than ever, and we must have robust funding from the state through the state school fund and from the federal government through Title 1 and IDEA to create learning experiences that are meaningful and nourishing for all of our students. I encourage all of you to reach out to your lawmakers and demand that they fully fund Oregon schools.

Thank you for your time this evening.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, September 13 through 12 p.m. on Tuesday, September 17, 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
Ginger	Jay	Staff Member	For the record - not ALL of our 53 schools have access to "climate control" aka- air conditioning. I have worked in my building for 8 years and my room is consistently 74-80 everyday- even in the winter. None of my windows open- and it's miserable teaching 20 wriggly 5 year olds in those conditions. Because the temp is in the "acceptable range" nothing is done. The rest of my building is the same- stale warm air flooding into most rooms- except for the two rooms that are freezing. If you check the union Facebook page- my experience is not unique- this should be addressed!
Sarah	Hawks	Parent/Guardian	It's embarrassing to be both a parent and teacher in this district and know that there are truly appalling, sometimes inhumane work conditions thrust upon our staff and students. If you take care of teachers at FLEX, they will also take care of the students. Quality education demands quality environments for people to do their jobs and support students. Also, we know extreme temperatures in learning environments disrupts any potential for learning or operating in the self actualization zone for education. It's time to do right by all stakeholders.
Taylor	Morrison	Staff Member	How do we address issues with the current middle school schedule? Thank you.

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Miriam	Hernandez	Parent/Guardian	Closing and selling our publicly-owned school buildings and land can have significant environmental drawbacks. Demolishing schools creates waste and contributes to landfill overflow, while constructing new facilities or developments has a substantial carbon footprint. Maintaining existing buildings allows for sustainable reuse and minimizes environmental impact. Additionally, schools provide valuable green spaces and tree canopy that support local biodiversity and serve as community gardens or recreational areas. Selling these properties will lead to their redevelopment, which would obliterate natural habitats and green space. Preserving our school buildings and grounds aligns with environmental stewardship and supports a more sustainable community. Never sell off our public lands - preserve our schools and everything they bring to Beaverton. Closing, destroying and selling off schools would cause far more damage to neighborhoods than the short-term savings are worth!
Meaghan	M	Staff Member	Growing up in BSD, I was always taught that this district was the gold standard of the state, when I decided I wanted to work in schools, BSD was still the gold standard in my mind. I hope BSD can continue to be the gold standard by supporting students by supporting educators. The best way to support educators is by agreeing to a fair contract including compensation and safe learning environments. The cost of living in Beaverton and surrounding areas continues to skyrocket in addition to inflation everywhere. I'm encouraging the district to agree to a fair COLA that matches the reality of our increased living costs. Additionally, I'm hoping our district agrees to safe learning environments. During the heat wave, many of our buildings were without cool air because of HVAC issues. Speaking of unsafe, the buildings our FLEX staff are forced to work from. Staff can't teach with multiple people all teaching from the same room and students can't learn. Even the FLEX video felt overwhelming.
Cassie	Misegades	Other Community Member	As a community member with the intention of raising a family in the Beaverton School District, I want the district to agree to a fair contract with the union. A fair contract includes matching what the union considers a fair cost of living adjustment to match inflation and cost of living increases in the area and providing safe learning environments for staff and students. Agreeing to the union's cost of living improvement helps us keep high quality educators and attract more to teach our students. In the best interest of students, I also want to emphasize the importance of social workers in school buildings. Social workers work hard to create a safe space for all students to share their feelings, developing vital relationships, and providing several community resources for families. Additionally, students thrive in small neighborhood schools because it builds community and staff are able to provide more individualized and one on one support compared to large 800+ student schools.
Laurel	Hiestand	Other Community Member	As a future parent in the Beaverton School District, I urge the district to agree on a fair contract with the union. Educators deserve a cost-of-living adjustment that reflects inflation and rising living costs, ensuring they can live in the communities they serve. Fair compensation will help retain and attract high-quality teachers for our children.

			<p>We must also prioritize safe learning environments and maintain reasonable class sizes. Social workers are essential, providing vital emotional support and connecting families to community resources. Their presence helps students, especially those facing trauma, to thrive.</p> <p>Small, neighborhood schools foster strong community bonds and allow for personalized attention. Expanding elementary schools to 800 or more students risks diluting that sense of community, overwhelming teachers, and leaving students feeling overlooked. We need to preserve these smaller, supportive environments to give every child the best chance to succeed.</p>
Wasuki	Senthil Kumar	Parent/Guardian	<p>I would like to take a moment to honor and recognize Ishana Senthil, a remarkable student in our district, for her outstanding contributions to youth entrepreneurship and education. Ishana's initiative, Youth-preneurs, has empowered over 200 students of color in the Beaverton area, providing them with opportunities to develop their business skills and confidence through engaging workshops and pitch competitions. Her program has been instrumental in fostering a spirit of innovation among young students, preparing them to become future leaders in our community.</p> <p>Recently, Ishana's work with her organization Youth-preneurs was featured in the Portland Tribune, a testament to the positive impact she has had not only within our district but also in the wider Portland community. Her vision for accessible education and youth empowerment has been widely acknowledged and celebrated.</p> <p>I encourage the board to formally recognize Ishana Senthil's dedication</p>

ITEM FOR INFORMATION**SCHOOL HIGHLIGHT: HAZELDALE ELEMENTARY SCHOOL DUAL LANGUAGE PROGRAM****SUMMARY**

Presenters will share information about Hazeldale Elementary School’s new dual language program.

BACKGROUND

This fall Hazeldale Elementary School has launched a Spanish-English dual language program, with dual language pre-K in addition to a planned K–12 program that is starting this year with kindergarten and will expand to additional grades as students advance. Hazeldale will continue to offer both Spanish dual language and English-language education in all grades.

Dual language is a form of bilingual education in which students are taught literacy skills and content in two languages, which benefits students’ learning. The goal of these programs is for students to achieve a high level of bilingualism and biliteracy.

RECOMMENDATION

Staff and representatives from Hazeldale Elementary’s dual language program will share information about the new program. No action is needed.

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ITEM FOR INFORMATION**2024 SUMMER PROGRAMS****SUMMARY**

Staff will provide an overview of the summer learning programs the district operated in summer 2024.

BACKGROUND

Each summer, Beaverton School District provides learning opportunities through multiple summer programs for targeted groups of students. Sessions offer both academic and enrichment opportunities.

In 2024, BSD summer programs served 6,624 students, from incoming kindergarten through age 21. These programs included:

- Kinder Academy
- Elementary Program
- Middle School Program
- High School Program
- Extended School Year (ESY) Program
- Newcomer Program
- Migrant Education
- Native Life Ways Camp

RECOMMENDATION

Staff will present information on the summer programs BSD provided in 2024. No action is needed.

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2024 Summer Programs Update

School Board Meeting

September 17, 2024

Jill O'Neill, *Teaching & Learning Executive Administrator*

Veronica Galvan, *Curriculum, Instruction and Assessment Administrator*

Sirenia Gonzalez, *Migrant Education, Pre-K Teacher*

Jenny Sanchez, *American Indian/Alaskan Native Facilitator*

Jen Anderson, *American Indian/Alaskan Native Teacher on Special Assignment*

BSD's Equity Lens

Beaverton School District **EQUITY LENS**

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



EQUITY

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



Partnership

elevates multiple perspectives from historically underserved communities



People

reflect the diversity of our student body



Place

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



Policy

articulates a vision for equity



Practice

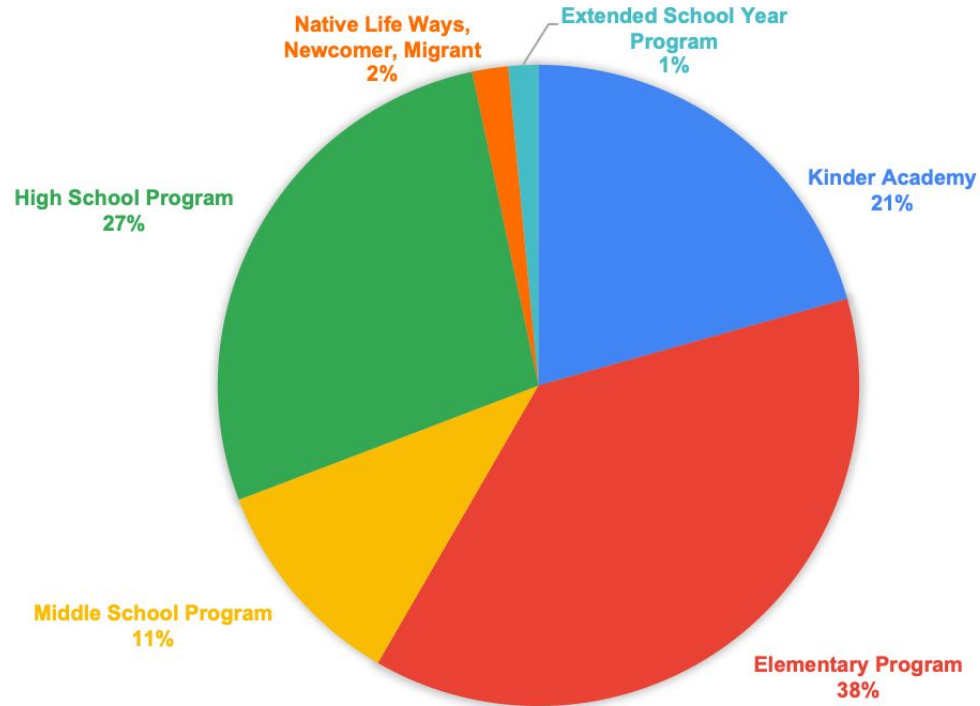
eliminates gaps in access, opportunity, and expectation

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

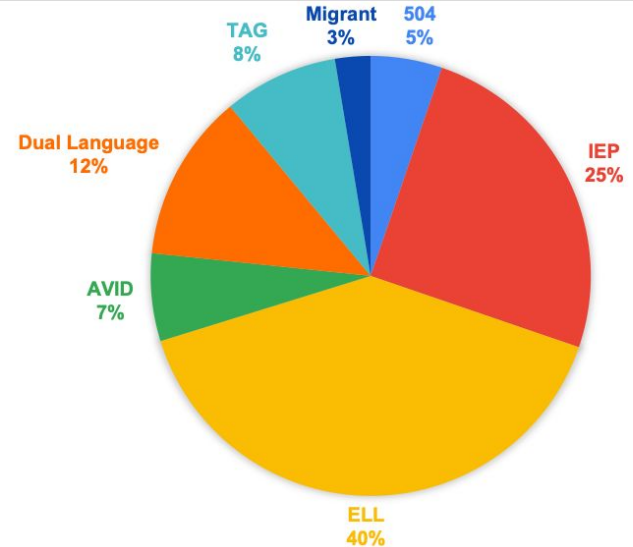
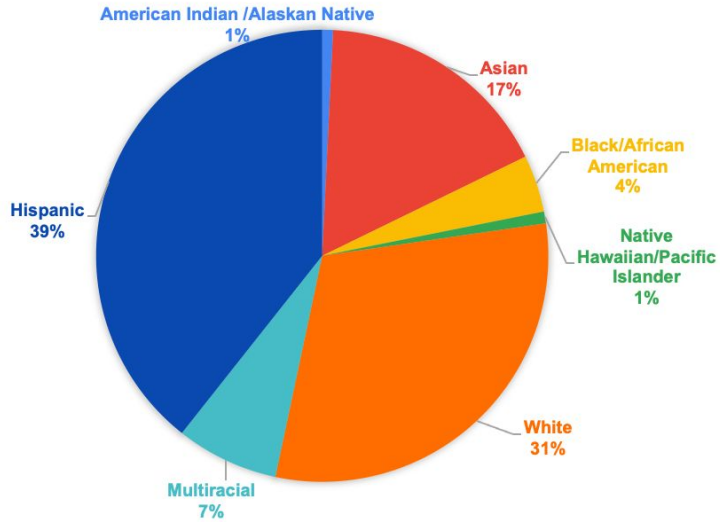
Programs Offered

- Kinder Academy
- Elementary Program
- Middle School Program
- High School Program
- Extended School Year (ESY) Program
- Newcomer Program
- Migrant Education
- Native Life Ways Camp

Summer Programs



Students in our Summer Programs



Kinder Academy

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

In partnership with Jump Start, the district offered Kinder Academy to almost all incoming kindergartners

Served: 1,367 students

Focus:

- School readiness
- Building community and connections
- Family connections and engagement

1st–8th Programs

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

Served: 3,217 students needing summer support

- Middle school focus: academic & enrichment opportunities
- Community partners: Elite Sports and Adelante Mujeres
- Dual Language Programs offered
- Transportation and meals provided

9th -12th Programs

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Served: 1,820 students

- Earned: 1,720 high school credits
- Focus: academic & enrichment opportunities
- Partnered with Portland Community College for Career & Technical Education (CTE) experience
- Transportation and meals provided

Extended School Year (ESY) Programs

Safe & Thriving
Student Safety & Well-being

Progress on Standards
Achievement for All

Served: 124 students eligible for special education services

- Focus: Individualized Education Program (IEP) skills
- Comprehensive support services
- Eight of the specialized programs were part of Extended School Year (ESY) Program

Multilingual Programs

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Served: 2,666 students K-12

Academic & Enrichment Programs

- Native Life Ways Camp:
24 students
- Newcomer Program:
68 students
- Migrant Education Program:
73 students

Summer Program Video Highlights

[Kinder Academy](#)

[1st-12th Program](#)

What questions do you have?

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

Staff will provide a brief report on the progress of the 2022 bond program. This is the first of four planned quarterly staff reports to the board on bond program progress for the 2024–25 school year.

BACKGROUND

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

- Summer Projects Recap
- Look Ahead

RECOMMENDATION

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

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Bond Program Update

School Board Meeting

September 17, 2024

Agenda

- Summer Projects Recap
- Look Ahead

Beaverton High School Replacement

It may not be obvious as you drive by, but this summer, the project team made tremendous progress. This will change very soon. Crews have been busy casting the concrete tilt panels. These will start being erected at the end of September. The project is on schedule and on budget.



Raleigh Hills Replacement

Demolition of the old school building is complete, and crews are busy with sitework and preparing to install the concrete footings. The project remains ahead of schedule and on budget.





Southridge HS was (and still is) a very busy place this summer. We completed a large HVAC project that replaced all roof top units (RTU) and upgraded controls and distribution. We will be doing testing & balancing and commissioning over the next few months to get things dialed in. We are working to get much of the project cost (\$7.5M) reimbursed via ESSER.

We replaced the surfacing at the stadium field and track. We are still working on the conversion of the softball and baseball fields to artificial turf as planned. This project will be complete by 11/1.

This summer we completed a large project to upgrade the HVAC systems throughout the Capital Center. This impacted BASE, ACE, CTP, FLEX and Nutrition Services. As with Southridge HS, the commissioning will continue into the fall.

While in the building, we also replaced the paging system and are about to kick off some facility improvements in CTP.



Mountain View Seismic & Deferred Maintenance

This summer we began a major seismic renovation of Mountain View Middle School. Once complete next year, these upgrades will greatly reduce the risk of a seismic failure. As part of the seismic upgrade, we will be doing a significant amount of deferred maintenance and modernization throughout the school.



This summer we began construction on the new gym and classroom addition at Stoller Middle School. Much of the site utility work is complete, and we are in the process of completing the foundations and slab. The project is on schedule and on budget.



Westview High School



We had several projects at Westview this summer:

1. We replaced the stadium field surfacing. We are in the process of replacing the track surfacing.
2. We are in the process of constructing a new concessions/bathroom facility. This will be done before winter break.
3. We are creating a secure entrance vestibule, this will be done prior to Thanksgiving break.
4. We are in the process of replacing the tennis courts.

- Outdoor Learning @ Springville: Complete
- Beaver Acres Track: Almost complete
- Fir Grove Playground: Almost complete
- Elmonica Playground: Almost complete
- Concrete & Paving Repairs: Much progress

Also added pre-K playgrounds (non-bond):

- Chehalem
- Kinnaman
- McKay
- These are all expected to be done by the end of September.



Others

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

Modernization Projects

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

What's Next?



In October and November, we will be providing a large financial update on the bond. This update will include recommendations to allocate a portion of the bond program contingency.

Summer 2025 Projects In Design

- Meadow Park Seismic
- Allen Transportation
- Aloha HS Athletics
- Aloha HS HVAC
- Oak Hills Classroom Addition
- Cooper Mountain Office Relocation
- 2025 Roofing Projects
- Beaverton HS Athletics
- Security Upgrades
- Modernization Projects

Questions?

ITEM FOR INFORMATION**COMMITTEE ASSIGNMENTS****SUMMARY**

The board chair annually assigns board members to board committees and seats on associated bodies.

BACKGROUND

Board members are assigned to various additional roles beyond their service on the school board.

- *Committees of the board:* The board may appoint board committees for specific purposes, consisting of up to three members of the board. Standing committees are appointed to serve on an ongoing basis. Ad hoc committees are appointed for a specific, temporary purpose.
- *Committees advisory to the board:* The board or the superintendent may appoint advisory committees to gain community involvement and input on important decisions. These committees may or may not include one or more board members.
- *Representation on associated bodies:* The board may be invited to nominate or appoint one or more board members to serve on district committees and other associated bodies. In some cases the process established by an associated body may require that the board votes on selection of representatives.

The board chair makes assignments of board members to committees and associated bodies, considering the preferences expressed by individual board members.

RECOMMENDATION

The chair's assignment of board members to committees and associated bodies for the 2024–25 school year is presented for information and discussion. No action is needed.

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Beaverton School Board

2024–25 Committee Assignments

Committees of the Board

Standing Committees

Budget Committee

The budget committee reviews the proposed budget, listens to comments from community members, and approves the budget total to forward to the school board for adoption. The budget committee consists of the seven elected school board members and seven appointed community members who serve staggered 3-year terms.

- Board members assigned: All board members
- Staff liaison: Mike Schofield, Jessica Jones
- Time commitment: 3 meetings on Tuesday evenings
- Meetings: 5:45 p.m. 3/11, 5/13, 5/27

Legislative Advocacy Committee

The Legislative Advocacy Committee leads the board's advocacy to the Oregon Legislature and other decision-making bodies with an impact on education. Prior to the long legislative session in odd years, the committee will develop a legislative platform of priority areas and positions, to be considered by adoption by the board.

- Board members assigned (2 or 3): Melissa Potter, Susan Greenberg, Tammy Carpenter
- Staff liaison: Kerry Delf
- Time commitment: 2–3 meetings before legislative session, additional as needed
- 8/7 4 p.m., 10/17 6 p.m. with OSBA, additional meeting dates TBD

Ad Hoc Committees

The board may appoint board committees for specific purposes to serve until their assignment is completed. E.g., the board may form a committee to work with staff to develop a new policy for the board's consideration. When the project for which the committee was formed is completed, the committee is dissolved.

- Board members assigned (2 or 3): Determined at formation of committee
- Staff liaison: Kerry Delf or other

Committees Advisory to the Board

Bond Accountability Committee ([info](#))

The Bond Accountability Committee monitors and reports to the board on the progress of the bond program.

- Board member assigned (1): Sunita Garg
- Staff liaison: Casey Waletich
- Time commitment: 6 meetings on Wednesday evenings
- Meetings: 6–8 p.m. 8/21, 10/30, 1/22, 3/19, 5/2, 6/18

Equity Advisory Committee ([info](#))

The Equity Advisory Committee advises the superintendent and school board on the educational equity impacts of policy decisions, school climate and the experiences of historically underserved students.

- Board member assigned (0): By statute, board members may not be members of the Equity Advisory Committee.
- Staff liaison: Shelly Reggiani
- Meetings: 6–8 p.m. 9/25, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7, 6/11

Representation on Associated Bodies

District Committees & Task Forces

Audit Committee ([info](#))

The Audit Committee is appointed to promote, maintain and enhance the independence and objectivity of the district's internal auditing function by ensuring broad audit coverage, adequate consideration of audit reports, and appropriate action on recommendations.

Curriculum Advisory Committee

The purpose of the district-level Curriculum Advisory Committee is to serve as an advisory group regarding components of the district's strategic plan related to curriculum, instruction and assessment. The committee will process and provide input to guide district-wide instructional policy leadership.

- Board member assigned (2): Justice Rajee (term expires 12/31/2025), Sunita Garg (term expires 12/31/2024)
- Staff liaison: Jason Guchereau, Mike Schofield
- Time commitment: 3–4 meetings on weekday evenings, mostly virtual sessions
- Meetings: 5:45 p.m. 9/9, 11/6 (in-person), 4/28

- Board member assigned (1 or 2): Karen Pérez, Tammy Carpenter
- Time commitment: Typically 2 meetings in the fall and spring, held on weekdays
- Meeting dates: 11/20, 3/18

Positions on Other Bodies, Appointed By Board

Beaverton Education Foundation Board

The district's fundraising organization has one seat for a representative from the Beaverton School Board.

Metro Policy Advisory Committee ([info](#))

MPAC has one seat designated for a school board member and an alternate, not guaranteed to a particular district. When there is a vacancy, Metro will solicit interest from board members in the Metro area. A board member who is interested in filling the vacancy must then be nominated by official action of a member board within the region.

- Board member assigned (1): Ugonna Enyinnaya
- Time commitment: 5x in-person on Thursdays at midday
- Meetings: 12–1:30 p.m. 9/19, 11/21, 1/16, 3/20, 5/15

- Current representatives: primary TBD, alternate Mark Watson (Hillsboro)
- Time commitment: Monthly meetings on Wednesday evenings, currently held virtually
- Meetings: 5–7 p.m. 9/25, 10/23, 11/13, 12/11, 2025 TBD

Positions on Other Bodies, Filled By Election

Oregon School Boards Association

OSBA has three seats on the board and three on the legislative policy committee to represent the Washington region, not guaranteed to a particular district. When there is a vacancy, OSBA solicits interest from board members in that region. A board member who is interested in filling the vacancy must submit an application, be nominated by official action of a member board within the region, then be elected by member school boards in that region.

- **OSBA Board of Directors** ([info](#))
Kristy Kottkey (Forest Grove), Posn 15, thru 12/31/2024
Tristan Irvin (Tigard-Tualatin), Posn 16, thru 12/31/2025
Nancy Thomas (Hillsboro), Position 20, thru 12/31/2024
- **Legislative Policy Committee** ([info](#))
Melissa Potter (Beaverton), Position 15, thru 12/31/2025
Becky Tymchuk (NWRES D), Position 16, thru 12/31/2025
Jill Zurschmeide (Tigard-T.), Position 20, thru 12/31/2025
[2024 calendar](#)

Northwest Regional Education Service District ([info](#))

Vacancies of the NWRES D board's numbered zones are filled through election by the component district boards in that zone. Beaverton School District is represented by Zone 4 (spanning several districts) and Zone 5 (spanning BSD only). When there is a vacancy, NWRES D solicits applicants and one is selected by vote of boards in that zone.

- NWRES D Board
TBD, Zone 4
Becky Tymchuk, Zone 5

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

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

BACKGROUND

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

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-2025 classroom teacher staffing by school as of August 31, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- Oregon Economic and Revenue Forecast:
 - Additional \$675 million from 2023-2025 biennium available
 - Slight slowdown in general fund and lottery revenues forecast for 2025-2027
 - Strong reserves (17.6% of general fund budget)
- Significant staffing changes made in schools to date:
 - Elementary 22.8 FTE, \$3.1 million
 - Middle .8 FTE, \$109,000
 - High 4.6 FTE, \$693,000
 - Special Education 28.75 FTE, \$2.4 million
 - Multilingual 2.4 FTE, \$360,000
- General fund resources increase based on beginning fund balance (preliminary)

RECOMMENDATION

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

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

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.5	\$ -	\$ 164.5	\$ 164.5
State School Fund:						
State School Fund	326.0	326.0	82.0	-	82.0	326.0
Property Taxes	173.0	173.0	-	-	-	173.0
Common School Fund	5.2	5.2	-	-	-	5.2
County School Fund	1.0	1.0	-	-	-	1.0
Local Option Levy	43.0	43.0	-	-	-	43.0
Investment Earnings	8.0	8.0	-	-	-	8.0
NWRESD Appointment	13.3	13.3	-	-	-	13.3
Other	10.9	10.9	0.1	-	0.1	10.9
Total	\$ 740.8	\$ 740.8	\$ 246.6	\$ -	\$ 246.6	\$ 744.9
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 26.5	\$ -	\$ 26.5	\$ 330.0
Benefits	198.7	198.7	15.0	-	15.0	198.7
Purchased services	40.6	40.6	6.1	7.7	13.8	40.6
Supplies & materials	18.7	18.7	4.2	3.1	7.3	18.7
Capital outlay	0.9	0.9	-	-	-	0.9
Other	2.7	2.7	1.6	-	1.6	2.7
Transfers out	6.1	6.1	6.1	-	6.1	6.1
Contingency	143.1	143.1	-	-	-	143.1
Total	\$ 740.8	\$ 740.8	\$ 59.5	\$ 10.8	\$ 70.3	\$ 740.8

Projected Surplus / (Deficit) from Operations	\$ (17.3)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 147.2
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	
	19.8%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 146.7	19.7%
Local Option Levy Fund		0.5	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 364.8	\$ 364.8	\$ 26.8	\$ 5.0	\$ 31.8	\$ 364.8
Support Services	225.1	225.1	25.3	5.8	31.1	225.1
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.5	7.5	7.4	-	7.4	7.5
Contingencies	143.0	143.0	-	-	-	143.0
Total	\$ 740.8	\$ 740.8	\$ 59.5	\$ 10.8	\$ 70.3	\$ 740.8

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,819,000	\$ 5,746,407	\$ 325,469	\$ 416,269	\$ 741,738	5.37%	\$ 5,004,669
Categorical	12,520,485	7,107,169	325,435	901,646	1,227,081	9.80%	5,880,088
Scholarship Fund	555,000	444,514	42,750	27,250	70,000	12.61%	374,514
Grant Fund	137,085,010	-	12,242,866	30,927,043	43,169,909	31.49%	(43,169,909)
Sustainability Fund	31,600,000	24,596,412	-	-	-	0.00%	24,596,412
Nutrition Services Fund	20,526,581	4,863,061	551,709	5,739,261	6,290,970	30.65%	(1,427,909)
Debt Service Fund	114,938,154	12,294,462	-	-	-	0.00%	12,294,462
Capital Projects Fund	719,690,000	280,528,333	29,105,786	310,193,651	339,299,437	47.15%	(58,771,104)
Insurance Reserve Fund	15,805,797	11,198,568	3,004,329	4,620,249	7,624,578	48.24%	3,573,990
Workers' Compensation Fund	6,345,109	3,420,612	450,378	115,208	565,586	8.91%	2,855,026
Total	\$ 1,072,885,136	\$ 350,199,538	\$ 46,048,722	\$ 352,940,577	\$ 398,989,299		\$ (48,789,761)



**2024-25 Classroom Teacher Staffing By School
As of 8/30/24**

School	Budgeted Enrollment	8/30/24 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	909	(9)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	449	16	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Beaver Acres	790	772	(18)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	410	(4)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	605	27	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	351	34	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	396	9	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	384	16	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	445	54	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	333	16	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	552	(5)	16.0	4.0	2.0	22.0	15.5	4.0	2.0	21.5
Fir Grove	320	339	19	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	67	(2)	3.0	-	-	3.0	3.0	-	-	3.0
Greenway	265	270	5	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	468	28	13.0	3.0	3.0	19.0	13.0	3.0	3.0	19.0
Hiteon	482	487	5	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	588	8	17.0	4.0	2.0	23.0	18.0	4.0	3.0	25.0
Kinnaman	483	468	(15)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	244	-	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	671	(20)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	282	14	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	448	3	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	483	12	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	264	4	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	312	17	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	337	(21)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	397	(8)	12.0	3.0	1.0	16.0	12.5	4.0	1.0	17.5
Sato	877	861	(16)	23.0	7.0	4.0	34.0	22.0	7.0	5.0	34.0
Scholls Heights	616	595	(21)	18.0	5.0	2.0	25.0	18.0	5.0	2.0	25.0
Sexton Mountain	420	429	9	11.0	4.0	1.0	16.0	11.0	5.0	1.0	17.0
Springville	727	750	23	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	264	(5)	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	664	(33)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	292	6	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	527	521	(6)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,107	142	469.0	134.0	66.0	669.0	469.0	145.0	71.0	685.0
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.3	26.2	23.5	



2024-25 Classroom Teacher Staffing By School As of 8/30/24

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	8/30/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	640	(6)	22.4	5.8	0.6	28.8	22.4	5.8	0.6	28.8
Conestoga	817	823	6	29.0	7.4	0.8	37.2	29.0	7.4	0.8	37.2
Five Oaks	746	803	57	27.6	6.8	0.8	35.2	28.0	6.8	0.8	35.6
Highland Park	621	602	(19)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	667	(16)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	792	34	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,076	(1)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	988	11	31.2	7.8	0.8	39.8	30.4	7.8	0.8	39.0
Whitford	760	753	(7)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,144	59	249.8	63.0	6.8	319.6	244.6	63.0	6.8	314.4
Average Middle School Staffing Ratio				28.4	22.7	22.2		29.2	23.2	22.7	
Aloha	1,594	1,634	40	61.2	13.8	2.2	77.2	58.6	13.8	2.2	74.6
Beaverton	1,320	1,402	82	52.0	11.0	1.4	64.4	50.9	11.0	1.4	63.3
Mountainside	1,696	1,729	33	54.6	12.8	1.6	69.0	52.9	12.8	1.6	67.3
Southridge	1,410	1,430	20	49.6	11.6	1.6	62.8	48.9	11.6	1.6	62.1
Sunset	1,753	1,808	55	55.2	12.8	1.8	69.8	55.8	12.8	1.8	70.4
Westview	2,419	2,414	(5)	80.4	18.8	2.4	101.6	78.6	18.8	2.4	99.8
High School Total	10,192	10,417	225	353.0	80.8	11.0	444.8	345.7	80.8	11.0	437.5
Average High School Staffing Ratio				28.9	23.5	22.9		30.1	24.4	23.8	
Arts & Communication Magnet Academy (6-12)	666	698	32	23.8	5.6	0.8	30.2	23.2	5.6	0.8	29.6
Community School (9-12)	150	155	5	7.0	1.4	-	8.4	5.9	1.4	-	7.3
International School of Beaverton (6-12)	862	875	13	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Beaverton Academy of Science and Engineering (6-12)	863	860	(3)	31.2	7.4	1.0	39.6	31.0	7.4	1.0	39.4
FLEX Online School (6-12)	600	341	(259)	18.6	2.0	1.2	21.8	16.3	2.0	1.2	19.5
Options Schools Total	3,141	2,929	(212)	111.2	23.4	3.8	138.4	108.0	23.4	3.8	135.2
Average Options Staffing Ratio				28.2	23.3	22.7		27.1	22.3	21.7	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,597	214	1,202.4	301.2	87.6	1,591.2	1,167.3	312.2	92.6	1,572.1

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 198-222 in the 2024-25 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

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

Beaverton School District
Portfolio Management
Portfolio Summary
August 31, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	15,000,000.00	14,908,050.00	14,703,550.00	3.11	245	3.703
Commercial Paper Disc. -At Cost	57,000,000.00	56,335,543.76	56,019,237.23	11.86	82	5.195
Federal Agency Coupon Securities	11,515,000.00	11,489,256.25	11,349,435.25	2.40	47	4.949
Federal Agency Disc. -At Cost	55,000,000.00	54,596,820.00	53,229,326.11	11.27	53	5.162
Treasury Coupon Securities	183,000,000.00	180,870,070.00	174,037,805.00	36.85	121	5.177
Treasury Discounts -At Cost	91,200,000.00	90,167,904.00	88,809,278.12	18.80	89	5.030
LGIP	74,139,820.97	74,139,820.97	74,139,820.97	15.70	1	3.750
	486,854,820.97	482,507,464.98	472,288,452.68	100.00%	86	4.874

Total Earnings	August 31	Month Ending
Current Year	2,606,759.02	
Average Daily Balance	489,484,547.67	
Effective Rate of Return	6.27%	

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Book Value
August 31, 2024

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315KH94	11373	Federal Agricultural Mtg Corp	10/01/2024	15,000,000.00	14,279,812.50	14,932,500.00		3.02
31315LAR9	11475	Federal Agricultural Mtg Corp	01/16/2025	10,000,000.00	9,794,666.67	9,818,100.00		2.07
		Subtotal		25,000,000.00	24,074,479.17	24,750,600.00	35.00	5.10
Federal Farm Credit Bank								
3133EPV77	11419	Federal Farm Credit Bank	10/01/2024	4,000,000.00	4,000,000.00	3,998,800.00		0.84
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,511,856.25		0.53
		Subtotal		6,515,000.00	6,508,335.25	6,510,656.25	35.00	1.38
Federal Home Loan Bank								
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,950,800.00		2.02
313384E88	11425	Federal Home Loan Bank	09/06/2024	7,000,000.00	6,791,886.11	6,993,070.00		1.43
313384F79	11444	Federal Home Loan Bank	09/13/2024	5,000,000.00	4,900,098.61	4,990,050.00		1.03
313384T25	11473	Federal Home Loan Bank	12/13/2024	5,000,000.00	4,908,388.89	4,930,000.00		1.03
313384K32	11486	Federal Home Loan Bank	10/11/2024	3,000,000.00	2,981,923.33	2,982,300.00		0.63
		Subtotal		30,000,000.00	29,154,846.94	29,846,220.00	35.00	6.17
Federal National Mortgage Assn								
3135G0W66	11379	Federal Nat' Mortgage Assoc.	10/15/2024	5,000,000.00	4,841,100.00	4,978,600.00		1.02
		Subtotal		5,000,000.00	4,841,100.00	4,978,600.00	35.00	1.03
		Total		66,515,000.00	64,578,761.36	66,086,076.25	100.00	13.67
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,960,200.00		1.02
		Subtotal		5,000,000.00	4,836,100.00	4,960,200.00	5.00	1.02
Bank of America								
06055JEK1	11452	Bank of America	11/06/2025	5,000,000.00	5,000,000.00	4,994,250.00		1.05
		Subtotal		5,000,000.00	5,000,000.00	4,994,250.00	5.00	1.06
Credit Agricole CIB NY								
22533TL61	11460	Credit Agricole CIB NY	11/06/2024	8,000,000.00	7,848,380.00	7,923,620.00		1.66
22533TJB3	11479	Credit Agricole CIB NY	09/11/2024	3,000,000.00	2,988,502.50	2,995,196.64		0.63
22533TK88	11485	Credit Agricole CIB NY	10/08/2024	3,000,000.00	2,982,916.67	2,983,596.66		0.63
		Subtotal		14,000,000.00	13,819,799.17	13,902,413.30	5.00	2.93
DCAT LLC								

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
24023GKA4	11478	DCAT LLC	10/10/2024	3,000,000.00	2,976,200.00	2,982,733.32		0.63
			Subtotal	3,000,000.00	2,976,200.00	2,982,733.32	5.00	0.63
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,953,600.00		1.03
			Subtotal	5,000,000.00	4,867,450.00	4,953,600.00	5.00	1.03
MUFG Bank								
62479LN76	11466	MUFG Bank LTD/NY	01/07/2025	4,000,000.00	3,901,805.56	3,928,763.32		0.82
62479LLV5	11471	MUFG Bank LTD/NY	11/29/2024	10,000,000.00	9,824,213.89	9,871,750.00		2.08
62479LLF0	11477	MUFG Bank LTD/NY	11/15/2024	2,000,000.00	1,974,495.56	1,978,340.00		0.41
62479LNP6	11481	MUFG Bank LTD/NY	01/23/2025	5,000,000.00	4,896,458.33	4,899,909.70		1.03
			Subtotal	21,000,000.00	20,596,973.34	20,678,763.02	5.00	4.36
Natixis NY								
63873JND8	11467	Natixis NY	01/13/2025	7,000,000.00	6,820,156.39	6,869,537.50		1.44
63873JL16	11484	Natixis NY	11/01/2024	6,000,000.00	5,946,375.00	5,946,990.00		1.25
			Subtotal	13,000,000.00	12,766,531.39	12,816,527.50	5.00	2.70
Toyota Cap Corp								
89233GKN5	11454	Toyota Cap Corp	10/22/2024	6,000,000.00	5,859,733.33	5,955,106.62		1.24
			Subtotal	6,000,000.00	5,859,733.33	5,955,106.62	5.00	1.24
			Total	72,000,000.00	70,722,787.23	71,243,593.76	35.00	14.97
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		52,324,103.37	52,324,103.37	52,324,103.37		11.07
LGIP 5173	FUND 300	LGIP		1,024,074.00	1,024,074.00	1,024,074.00		0.21
LGIP 4972	FUND 417	LGIP		4,615,917.11	4,615,917.11	4,615,917.11		0.97
LGIP 6440	FUND 418	LGIP		16,175,726.49	16,175,726.49	16,175,726.49		3.42
			Subtotal	74,139,820.97	74,139,820.97	74,139,820.97	100.00	15.70
			Total	74,139,820.97	74,139,820.97	74,139,820.97	100.00	15.70
US Treasuries								
US Treasuries								
91282CCX7	11276	U.S. Treasury	09/15/2024	50,000,000.00	47,257,450.00	49,919,500.00		10.00
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	54,255,850.00		11.11
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,320,400.00		3.89
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,940,350.00		1.01
91282CDB4	11387	U.S. Treasury	10/15/2024	10,000,000.00	9,607,812.50	9,946,400.00		2.03
912828J27	11390	U.S. Treasury	02/15/2025	15,000,000.00	14,462,550.00	14,810,400.00		3.06
91282CDZ1	11391	U.S. Treasury	02/15/2025	15,000,000.00	14,375,700.00	14,775,300.00		3.04
91282CCX7	11407	U.S. Treasury	09/15/2024	8,000,000.00	7,717,680.00	7,987,120.00		1.63
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,914,750.00		1.03

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
912821GJ8	11402	U.S. Treasury	09/15/2024	7,000,000.00	6,737,850.00	6,987,960.00		1.42
912821GN9	11403	U.S. Treasury	10/15/2024	8,000,000.00	7,671,520.00	7,952,400.00		1.62
912797KM8	11439	U.S. Treasury	09/26/2024	3,000,000.00	2,929,591.67	2,990,070.00		0.62
912797GL5	11445	U.S. Treasury	09/05/2024	10,000,000.00	9,814,562.50	9,997,100.00		2.07
912797KT3	11449	U.S. Treasury	10/10/2024	5,000,000.00	4,882,694.44	4,973,600.00		1.03
912797LG0	11455	U.S. Treasury	09/10/2024	4,000,000.00	3,933,644.67	3,995,960.00		0.83
912797LC9	11456	U.S. Treasury	11/07/2024	11,000,000.00	10,731,105.73	10,900,230.00		2.27
912797LF2	11459	U.S. Treasury	12/05/2024	12,000,000.00	11,731,080.00	11,848,320.00		2.48
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,132,394.00		0.44
912797LY1	11468	U.S. Treasury	01/16/2025	11,000,000.00	10,723,612.78	10,804,310.00		2.27
912797MC8	11470	U.S. Treasury	11/19/2024	4,000,000.00	3,937,346.67	3,957,360.00		0.83
912797LX3	11476	U.S. Treasury	01/09/2025	2,000,000.00	1,962,433.33	1,966,220.00		0.41
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,754,160.00		1.63
912797KA4	11482	U.S. Treasury	02/20/2025	2,000,000.00	1,954,728.89	1,955,620.00		0.41
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,952,200.00		0.41
			Subtotal	274,200,000.00	262,847,083.12	271,037,974.00	100.00	55.65
			Total	274,200,000.00	262,847,083.12	271,037,974.00	100.00	55.65
Grand Total				486,854,820.97	472,288,452.68	482,507,464.98		

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

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	25	252,324,103.37	246,275,177.39	52.14	6.004	70
Fund: 300 Debt Service						
Subtotal	2	3,224,074.00	3,129,030.33	0.67	4.686	173
Fund: 417 Capital Projects Taxable						
Subtotal	7	18,615,917.11	18,423,317.39	3.90	4.675	69
Fund: 418 Bond Issue Fund						
Subtotal	18	212,690,726.49	204,460,927.57	43.28	3.603	105
Total and Average	52	486,854,820.97	472,288,452.68	100.00	4.904	86

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

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

RECOMMENDATION

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

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MEETING MINUTES – BOARD WORK SESSION AUGUST 13, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Susan Rodriguez
Steven Langford
Dr. Shelly Reggiani
Shellie Bailey-Shah
Camellia Osterink
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Executive Administrator for Equity & Inclusion
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 6:26 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually.

II. SCHOOL CONSTRUCTION UPDATE

Associate Superintendent for Operations & Support Services Casey Waletich shared a brief update on current projects being supported by the bond. Discussion included an update on the Raleigh Hills Elementary School build including building demolition, site prep, foundation work in progress and groundbreaking scheduled for August 23. Mr. Waletich noted that in the near future, the district will be exploring interior design and programming options.

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Use the following links to access board meeting information:

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

II. LONG RANGE FACILITIES PLANNING PROCESS

Mr. Waletich shared an overview of the district's preliminary plans to undertake a facility planning process, outreach and future phases. Mr. Waletich noted that this process will be conducted with transparency and will continue to engage the community.

Board members reiterated that the board had not to that point had any discussion about school closures and consolidations and that further conversations about what is best for the entire district will be held over the next 18–24 months. Other comments included the recognition of student and adult voices as a whole and noting that board members hear the concerns expressed and that voices will be appreciated in the process going forward. Dr. Balderas noted that the superintendent's role is to recommend closing or opening of schools and the authority to do either of those things lies with the board.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 7:01 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING AUGUST 13, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Susan Rodriguez
Steven Langford
Dr. Shelly Reggiani
Shellie Bailey-Shah
Camellia Osterink
Jessica Jones
Jason Guchereau
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Executive Administrator for Equity & Inclusion
Public Communications Officer
General Counsel
Budget Manager
Finance Manager
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 7:10 p.m. She noted that all seven board members were present, with Ugonna Enyinnaya joining virtually.

The board reviewed the agenda and did not request any changes.

II. RECOGNITIONS

The board recognized that 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.

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Use the following links to access board meeting information:

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

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.

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

III. SUPERINTENDENT’S REPORT

Superintendent Balderas welcomed new staff, noted that the last week was an inservice training and that it was great to see new and returning teachers. Dr. Balderas thanked the Teaching & Learning Department and the Human Resources Department for the hard work in planning and executing the event for new staff.

Dr. Balderas shared about the new dual language programs at Jacob Wismer, Hazeldale and McKinley Elementary. In addition to dual language, Dr. Balderas noted that the Teaching & Learning department will be reviewing the Career & Technical Education program to ensure alignment with local industry. Dr. Balderas explained that this will give those students who are interested an opportunity to enter the local workforce with the training and skills they need to become successful.

Dr. Balderas reiterated that the long-term planning process to address declining enrollment will begin this fall and continue throughout the year and beyond, and that the district has committed to keeping the community informed.

Lastly, Dr. Balderas spoke on cell phone usage in schools and noted that there will be an in-depth best practice study and community conversation throughout the year to create a districtwide policy that will address use of mobile devices in classrooms and buildings.

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 26 written comments.

V. ITEMS FOR INFORMATION

A. Beaverton Education Foundation

The Beaverton Education Foundation Deputy Director Lauren Garrett shared an overview of the foundation which provides support for Beaverton School District schools. Ms. Garrett explained that with the support of 2,712 individuals, businesses, foundations and organizations, BEF was able to invest \$470,866 in Beaverton schools. Funding was provided for 151 projects and programs across all 54 schools.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. Budget Committee Meeting, June 18, 2024
- ii. School Board Executive Session, June 18, 2024
- iii. School Board Business Meeting, June 18, 2024

C. Public Contracts

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

VII. ITEMS FOR ACTION

A. Bond Accountability Committee Appointments

Associate Superintendent Casey Waletich explained that the district’s bond accountability committee (BAC) has multiple openings. The board liaison and board chair have reviewed applications and have recommended three candidates for appointment. The three candidates recommended are David Remos (reappointment of current committee member), Lori Baker and Janis Hill.

Susan Greenberg moved to approve the bond accountability committee members as recommended, and Justice Rajee seconded. The motion to approve the bond accountability committee members passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Budget Committee Member Appointment Process

Associate Superintendent Michael Schofield shared that the district’s budget committee has three open positions in zones 3, 5 and 6, as the board in the past has chosen to have budget committee positions linked to board zones. He further explained that the school board will appoint community representatives to serve three-year terms on the committee but first must establish the process to be used. Mr. Schofield shared the process that has been used in the past to appoint committee members.

If this process is approved, openings will be publicized and applications will be accepted September 18–November 15, 2024. At this point, Mr. Schofield explained, the board member from each zone with an open position — in this case Melissa Potter, Ugonna Enyinnaya and Justice Rajee — will review applications and recommend a candidate. Candidates will be presented for board approval in the December 2024 board meeting.

B. 2025 Legislative Priorities

Chief of Staff Kerry Delf shared that the Legislative Advocacy Committee had met and recommended priorities for the 2025 legislative session. A primary legislative priority identified for Beaverton School District is securing stable and sufficient funding for K-12 public education to support the success of every student. Other priorities include special education, physical and mental health, student safety and addressing or avoiding unfunded mandates. Board members discussed adding a mention of funding for early learning including pre-kindergarten. Ms. Delf said the draft legislative priorities would be revised to include that mention and brought for board approval in a future meeting.

C. Board Policy Revisions

i. EBC Emergency Plan and Preparation

ii. EBCA Safety Threats

iii. EBCB Emergency Procedure Drills and Instruction

iv. GBN/JBA Sexual Harassment

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting.

IX. BOARD COMMUNICATION

Board members made individual comments and committee reports, with topics including being grateful for volunteers over the summer and a welcome to new teachers. Other topics included a reiteration that

the board has not had discussions around school closures, a school supply distribution event coordinated with Wake Up Beaverton, student use of mobile phones in schools, and student use of chromebooks and other technology. Board members also expressed excitement about the upcoming school year and expressed thanks to the staff who worked throughout the summer.

X. CLOSE MEETING

The meeting adjourned at 8:41 p.m.

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MEETING MINUTES DRAFT – BOARD RETREAT AUGUST 27, 2024

Board Members Present:

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

Board Members Absent:

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Susan Rodriguez
Steve Langford
Dr. Shelly Reggiani
Shellie Bailey-Shah
Camellia Osterink
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Executive Administrator for Equity and Inclusion
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 12:34 p.m. She noted that all seven board members were present with Justice Rajee attending virtually.

II. LONG RANGE FACILITIES PROCESS

Chief Facilities Officer Casey Waletich shared that the district has partnered with BRIC (Building Relationships | Inspiring Communities) to develop a collaborative way forward to address declining enrollment informed by the engagement of families, students, staff and community members, with an integrated approach, a focus on community values and a throughline of equity.

BRIC led board members and staff through a values exercise focusing on what an ideal Beaverton School District where every student belongs, believes and achieves would look like, and what students and community members need to be successful (recognizing geography, race and ethnicity, socioeconomics and other social identities).

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Mr. Waletich explained that the future engagement plan will include the variety of tools at BRIC's disposal, removing obstacles to participation and building trust.

III. STRATEGIC PLAN METRICS DASHBOARD

Chief Information Officer Steve Langford and Chief of Staff Kerry Delf presented a new dashboard in development to display key metrics for the district's strategic plan. The dashboard will allow for a many faceted method of displaying data about BSD including student achievement and attendance, with an eye to transparency and an equity lens. Discussion included questions about the specific data sets and how they were displayed, and interest in including disaggregated data for migrant students and unhoused students. Board members expressed their appreciation for the accessibility and transparency of the data presented in the dashboard and anticipation for the final product.

The board recessed for a brief break from 2:36 to 2:52 p.m.

IV. BOARD WORK

A. Review Board Working Agreements

Facilitator Erika Lopez reminded board members of the process used in 2023–24 to develop working agreements that outline how board members will work with each other and the superintendent. Board members broke into small groups to review and discuss the working agreements the board approved in fall 2023, including how well the principles and agreements worked, how well board members abided by them, and whether or not board members felt like they could commit to these agreements again.

Discussion points included speaking to the media, communication with the superintendent, the efficiency of streamlining communications, the role of the vice chair, and the importance of the quick guide overview of roles and responsibilities currently placed at the end of the operating agreements document. One board member expressed an interest in changing the board's agreed practice around visiting schools, and this was discussed. Another board member clarified that sometimes they were invited to come to a school event or activity, but the invitation originated with the school administration, not the board member. Superintendent Balderas explained that typical protocol is to invite 2-3 board members to visit schools with the superintendent or representative to limit disruption and distraction, and noted that invitations should be made through the superintendent's office. The chair and the facilitator noted that the board's role was not managing the district or investigating concerns and staff members should utilize their reporting line to resolve needs and concerns.

B. Board Goal Setting

Discussion was held about roles and responsibilities for board members including providing direction through visions and goals. The chair and chief of staff shared information about topics that were planned to be addressed in board meetings and work sessions this year, responsive to input on requested topics from all board members. The board discussed the short-term goal set last spring, then shared suggestions for goals the board might adopt for this year. The board will have further discussion to establish board goals in a future meeting.

C. Committee Assignments

Chair Pérez checked in with the board about committee assignments and asked if any members were interested in making a change from their assignments the previous year, and there were none. The chair will share committee assignments for 2024–25 in a future board meeting.

III. CLOSE MEETING

Chair Pérez adjourned the retreat at 4:51 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	
Transportation Support Center Bus Charging Infrastructure: Phase 1	Aaron Boyle, Administrator for Facilities Development & Craig Beaver, Administrator for Transportation Services	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	Portland General Electric Company	\$554,798	09/2024	06/2025	Authorization to Award Contract
School Bus Replacement	Craig Beaver, Administrator for Transportation Services	Salem-Keizer School District Cooperative Contract # PA2021-276	Western Bus Sales, Inc.	\$2,143,860	10/2024	06/2026	Authorization to Award Contract
Lexia Learning Systems License Renewal	Robin Kobrowski, Executive Administrator for PK-8 & Language Arts	Special Procurement Pursuant to DJC-AR(5)(a)	Lexia Learning Systems, Inc.	\$460,800	09/2024	08/2025	Authorization to Award Contract
Enterprise Resource Planning System	Steven Langford, Chief Information Officer	Request for Proposals (RFP) 23-0014	PowerSchool Group LLC	\$1,734,306	10/2024	6/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Transportation Support Center Bus Charging Infrastructure: Phase 1

- **Contract Scope:** Engineering and design, permitting, electrical equipment, construction costs and project management for the electrical line extension, transformers, electrical distribution pathways and conductors, and make-ready boxes for thirty-six (36) electric school bus (ESB) charging stations.
- **Contract Timeline:** 09/2024 – 06/2025
- **Contract Amount:** NTE \$554,798
- **Contractor/Vendor:** Portland General Electric Company
- **Funding Source:** State School Bus Depreciation Fund
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development & Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Transportation Support Center Bus Charging Infrastructure

- **Project Scope:** Engineering and design, permitting, electrical equipment, construction costs and project management for the electrical line extension, transformers, electrical distribution pathways & conductors, and make-ready boxes and charger installation for thirty-six (36) electric school buses (ESB) charging stations.
- **Project Budget:** \$991,107
- **Project Timeline:** 09/2024 – 06/2025

BACKGROUND: The district operates twenty-five (25) electric school buses (ESBs) and has been awarded funds for an additional fifty (50) ESBs funded by the State School Bus Depreciation Funds and the \$19.75 million EPA Clean School Bus Grant Program. The additional buses will begin service during the 2024-2025 school year. Currently the district has thirty-one (31) charging stations and requires additional infrastructure to support the increase in ESBs. Procurement and installation of infrastructure for thirty-six (36) additional chargers at the Transportation Support Center will help to support the successful deployment of electric school buses.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contracts described herein with Portland General Electric Company, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: School Bus Replacement

- **Contract Scope:** Procurement of twelve (12) propane school buses
- **Contract Timeline:** 10/2024 – 06/2026
- **Contract Amount:** \$2,143,860
- **Contractor/Vendor:** Western Bus Sales, Inc.
- **Funding Source:** School Bus Depreciation Fund 241
- **Solicitation Method:** Salem-Keizer School District Cooperative Contract #PA-2021-276
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

BACKGROUND: The district has a 20-year school bus replacement plan to facilitate a systematic method of removing aging and high-cost school buses from service and replacing them with buses containing modern technology and low- or no-emissions power plants.

Propane-powered school buses have been used by the district since 2015 to replace some diesel-powered buses with a cleaner-burning, lower-cost unit, equipped with modern technology and safety features. Data indicates propane buses operate at two-thirds the cost of a diesel bus, which represented over \$651,000 in savings in the 2023–24 school year.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Lexia Learning Systems License Renewal

- **Contract Scope:** One-year subscription renewal for PowerUp, a student literacy program for grades 6–12; Core 5, a student literacy program for grades K–5; and Lexia English, a student literacy program for English language learners in the Newcomer Program
- **Contract Timeline:** 09/2024 – 08/2025
- **Contract Amount:** \$460,800
- **Contractor/Vendor:** Lexia Learning Systems, Inc.
- **Funding Source:** General Fund & Grant Funding for Title I Schools
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8 & Language Arts

BACKGROUND: Lexia was first piloted in the 2022–23 school year as a targeted reading intervention for students in grades K–12. This school year will be the third renewal. The license period is for one (1) year.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Enterprise Resource Planning System

- **Contract Scope:** Enterprise Resource Planning System Implementation, Licensing, Maintenance and Support Services
- **Contract Timeline:** 10/2024 – 06/2025 (anticipated initial contract term); annual renewals for life of ERP system includes up-front, agreed upon pricing (details below)
- **Contract Amount:** The initial contract amount is \$1,734,306. This amount includes non-reoccurring implementation costs of \$940,936 and year one reoccurring fees of \$793,370. Following year one, reoccurring fees are subject to a fixed 3% annual uplift, which escalates to 4% after year five.
- **Contractor/Vendor:** PowerSchool Group LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposals (RFP) 23-0014
- **Recommended By:** Steven Langford, Chief Information Officer

ASSOCIATED PROJECT: Enterprise Resource Planning System Implementation

- **Project Scope:** Re-implement a system of software, services and business processes that support the district's finance and human resources functions.
- **Project Budget:** \$2,000,000 annual budget
- **Project Timeline:** 10/2024 – 06/2026 (projected timeline for implementing new system)

BACKGROUND: The enterprise resource planning system (ERP) application currently utilized by the district provides functionality to support finance, human capital management, and payroll functions. The core ERP software was implemented over twenty (20) years ago and is currently an on-premise model (hosted on BSD servers), with BSD staff providing end-user support for the environment. In addition to the core ERP software, the district currently uses a number of third-party software solutions to support functions such as cash receipting, capital project management, reporting and absence management, and relies on systems such as Google and MS Office for additional tracking and data entry tasks not currently supported by an automated solution. The district will implement BusinessPlus in a cloud environment (hosted by the vendor) and as part of the project, will evaluate all business practices to standardize against software capabilities and best practices. This implementation of the core ERP, along with practice standardization will provide significant increases in the areas of efficiency, effectiveness and customer service.

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

ITEM FOR ACTION

BUDGET COMMITTEE MEMBER SELECTION PROCESS

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 BSD budget committee is composed of the seven school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve three-year terms, staggered so that two or three committee members’ terms expire each year.

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

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

In the past, the 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 normal 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 or a future meeting.

RECOMMENDATION

It is recommended that the board declare the budget committee positions for Zones 3, 5 and 6 vacant and approve the selection process and timelines as outlined above.

SUGGESTED MOTION

I move to declare budget committee positions for Zones 3, 5 and 6 vacant and approve the budget committee selection process as submitted.

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ITEM FOR ACTION**NORTHWEST REGIONAL ESD BOARD ELECTION****SUMMARY**

The Northwest Regional Education Service District Board of Directors has a vacant position in Zone 4 to complete the final nine months of a four-year term, from October 9, 2024 through June 30, 2025.

Vacancies of NWRESD numbered board zone positions are filled through election by the component district boards in that zone. There is a single candidate for the position. The Beaverton School Board is asked to vote on whether to endorse the candidate to fill the vacancy for the remainder of the term.

BACKGROUND

The Northwest Regional Education Service District board's position for NWRESD Zone 4 has been vacated with less than one year remaining of a four-year term. The education service district opened an application and election process to fill the position for the remainder of the term, to begin October 9, 2024, and one candidate applied: Michelle Graham.

NWRESD has divided its four-county region into five zones of approximately equal population. Beaverton School District is represented by Zone 4 (northern part of district including Westview and Sunset High School attendance areas) and Zone 5 (southern part of district including Aloha, Beaverton, Mountainview and Southridge High School attendance areas). Zone 4 spans several districts and all participate in electing candidates to the position. In Zone 5, Beaverton is the only component district.

Vacancies of NWRESD numbered board zone positions are filled through election by the component district boards in that zone. From each of these zones, each school district board has one vote to determine who will represent that zone on the NWRESD board. The NWRESD board has four additional appointed positions representing community populations.

The person elected to fill the Zone 4 position on the NWRESD board will serve from October 9, 2024 through June 30, 2025.

RECOMMENDATION

The board is asked to vote on whether to endorse candidate Michelle Graham to fill the vacancy of NWRESD Zone 4 from October 9, 2024 through June 30, 2025.

SUGGESTED MOTION

I move that the Beaverton School Board endorse candidate Michelle Graham to fill the ESD board vacancy for Zone 4, as presented.

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Northwest Regional
Education Service District

BOARD OF DIRECTORS ELECTION PACKET

ZONE 4: BEAVERTON SCHOOL DISTRICT

CANDIDATE MATERIALS ATTACHED

PLEASE CAST YOUR BALLOT BY
SEPTEMBER 13, 2024

CONTACT/QUESTIONS
NWRES D Board Secretary - vwhite@nwresd.org



Northwest Regional Education Service District

August 21, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent RE: NWRESD Board Vacancy - Zone 4

EXPLANATION:

NWRESD board Zone 4 position has been vacated with one year remaining of a four year term. The position is up for election to begin October 9, 2024. NWRESD has completed the application process for candidates and received the following application, included in this packet.

As per NWRESD board policy BBE, any vacancy on the NWRESD Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone. Each school board within Zone 4 will receive one vote for their candidate of choice.

Qualified and interested persons were allowed to submit applications online to the NWRESD Board. For this election cycle, one candidate applied:

Michelle Graham

In this agenda item, Zone 4 School Boards will have the opportunity to review the candidate for NWRESD Board vacancy for Zone 4 to begin October 9, 2024 with term ending June 30, 2025.

PRESENTER(S):

Board Chair, Board Secretary or Superintendent

SUPPLEMENTARY MATERIALS:

Application Info: [Michelle Graham](#)
[Policy BBE: Vacancies on the Board](#)
[Zone 4 Ballot](#)

PROPOSED MOTION:

"I move to endorse candidate, Michelle Graham, as presented, to fulfill the vacancy of NWRESD Zone 4 to begin October 9, 2024 through June 30, 2025."



Northwest Regional Education Service District

Zone 4 Candidate Application Materials:

MICHELLE GRAHAM

Michelle shared the following in their application:

EMPLOYMENT

Employed by Providence Health and Services for 44 years where she started as an Intensive Care Nurse and retired as an Executive of Quality and Medical Staff Services.

EDUCATION

Received a Bachelor of Science in Nursing from University of Portland.

EXPERIENCE

Director on the board of Scappoose School District, retiring after 16 years. Served 4 years each as chair and vice chair.

COMMENTS

Retired from the Scappoose School Board 2 years ago. Since then, has been looking for an opportunity to serve, not only her community, but a broader one as well. This role will build on the partnerships developed in previous roles while continuing to be passionately involved in public education.

Northwest Regional Education Service District

Code: BBE

Adopted: 5/17/07

Revised/Readopted: 4/18/17, 8/9/2022

Orig. Code: BBE

Vacancies on the Board

Vacancies occurring in elected or appointed board positions will be filled either through Board appointment or through election by the boards of the component districts in the manner described below. The Board appointee must be a legally registered voter and a resident within the Northwest Regional Education Service District (NWRESD) for one year immediately preceding the election or appointment.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment or election the newly appointed or elected Board member(s) will take office at the next board meeting following the appointment.

If the offices of a majority of Board members are vacant at the same time, the State Board of Education shall appoint persons to fill the vacancies occurring in appointed board positions from among persons qualified for those positions, if any, or from among other persons who are qualified to serve. The State Board of Education shall oversee the election by component school district boards within the position zones in which the vacancy occurred to fill vacancies occurring in elected positions from among qualified individuals from within those zones.

Numbered Zone Positions

Any vacancy on the Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone from among the qualified members in that numbered position's zone. Qualified and interested persons will be allowed to submit applications to a component board or the NWRESD Board. Each component district in the zone of vacancy shall have one vote. The term of office of the person elected to fill a vacancy will be the time remaining in the vacated Board position.

Appointed Positions (Positions A, B, C and D)

Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. Appointment procedures will be developed by the NWRESD Board in an open meeting. The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.
END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 255.245](#)

[ORS 255.335](#)

[ORS 334.090](#)

[ORS 334.095](#)

Cross Reference(s):

BBBA - Board Member Qualifications

BBC - Board Member Resignation

BBD - Board Member Removal from Office



Northwest Regional ESD Governing Board Ballot Instructions

Please indicate your endorsement of the candidate from the attached packet.

You may choose to hold an interview or forum at your next board meeting.

Please contact vwhite@nwresd.k12.or.us with questions.

Please return your ballot by September 13, 2024.

Voting Ballot

NWRESD Board of Director: Zone 4 (Clatskanie, Rainier, Scappoose, St Helens, Vernonia & Beaverton (Sunset & Westview HS))	
We, _____ (school district) Board of Directors endorse the Zone 4 candidate application as presented.	<input type="checkbox"/>
We, _____ (school district) Board of Directors do not endorse the Zone 4 candidate application as presented.	<input type="checkbox"/>
_____ Board Chair Signature	_____ Date

ITEM FOR ACTION**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 Oregon lawmakers. The board’s legislative advocacy committee has developed recommended priorities for the 2025 legislative session for adoption by the board. The foremost priority recommended by the committee is providing stable and sufficient funding for K–12 public education to support the success of every student.

RECOMMENDATION

The legislative advocacy committee recommends that the board approve the proposed legislative priorities for the 2025 legislative session.

SUGGESTED MOTION

I move to approve the legislative priorities as submitted.

Belong. Believe. Achieve.

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.
- **Early Learning:** Support early learning including pre-kindergarten, early intervention and early childhood special education.
- **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.

revised draft September 12, 2024

ITEM FOR ACTION**APPROVE 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 the previously used “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

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

Belong. Believe. Achieve.

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).

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

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 [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). 84

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).

ITEM FOR ACTION AT A FUTURE MEETING**NONPROFIT LOW-INCOME HOUSING PROPERTY TAX EXEMPTION****SUMMARY**

The district for many years has participated in a program to provide an affordable housing tax exemption for qualifying nonprofit entities, coordinated through Washington County and the City of Beaverton. The district now has been asked to participate in a similar program with the City of Hillsboro.

BACKGROUND

For many years, Beaverton School District has participated in a program coordinated through Washington County and the City of Beaverton to provide an affordable housing tax exemption for qualifying nonprofit entities. The district recently received a request to participate in a similar program with the City of Hillsboro. The program is tailored to assist households earning less than 60% of the area median income in their first year of tenancy and 80% or less in subsequent years. The assistance is possible through property tax savings of the nonprofit owner and operator.

The City of Hillsboro administers an identical affordable housing property tax exemption program authorized under the same statutes (ORS 307.540–548) as the City of Beaverton. In Hillsboro’s program, the Hillsboro School District has granted approval for the exemption. Because there are areas in the City of Hillsboro that are also within the Beaverton School District boundaries, the City of Hillsboro has made a request to approve a property tax exemption related to Beaverton School District’s property taxes.

At this time, there is only one property in the City of Hillsboro and within Beaverton School District boundaries anticipated to apply and meet eligibility requirements for the exemption. The property is located at 9965 NE Walker Road and will be developed by Hacienda CDC for 67 units of affordable housing. The total forgone property taxes is estimated by the City of Hillsboro at between \$10,000–\$25,000. The amount attributable to Beaverton School District is a fraction of that amount because property taxes are included as a part of the State School Fund.

RECOMMENDATION

This is presented for initial consideration and will come before the board for approval at its next meeting on October 8, 2024.

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ITEM FOR ACTION AT A FUTURE MEETING**EQUITY ADVISORY COMMITTEE MEMBER SELECTION****SUMMARY**

For the 2024–25 school year, Beaverton School District will have open positions to fill on the Equity Advisory Committee. Staff will share the process and timeline for committee selection.

BACKGROUND

In 2021, the Oregon Legislature passed Senate Bill 732 requiring each school district to establish what the law calls an Educational Equity Advisory Committee. Beaverton School District had previously established an equity advisory group, the equitable policies task force, with members appointed after an open community application process in 2020–21. In fall 2022 the district reconstituted the committee to be further aligned with the new legislation.

Beaverton School District’s Equity Advisory Committee under the new legislation will continue in 2024–25. The duties of the committee include informing and advising the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate.

By law, the committee must be comprised of parents, employees, students and community members, and its membership must be primarily representative of underserved student groups and elevate underrepresented voices. One member must serve on both the equity committee and the budget committee. Current members of the school board and the superintendent are not eligible for appointment to the committee.

The superintendent is responsible for coordinating the member nomination process and recommending finalists to the board for appointment.

- Applications will be accepted from September 18–October 7, 2024.
- Openings will be publicized using the district’s usual communication channels.
- Candidates will apply through the online application form.
- Applications will be selected and recommended to the superintendent for appointment.
- Recommended appointees will be presented for board approval on November 11, 2024.

RECOMMENDATION

In this meeting staff will share the planned process and timeline for committee selection. In the November 11 board meeting, the superintendent will recommend committee members to be appointed by the board.

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

Revisions are recommended to update school board policies ACB and DBEA. 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**ACB – Every Student Belongs – Hate Symbols and Bias Incidents – REVISE**

This update adds language clarifying what constitutes “symbols of hate” and adds language prohibiting retaliation against those who report a bias incident and how to file a complaint or bias incident report.

DBEA – Budget Committee – REVISE

This update adds language reflecting that one person on the budget committee must also serve on the district’s educational equity advisory committee, and noting that districts are required to establish such a committee.

RECOMMENDATION

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

- Revisions to board policy ACB
- Revisions to board policy DBEA

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Every Student Belongs — Hate Symbols and Bias Incidents

All students, staff and visitors in public schools are entitled to learn, work and participate in an environment that is free from discrimination, harassment and intimidation based on their actual or perceived race, color, religion, sexual orientation, gender identity, disability, or national origin.

~~All students are entitled to a high-quality and safe educational experience, that is free from discrimination or harassment based on an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes.~~

~~All adults and visitors are entitled to work or participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental, or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.~~

The district prohibits the use or display of any symbols of hate on district property¹ or in ~~any district or school-sponsored~~ an education program², ~~service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly,~~ except where used in teaching curriculum that is aligned with state standards of education for public schools ~~to the Oregon State Standards.~~

For the purposes of this policy, the following definitions will apply:

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, sexual orientation, gender identity, ~~national origin or~~ disability, or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to in-person, hybrid, or distance learning environments.

“Symbol of hate” means nooses, symbols of neo-Nazi ideology³, or the battle flag of the Confederacy.⁴ ~~For the purpose of this policy it also includes any~~ a symbol, image, or object that expresses animus on the basis of race, color, religion, ~~gender identity,~~ sexual orientation, gender identity, mental or physical disability, or national ~~or ethnic~~ origin, ~~including, but not limited to, the noose, swastika, or confederate flag, and~~ whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

¹ “School property” or “district property” means any property under the control of the district.

² “Education program” means any program, service, school or activity sponsored by the district.

³ Symbols of neo-Nazi ideology may include but are not limited to the hooked cross or swastika.

⁴ A.k.a. the confederate flag. While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The superintendent or designee is directed to develop procedures for addressing reports or complaints of bias incidents. Procedures developed shall prioritize immediate safety of complainants, communications to all parties involved, restorative practices, and non-disciplinary remedial action for accountability whenever appropriate.

The superintendent shall ensure that policy ACB and accompanying procedures are communicated widely and accessible.

[The district prohibits retaliation against an individual because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.](#)

[Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.](#)

[The district will use administrative regulation ACB-AR – Bias Incident Complaint Procedure to process reports or complaints of bias incidents.](#)

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

Cross Reference(s):

AC – Nondiscrimination

GBA – Equal Employment Opportunity

JB – Equal Educational Opportunity

JBB – Educational Equity

KL – Public Complaints

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the board and seven electors appointed by the board as required by law. Terms of the appointed members of a budget committee in a district that prepares an annual budget will be three years each with appointments made so that, as nearly as practicable, the terms of one-third of the members expire each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms, ~~and~~ and the terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. [At least one member of the budget committee must be a member of the district's educational equity advisory committee.](#)¹ The board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the board. No new program should be considered for the budget estimate that has not previously

¹ [Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 25, 2025.](#)

been submitted to the board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610](#) to -192.695

[ORS 294.305](#) to -294.565

[ORS 329.711](#)

[ORS 433.835](#) to -433.875